

Jefferson High School

School Improvement Plan 2008

Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number	041012050250004		
District Name	ROCKFORD SD 205	School Name	JEFFERSON HIGH SCHOOL
Superintendent	LINDA HERNANDEZ	Principal	Don Rundall
District Address	201 S MADISON ST	School Address	4145 SAMUELSON RD
City/State/Zip	ROCKFORD,IL 61104 2092	City/State/Zip	ROCKFORD,IL,61109 3299
District Telephone#	8159663000 Extn:3101	School Telephone#	8158749536 Extn:2172
District Email	hernandl@rps205.com	School Email	rundald@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 5

	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	96.7	Yes	96.7	Yes	30.6		No	30.9		No			64.1	No
White	97.0	Yes	97.0	Yes	43.8	48.9	No	43.8	49.3	No			69.6	
Black	94.7	Yes	94.7	Yes	14.1	20.9	No	7.6	22.2	No			52.1	
Hispanic	97.9	Yes	97.9	Yes	20.0	23.3	No	28.0	30.7	No			63.8	
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	91.5	No	91.5	No										
Economically Disadvantaged	95.6	Yes	95.6	Yes	26.4	30.0	No	20.2	33.0	No			59.5	

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 (%)	87.6	90.8	88.8	88.4	85.8	88.2	88.9	87.5
Truancy Rate (%)	16.5	10.1	15.7	15.7	22.2	23.1	20.0	20.3
Mobility Rate (%)	26.6	26.8	26.0	29.6	32.8	29.1	20.1	32.2
HS Graduation Rate, if applicable (%)	71.4	82.4	85.2	63.8	69.4	69.1	70.4	64.1
HS Dropout Rate, if applicable (%)	9.3	7.3	10.4	8.9	10.7	3.0	5.6	2.9
School Population (#)	1714	1787	1766	1807	1924	1964	2010	2085
Economically Disadvantaged (%)	32.5	39.8	41.8	41.0	50.3	51.7	57.6	60.5
Limited English Proficient (LEP) (%)	2.2	3.0	0.1	5.1	6.1	7.8	9.0	10.8
Students with Disabilities (%)								
White, non-Hispanic (%)	59.1	56.2	55.5	54.8	53.8	49.3	47.4	45.1
Black, non-Hispanic (%)	26.6	28.9	29.0	29.4	27.7	28.7	28.0	28.5
Hispanic (%)	10.4	10.9	11.5	12.2	14.9	17.6	19.7	20.8
Asian/Pacific Islander (%)	3.7	3.9	3.7	3.5	3.5	3.8	3.8	3.7
Native American or Alaskan Native(%)	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	-	-	0.4	0.9	1.8

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	63.4	23.0	9.6	3.7	0.3	-
	2000	62.1	23.7	10.4	3.7	0.1	-
	2001	59.1	26.6	10.4	3.7	0.1	-
	2002	56.2	28.9	10.9	3.9	0.1	-
	2003	55.5	29.0	11.5	3.7	0.2	-
	2004	54.8	29.4	12.2	3.5	0.1	-
	2005	53.8	27.7	14.9	3.5	0.1	-
	2006	49.3	28.7	17.6	3.8	0.2	0.4
	2007	47.4	28.0	19.7	3.8	0.1	0.9
2008	45.1	28.5	20.8	3.7	0.1	1.8	
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	1.7	25.1	77.2	88.0	25.6	182	12.4	14.5	80.1
	2000	2.0	32.8	81.3	91.2	21.8	155	10.2	12.9	74.4
	2001	2.2	32.5	95.0	87.6	26.6	274	16.5	9.3	71.4
	2002	3.0	39.8	73.6	90.8	26.8	189	10.1	7.3	82.4
	2003	0.1	41.8	74.5	88.8	26.0	287	15.7	10.4	85.2
	2004	5.1	41.0	100.0	88.4	29.6	296	15.7	8.9	63.8
	2005	6.1	50.3	100.0	85.8	32.8	388	22.2	10.7	69.4
	2006	7.8	51.7	100.0	88.2	29.1	461	23.1	3.0	69.1
	2007	9.0	57.6	60.0	88.9	20.1	418	20.0	5.6	70.4
	2008	10.8	60.5	100.0	87.5	32.2	441	20.3	2.9	64.1
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	1603	-	-	-	-	-	-
	2000	1614	-	-	-	-	-	-
	2001	1714	-	-	-	-	-	-
	2002	1787	-	-	-	-	-	348
	2003	1766	-	-	-	-	-	334
	2004	1807	-	-	-	-	-	359
	2005	1924	-	-	-	-	-	309
	2006	1964	-	-	-	-	-	296
	2007	2010	-	-	-	-	-	337
	2008	2085	-	-	-	-	-	379
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	40.7	50.3	48.1	40.1	30.7	30.8
White	47.2	58.2	60.6	46.4	43.0	44.6
Black	22.7	30.4	17.1	27.8	12.2	14.6
Hispanic	46.9	30.7	40.5	34.1	13.2	19.5
Asian/Pacific Islander	-	50.1	60.0	63.7	35.7	40.0
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	3.8	6.7	18.4	11.9	5.6	10.0
Economically Disadvantaged	27.2	34.9	38.0	33.8	22.0	25.7

**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	36.9	50.0	40.8	35.5	32.0	29.6
White	44.5	58.3	51.5	45.7	41.3	42.3
Black	13.6	17.9	13.2	16.7	12.2	6.8
Hispanic	34.4	42.3	32.4	25.0	20.6	25.6
Asian/Pacific Islander	-	68.8	60.0	63.6	64.2	50.0
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	0.0	3.3	10.5	9.5	13.5	5.0
Economically Disadvantaged	23.3	35.8	30.7	26.9	22.9	18.0

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?*

Addition for 2008 School Improvement Plan:

*Jefferson saw an increase of .1% in its reading scores with regard to AYP. Caucasian scores went up 1.6% African American scores went up 2.4%, Hispanic went up 6.3% and Asian/Pacific Islander went up 4.3%, Students with Disabilities went up 4.4% and Economically Disadvantaged students went up 3.7%

*Math scores dropped significantly from 32% to 29.6%. Caucasian students went up 1%, and Hispanic scores went up 5%, African American went down 5.4%, Pacific Islander went down 14.2%, Students with Disabilities went down 8.5%, and Economically Disadvantaged went down 4.9%.

*Overall, there has been little to no progress made in achieving AYP or Safe Harbor in the last year. Gains that have been made by subgroups have been cancelled out by losses in other subgroups. African American scores continue to drop.

*Attendance at Jefferson continues to be a problem, dropping to 2 year low of 87.5%, as does chronic truancy, which went up slightly (.3%). The mobility rate also jumped significantly from 20.1 to 32.2%.

*Graduation Rate dropped to 64.1% (from 70.4), a 4 year low.

* Students with disabilities did not meet the participation rate of 95%. This was due to two factors: One, not all Alternative Assessments were submitted, and two, not all of Junior status students were assessed.

2007 Plan:

*There is an overall drop in the percentage of students who meet and/or exceed standards in reading in 06/07 as well as a drop in all subgroups – White, Black, Hispanic, Asian/Pacific Islander, Students with Disabilities and Economically Disadvantaged. None of these groups meet AYP in Reading, even for Safe Harbor. In addition, the subgroup of African American dropped 15.6 percent from 05/06 to 06/07, and Hispanic dropped 20.9 percent from 05/06 to 06/07. Asian/Pacific Islander dropped 28 percent and Economically Disadvantaged dropped 11.8 percent between the same two years.

*There is an overall drop in the percentage of students who meet and/or exceed standards in mathematics in 06/07 as well as a drop in the subgroups of White, Black, Hispanic, and Economically Disadvantaged. Asian/Pacific Islander increased by .6 percent from 05/06 to 06/07 and Students with Disabilities increased 4 percent from 05/06 to 06/07. None of these groups meet AYP in mathematics, even for Safe Harbor. While subgroups dropped between 05/06 and 06/07, the drops were less than 4.5% for each subgroup.

*Overall scores in Reading and Mathematics have dropped each year **since** 03/04, as well as most subgroup scores.

* Over the last five years, attendance rate has been consistently low (between 85. 8 and 88.9) and chronic truancy has been consistently high (15.7 to 23.1%). Attendance rate for 06-07 was 88.9 and chronic truancy rate was 20%.

*Overall graduation rate is up by 1 percentage point and is still slightly below the state standard, but African American students are 4.4 percent below state standard. We do not have State Data on the Hispanic rate or other subgroups, but feel that they are low as well. White and Economically Disadvantaged are meeting state standard.

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

What are the factors likely to have contributed to these results?

*The enrollment in the school has increased each year since 2003 with over 2000 students enrolled in 2007.

*The percentage of Economically Disadvantaged children has increased every year since 2003 with 57.6 percent Economically Disadvantaged in 2007.

*The percentage of Limited English Proficient (LEP) students has increased every year since 2003 with 9 percent LEP in 2007.

*The percentage of Hispanic students has increased every year since 2003 with 19.7 percent Hispanic students in 2007.

*There have been no new programs or changes in instructional strategies to meet the needs of the changing demographics.

*Because students are having difficulty with the curriculum, there has been a lowering of expectations and classroom curriculum, and instruction is not always rigorous.

*Students coming into Jefferson continue to be low in reading ability, basic vocabulary, and math skills.

*Students with Disabilities in instructional level special education classes are not receiving focused instruction on the Assessment Frameworks or the IAA Priority Objectives for Reading and Mathematics

*Most of administrative time and leadership is spent on discipline and trying to provide an orderly environment rather than academic leadership.

*Student absenteeism is high and reflects student apathy to receiving a good education.

*There is limited parent and community involvement in school activities

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

*There needs to be a clear School Improvement Plan, implemented by all staff, and supported and monitored by the administration.

*Staff needs a framework to understand the impact of the changing student body and how to meet the needs of the students (e.g. Understanding Poverty by Ruby Payne).

*There is a need for more staff who speak Spanish so there can be greater communication with students and parents.

*There is a need to teach reading and reading strategies to **all** entering students.

*There is a need to teach reading across the curriculum.

*There is a need for specific instruction in reading for students who need reading assistance throughout the grades.

*There is a need to make the curriculum and instruction relevant to the student's lives to reduce apathy.

*There is a need to keep the curriculum rigorous while modifying instruction to meet the needs of the students.

*There is a need to emphasize mathematical instruction, where appropriate, in the content areas.

*There is a need to provide immediate and individualized instruction to students who do not understand concepts as they are being introduced and taught in the classroom.

*There is a need for staff to receive consultation on techniques that are more responsive to the specific needs of the students – particularly in reading and mathematics.

*There is a need to emphasize the Assessment Frameworks and IAA Objectives in Reading and Math in Special Education instructional classrooms

*There is a need to help students make significant and lasting relationships within the Jefferson community so they feel they are accepted and belong and desire to come to school.

*There is a need to help students understand the value of a good education as important to their future.

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?

Based upon assessment and other relevant data there is a need to:

- Create a common vision between staff and administration with academic excellence as a top priority.
- Develop a clear School Improvement Plan, implemented by all staff, and supported and monitored by the administration.
- Stress academic leadership by the administration, dedicate faculty meeting time to academic issues, incorporate implementation of SIP strategies into staff evaluations, and provide motivation for academic success to students and parents.
- Provide entering students with reading strategies and opportunities to improve their reading levels.
- Assist teachers in the development of materials and strategies to teach reading in the content areas in the areas of vocabulary, academic background knowledge, comprehension, and fluency.
- Increase the amount of content area reading in all classes and include reading strategies for staff and students.
- Adjust math course curriculum and instruction to ensure math assessment standards are taught and mastered in a timely manner.

- Emphasize mathematical instruction, where appropriate, in the content areas.
- Provide immediate and individualized instruction to students who are having difficulty in achieving proficiency in reading and mathematics
- Provide consultation to staff on techniques that are more responsive to the specific needs of the students – particularly in reading and mathematics.
- Make the curriculum and instruction relevant to the student's lives to reduce apathy and increase achievement.
- Provide a rigorous curriculum while modifying instruction to meet the needs of the students.
- Implement Data teams organized around specific courses, stressing the learning of content related to the State of Illinois Assessment Standards, particularly in reading and mathematics.
- Increase staff knowledge and use of formative assessments and item analysis of data to more specifically teach skills and concepts which students demonstrate they have not learned.
- Effectively implement the Freshmen Foundation program with all of its components.
- Prepare students to do better on the PSAE, WORKKEYS, and ACT through test preparation techniques,
- Provide specific services to the growing Hispanic population – particularly those with LEP.
- Provide information to staff on how to meet the needs of the rapidly changing student population.
- Adjust the reading and math curriculum for Students with Disabilities to reflect the Assessment Frameworks and IAA Priority Objectives.
- Upgrade the physical condition, technology, and student furniture at Jefferson HS.
- Improve the communication and sharing of data on a timely basis between administration, counseling and teachers.
- Provide more opportunities for parents to become involved at the school, attend parent teacher conferences and communicate with teachers about individual student progress.
- Create a sense of community among all staff to reduce staff turnover and provide them with the information they need to be successful in the classroom.
- Provide greater support for new teachers in curriculum and school procedures.

- Develop a climate and a culture that accepts change.
- Provide opportunities for students to develop positive and lasting relationships within the Jefferson community so they feel accepted and belonging and a desire to attend school.
- Provide opportunities for students to develop career goals and educational pathways to meet those goals.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Reading	10,1,4,6,8,12,
2	Math	11,2,5,7,9,13,
3	Attendance	10,11,1,4,6,8,12,2,5,7,9,13,3,
4	Graduation	3,
5	Participation Rate	10,11,

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	School is deficient in Graduation Rate
4	White students are deficient in Reading Meets and Exceeds
5	White students are deficient in Mathematics Meets and Exceeds
6	Black students are deficient in Reading Meets and Exceeds
7	Black students are deficient in Mathematics Meets and Exceeds
8	Hispanic students are deficient in Reading Meets and Exceeds
9	Hispanic students are deficient in Mathematics Meets and Exceeds
10	Students with disabilities are deficient in Reading Participation rate
11	Students with disabilities are deficient in Mathematics Participation rate
12	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

13	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
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Section II-A Action Plan - Objectives

Objective: 1

Reading

Objective 1 Description:

All students will meet targeted AYP performance levels for 2009 (70% meets/exceed on PSAE) and 2010 (77.5% meets/exceed on PSAE) in reading, while Hispanic students (20% meets/exceeds on 08) students with disabilities* (Not available for meets/exceeds in 08), Economically Disadvantaged (26.4% meets/exceed in 08), African American students (14.1% meets/exceed in 08) and Caucasian students (43.8% meets/exceed in 08) will meet either AYP performance levels or Safe Harbor Target for 2009 or 2010.

*subgroup not included in 07/08 AYP data

This objective addresses the following areas of AYP deficiency	
1	Students with disabilities are deficient in Reading Participation rate
2	School is deficient in Reading Meets and Exceeds
3	White students are deficient in Reading Meets and Exceeds
4	Black students are deficient in Reading Meets and Exceeds
5	Hispanic students are deficient in Reading Meets and Exceeds
6	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Reading						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Freshmen who are having the greatest reading difficulties will be required to take a reading class in addition to their English class.	9/2/2008	6/15/2010	During School	Local Funds	60000

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
2	Activity 1A: Students will be determined eligible for such class by their 8th grade ISAT, 8th grade reading test, IEP, and teacher recommendation.	9/2/2008	6/15/2010	During School	Local Funds	0
3	Activity 1B: Students will be taught reading skills/strategies for a variety of reading genre in line with the Reading Assessment Frameworks.	9/2/2008	6/15/2010	During School	Local Funds	0
4	Strategy #2: Students who are not making progress, determined by Think Link assessment data and/or teachers recommendation, will have various interventions.	9/2/2008	6/15/2010	During School	Local Funds	60000
5	Activity 2A: A pyramid of academic interventions will be developed for Jefferson High School.	9/2/2008	6/15/2010	After School	Local Funds	0
6	Activity 2B: Classroom teachers will use Data Team interventions and reading specialist and reading consultation before referral of a student for specific assistance.	9/2/2008	6/15/2010	During School	Local Funds	0
7	Activity 2C: Hispanic LEP students will receive specific help from a bilingual specialist	9/2/2008	6/15/2010	During School	Local Funds	20000
8	Activity 2D: Special Education students will receive specific help from a specialist.	9/2/2008	6/15/2010	During School	Local Funds	0
9	Activity 2E: Identified students will receive tutoring before or after school on specific skills	9/2/2008	6/15/2010	After School	Local Funds	7000
10	Activity 2D: Special Education students will receive specific help from a specialist.	9/2/2008	6/15/2010	During School	Local Funds	0
11	Activity 2E: Identified students will receive tutoring before or after school on specific skills.	9/2/2008	6/15/2010	After School	Local Funds	7000
12	Strategy #3: Students will be taught a weekly reading or writing strategy in all content areas.	9/2/2008	6/15/2010	During School	Local Funds	0
13	Activity 3A: Academic teachers will use textbooks or primary sources to teach reading or writing strategies at least 15 minutes 3 times a week.	9/2/2008	6/15/2010	During School	Local Funds	0
14	Activity 3B: Teachers will use a variety of strategies including CRISS and BEEP strategies.	9/2/2008	6/15/2010	During School	Local Funds	0
15	Strategy #4: An item analysis will be provided for teachers and students, of the state and local assessments which will designate areas of reading weakness that need additional instruction.	9/2/2008	6/15/2010	During School	Local Funds	4000
16	Activity 4A: Administrative staff and counselors will work with feeder schools to get data in a usable format and timely manner.	9/2/2008	6/15/2010	During School	Local Funds	0
17	Activity 4B: Data teams will focus on skills that the students need to master.	9/2/2008	6/15/2010	During School	Local Funds	0
18	Strategy #5: Freshman Foundation will be implemented with all of its components.	9/2/2008	6/15/2010	During School	Local Funds	10000
19	Activity 5A: All entering 9th grade students will receive an orientation that will include reading, studying, and note taking strategies (Empowerment Strategies).	8/18/2009	6/15/2010	Before School	Local Funds	5000
20	Activity 5B: Freshmen students will be scheduled within teams with common teachers for English, Math and other content areas.	9/2/2008	6/15/2010	During School	Local Funds	0
21	Activity 5C: Freshmen Foundations curriculum will focus on team based academic standards through relevant cross curricular projects for English, Math and other content areas.	9/2/2008	6/15/2010	During School	Local Funds	6000
22	Strategy 6: Students with Disabilities will receive instruction in reading focused on the Illinois Assessment Frameworks and IAA Priority Objectives.	9/2/2008	6/15/2010	During School	Local Funds	0
23	Activity 6A: Special Education Instructional staff will review and revise their curriculum based upon the Assessment Frameworks and IAA Priority Objectives.	9/2/2008	6/15/2010	During School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
24	Activity 6B: Data teams will focus on skills that students must master.	9/2/2008	6/15/2010	During School	Local Funds	0

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

Objective 1 Title : Reading						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: All content teachers will receive instruction on teaching reading across the curriculum	8/15/2008	6/15/2010	Before School	Local Funds	0
2	Activity 1A: Teachers will be taught CRISS reading strategies, BEEP classroom strategies, and empowerment strategies	8/15/2008	6/15/2010	Before School	Local Funds	4000
3	Activity 1B: All teachers will be informed of the Reading Assessment Framework and how it can be applied to their classes.	8/15/2009	6/15/2010	Before School	Local Funds	0
4	Activity 1C: Teachers will be taught vocabulary development and academic background knowledge strategies - Marzano	8/15/2008	6/15/2010	Before School	Local Funds	2000
5	Activity 1D: Teachers will receive instruction on how to teach reading across the curriculum strategies	8/15/2008	6/15/2010	Before School	Local Funds	0
6	Strategy #2: Teachers will receive instruction and coaching on participating in and leading effective data teams	9/2/2008	6/15/2010	During School	Local Funds	1500
7	Activity 2A: Data teams will be formed with teachers teaching similar courses	9/2/2008	6/15/2010	During School	Local Funds	0
8	Activity 2B: Coaching will be available from the RESPRO services	9/2/2008	6/15/2010	During School	Local Funds	0
9	Activity 2C: Teachers will receive instruction on effective formative assessments, data analysis, and effective teaching strategies	9/2/2008	6/15/2010	During School	Local Funds	2000
10	Strategy #3: Academic leadership will place a focus on SIP strategies and activities for improvement of reading	8/15/2008	6/15/2010	Before School	Local Funds	0
11	Activity 3A: Faculty meetings will stress academic strategies for improvement in reading	9/2/2008	6/15/2010	During School	Local Funds	0
12	Activity 3B: Staff evaluations will stress implementation of SIP strategies	9/2/2008	6/15/2010	During School	Local Funds	0
13	Activity 3C: Workshops to understand the educational needs of ELL students will be offered	9/2/2008	6/15/2010	Before School	Local Funds	1000
14	Activity 3D: Teachers will receive training in Response to Intervention Models and interventions in the classroom	8/15/2008	6/15/2010	After School	Local Funds	1000
15	Activity 3E: New teachers will take part in an intensive mentoring program, including the teaching of reading strategies	8/15/2009	6/15/2010	During School	Local Funds	0
16	Activity 3F: Staff will receive information on what key skills are assessed by state and local assessments.	8/15/2008	6/15/2010	Before School	Local Funds	0
17	Activity 3G: Freshmen Foundation staff will receive training in writing cross curricular projects.	8/15/2009	6/15/2010	Before School	Local Funds	500

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
18	Strategy 4: Special education staff will receive training on Illinois Assessment Frameworks and IAA Priority Objectives	8/15/2009	6/15/2010	Before School	Local Funds	500

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

Objective 1 Title : Reading						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Parents will be invited to participate at Jefferson High School activities	8/15/2008	6/15/2010	Before School	Local Funds	500
2	Activity 1A Parents of incoming freshmen will attend an orientation to Freshmen Foundation prior to the start of school in the fall.	8/15/2008	6/15/2010	Before School	Local Funds	0
3	Activity 1B: Parents of incoming 8th grade students will be invited to attend various events at Jefferson High School	8/15/2008	6/15/2010	Before School	Local Funds	0
4	Strategy #2: Parents will have greater access to information about their student's education.	9/2/2008	6/15/2010	Before School	Local Funds	0
5	Activity 2A: Parent Teacher Conferences will be held at times and dates more convenient for parents to attend	11/1/2009	6/15/2010	After School	Local Funds	200
6	Activity 2B: Spanish/English interpreters will be readily available for conferences and parent calls	11/1/2008	6/15/2010	After School	Local Funds	1500
7	Activity 2C: Edline will be used to communicate with parents on a more frequent basis about course expectations and how well students are progressing.	8/15/2009	6/15/2010	During School	Local Funds	4000
8	Activity 2D: Increase the number of phone lines available for staff to make calls to parents in a timely manner	9/2/2008	6/15/2010	Before School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 1 Title : Reading
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Strategy	Success Indicator	Monitoring Tools	Responsible Party
Student Strategy			

#1: Freshmen who are having the greatest reading difficulties will be required to take a reading class in addition to English class	Decreased number of students who continue to need reading assistance after the first year.	Enrollment data Curriculum	Assistant Principal Reading Teacher
#2: Students who are not making progress, determined by Think Link assessment data and/or teachers recommendation, will have various interventions.	Pre-post formative reading assessments	Data Team Minutes Classroom observations Student assisted by reading specialist	Reading Specialist Assistant Principal
#3: Students will be taught a weekly reading or writing strategy in all content areas.	PSEA, ACT, PLAN, EXPLORE reading test results	Lesson Plans	Academic Content Teachers Assistant Principal
#4: An item analysis will be provided for teachers and students, of the state and local assessments which will designate areas of reading weakness that need additional instruction.	Students will demonstrate increased reading ability on formative assessments.	Data Team Minutes Formative Assessments	Academic Classroom Teachers RESPRO Coaches
Strategy #5: Freshman Foundation will be implemented with all of its components.	Student work metacognitive strategies, reading and study strategies.	Agenda for orientation Attendance data	Freshman Foundation Coordinator
#6: Students with Disabilities will receive instruction in reading focused on the Illinois Assessment Frameworks and IAA Priority Objectives.	PSEA, ACT, PLAN, EXPLORE, IAA assessment results	Lesson Plans	Special Education Staff Assistant Principal Supervisor of Special Education
Professional Development			

#1: All content teachers will receive instruction on teaching reading across the curriculum	Decreased number of students who need tutoring or help from reading specialist	Evidence of CRISS and vocabulary development strategies in the classroom Faculty meeting agendas	Content area teachers Assistant Principal
#2 Teachers will receive instruction and coaching on participating in and leading effective data teams	Decreased number of students who need tutoring or help from a reading specialist	Data Team Minutes	Teachers RESPRO coaches
#3: Academic leadership will place a focus on SIP strategies and activities for improvement of reading	SIP will be implemented PSEA, ACT, PLAN, EXPLORE assessment results	Faculty meeting agendas Staff evaluations Staff will be able to tell you what the priorities are in the SIP and what they are doing to implement them	Principal Assistant Principal
#4 Special education staff will receive training on Illinois Assessment Frameworks and IAA Priority Objectives	PSEA, ACT, PLAN, EXPLORE, IAA assessment results	Workshop agendas Curriculum Lesson Plans	Special Education Staff Assistant Principal Special Education Supervisor
Parent Involvement strategies			
#1: Parents will be invited to participate in workshops on how to help their students at home or other topics of interest	Increased number of parents in contact with school	Parent Meeting Notices Meeting Agendas Attendance	Reading Specialist Assistant Principal Counselors
#2: Parents will have greater access to information about their student's education.	Increased number of parents in contact with school	Notices to Parent Edline	Teachers Assistant Principal

		Locations/Times of Parent Conferences Hispanic Interpreters	Counselors
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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
Don Rundall	Principal
Jeff Carlson	12 Month Principal
Melissa Watkins	10 Month Principal

Section II-A Action Plan - Objectives

Objective: 2

Math

Objective 2 Description:

All students will meet targeted AYP performance levels for 2009 (70% meets/exceed on PSAE) and 2010 (77.5% meets/exceed on PSAE) in mathematics, while Caucasian students (43.8% meets/exceed in 08), Hispanic (28% meet/exceed in 08), Students with Disabilities* (N/A meet/exceed in 08), Economically Disadvantaged students (20.2% meet/exceed in 08), and African American students (7.6% meet/exceed in 08) will meet either the required AYP performance levels or Safe Harbor Target for 2009 and 2010.

*subgroup not included in 07/08 AYP data

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

3	White students are deficient in Mathematics Meets and Exceeds
4	Black students are deficient in Mathematics Meets and Exceeds
5	Hispanic students are deficient in Mathematics Meets and Exceeds
6	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Math						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Students will receive instruction in core math courses that align with the State Assessment Framework.	9/2/2008	6/15/2010	During School	Local Funds	0
2	Activity 1A: Content area teachers will use curriculum to emphasize math instruction, particularly number sense, measurement, and conversions	9/2/2008	6/15/2010	During School	Local Funds	0
3	Strategy #2: All students who are not making progress, determined by Think Link and teacher recommendation, will receive interventions.	9/2/2008	6/15/2010	During School	Local Funds	60000
4	Activity 2A: A pyramid of intervention will be created by Jefferson High School (RTI)	1/1/2009	6/15/2010	During School	Local Funds	0
5	Activity 2B: Classroom teachers will use Data Team interventions and math specialist consultation before referral of a student for specific assistance.	9/2/2008	6/15/2010	During School	Local Funds	0
6	Activity 2C: Special Education students will receive specific help from a specialist.	9/2/2008	6/15/2010	During School	Local Funds	0
7	Activity 2D: Identified students will receive tutoring before or after school on specific skills.	9/2/2008	6/15/2010	After School	Local Funds	10000
8	Activity 2E: Administrative staff and counselors will work with feeder schools to get data in a usable format and timely manner.	9/2/2008	6/15/2010	After School	Local Funds	0
9	Activity 2F: Students will receive instruction on identified skills they need to master.	9/2/2008	6/15/2010	During School	Local Funds	0
10	Activity 2G: Data teams will focus on math skills that all students need to master	9/2/2008	6/15/2010	During School	Local Funds	0
11	Strategy #3: Content area teachers will use curriculum to teach math strategies at least 15 minutes 3 times a week.	9/2/2008	6/15/2010	During School	Local Funds	0
12	Strategy #4: Freshman Foundation will be implemented with all of its components	8/18/2008	6/15/2010	During School	Local Funds	0
13	Activity 4A: All Entering 9th grade students will receive an orientation that will include reading, studying and note taking strategies.	8/15/2009	6/15/2010	Before School	Local Funds	5000
14	Activity 4B: Freshmen students will be scheduled within teams with common teachers for English, Math and other content areas	9/2/2008	6/15/2010	During School	Local Funds	0
15	Activity 4C: Freshmen Foundations curriculum will focus on team based academic standards through relevant cross curricular projects for English, Math and other content areas	9/2/2008	6/15/2010	During School	Local Funds	6000

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
16	Strategy #5: Students with Disabilities will receive instruction in math focused on the Illinois Assessment Frameworks and IAA Priority Objectives	9/2/2008	6/15/2010	During School	Local Funds	0
17	Activity 5A: Special Education Instructional staff will review and revise their curriculum based upon the Assessment Frameworks and IAA Priority Objectives	9/2/2008	6/15/2010	During School	Local Funds	0
18	Activity 5B: Special Education data teams will focus on skills that students must master	9/2/2008	6/15/2010	During School	Local Funds	0

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

Objective 2 Title : Math						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Math teachers will make adjustments in the math core course curriculum to ensure that State Math Assessment Framework standards are taught in a timely manner.	8/18/2008	9/2/2008	Before School	State Funds	3000
2	Strategy #2: All content area teachers will receive instruction on how to teach math number sense, measurement and conversions in content areas	8/18/2008	6/15/2010	Before School	Local Funds	0
3	Activity 2A: Teachers will be taught CRISS reading strategies, BEEP classroom strategies, and empowerment strategies	8/18/2008	6/15/2010	Before School	Local Funds	30000
4	Strategy #3: Teachers will receive instruction and coaching on participating in and leading effective data teams	9/2/2008	6/15/2010	During School	Local Funds	1500
5	Activity 3A: Data teams will be formed with teachers teaching similar courses	9/2/2008	6/15/2010	During School	Local Funds	0
6	Activity 3B: Coaching will be available from the RESPRO services	9/2/2008	6/15/2010	During School	Local Funds	0
7	Activity 3C: Teachers will receive instruction on effective formative assessments, data analysis, and effective teaching strategies	8/18/2008	6/15/2010	Before School	Local Funds	0
8	Strategy #4: Academic leadership will place a focus on SIP strategies and activities for improvement of math	8/18/2008	6/15/2010	During School	Local Funds	0
9	Activity 4A: Faculty meetings will stress Best Practices in Teaching, other academic strategies, and Math strategies	9/2/2008	6/15/2010	During School	Local Funds	0
10	Activity 4B: Staff evaluations will stress implementation of SIP strategies	9/2/2008	6/15/2010	During School	Local Funds	0
11	Activity 4C: Workshops to understand the educational needs of ELL students will be offered	8/18/2008	6/15/2010	After School	Local Funds	1000
12	Activity 4D Teachers will receive training in Response to Intervention Models and interventions in the classroom	8/18/2008	6/15/2010	After School	Local Funds	1000
13	Activity 4E: New teachers will participate in a mentoring program, including the application of math strategies	8/18/2008	6/15/2010	Before School	Local Funds	0
14	Activity 4F: Staff will receive information on what key skills are assessed by state and local assessments.	8/18/2008	6/15/2010	Before School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
15	Activity 4G: Freshmen Foundation staff will receive training in writing cross curricular projects.	8/18/2008	6/15/2010	Before School	Local Funds	500
16	Strategy #5 Special education staff will receive training on Illinois Assessment Frameworks and IAA Priority Objectives	8/18/2008	6/15/2010	Before School	Local Funds	500

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

Objective 2 Title : Math						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Parents will be invited to participate at Jefferson High School activities	8/18/2008	6/15/2010	Before School	Local Funds	0
2	Activity 1A Parents of incoming freshmen will attend an orientation to Freshmen Foundation prior to the start of school in the fall.	8/18/2008	6/15/2010	Before School	Local Funds	0
3	Activity 1B: Parents will be contacted to request that they participate in a variety of school activities	9/2/2008	6/15/2010	Before School	Local Funds	0
4	Strategy #2: Parents will have greater access to information about their student's education.	9/2/2008	6/15/2010	During School	Local Funds	0
5	Activity 2A: Parent Teacher Conferences will be held at dates and times more convenient for parents to attend	11/1/2009	6/15/2010	After School	Local Funds	500
6	Activity 2B: Spanish/English interpreters will be readily available for conferences and parent calls	11/29/2008	6/15/2010	After School	Local Funds	1500
7	Activity 2C: Edline will be used to communicate with parents on a more frequent basis about course expectations and how well students are progressing.	8/15/2009	6/15/2010	During School	Local Funds	10000
8	Activity 2D: Increase the number of phone lines available for staff to make calls to parents in a timely manner	9/2/2008	6/15/2010	During School	Local Funds	5000

Section II-E Action Plan - Monitoring

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

Strategy	Success Indicator	Monitoring Tools	Responsible Party

Student Strategy			
#1: Students will receive instruction in core math courses that align with the State Assessment Framework	PSAE, ACT, PLAN, EXPLORE, state and local assessment results	Lesson Plans Student Work	Math Department Head
#2: All students who are not making progress, determined by Think Link and teacher recommendation, will receive interventions.	Pre-post formative assessments in math	Data Team Minutes Classroom observations Student assisted by reading math specialist	Math Department Head Assistant Principal
#3: Content areas teachers will emphasize math instruction particularly in number sense, measurement, and conversions.	Increased number of students competent in using mathematics.	Student Work Samples Lesson Plans	Content teachers Assistant Principal
#4: The Freshman Foundation will be implemented with all of its components	Decreased number of students who fail their Freshmen year	Student teams in place Teacher teams in place Location in building Cross curricular units	Principal Freshman Foundation Coordinator
#5: Students with Disabilities will receive instruction in math focused on the Illinois Assessment Frameworks and IAA Priority Objectives	PSAE, ACT, PLAN, EXPLORE, IAA assessment results	Lesson Plans	Special Education Staff Assistant Principal Supervisor of Special Education
Professional Development			
#1: Math teachers will make adjustments in the math core	Adjusted Curriculum	Lesson Plans	Math Department Head

course curriculum to ensure that State Math Assessment Framework standards are taught in a timely manner.			Math Specialist
#2: All content area teachers will receive instruction on how to teach math number sense, measurement and conversions in content areas	Content teachers will feel more confident in effectively teaching these math concepts	Lesson Plans	Math Department Head Math Specialist Content Teachers
#3: Teachers will receive instruction and coaching on participating in and leading effective data teams	Decreased number of students who need tutoring or help from a Math Specialist	Data Team Minutes	Teachers RESPRO coaches
#4: Academic leadership will place a focus on SIP strategies and activities for improvement of mathematics	SIP will be implemented PSAE, ACT, PLAN, EXPLORE assessment results	Faculty meeting agendas Staff evaluations Staff will be able to tell you what the priorities are in the SIP and what they are doing to implement them.	Principal Assistant Principal
#5 Special education staff will receive training on Illinois Assessment Frameworks and IAA Priority Objectives	PSAE, ACT, PLAN, EXPLORE, IAA assessment results	Workshop agendas Curriculum Lesson Plans	Special Education Staff Assistant Principal Supervisor of Special Education
Parent Involvement strategies			
#1: Parents will be invited to participate in workshops on how to help their students at home or other topics of interest	Increased number of parents in contact with school	Parent Meeting Notices Meeting Agendas	Reading Specialist Assistant Principal

		Attendance	Counselors
#2: Parents will have greater access to information about their student's education.	Increased number of parents in contact with school	Notices to Parent Edline Locations/Times of Parent Conferences Hispanic Interpreters	Teachers Assistant Principal Counselors

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
Don Rundall	Principal
Jeff Carlson	12 Month Principal
Melissa Watkins	10 Month Principal

Section II-A Action Plan - Objectives

Objective: 3

Attendance

Objective 3 Description:

The attendance rate will meet or exceed 95% in 2009 and 2010 (87.5% in 2008).

This objective addresses the following areas of AYP deficiency	
1	Students with disabilities are deficient in Reading Participation rate

2	Students with disabilities are deficient in Mathematics Participation rate
3	School is deficient in Reading Meets and Exceeds
4	White students are deficient in Reading Meets and Exceeds
5	Black students are deficient in Reading Meets and Exceeds
6	Hispanic students are deficient in Reading Meets and Exceeds
7	Economically Disadvantaged students are deficient in Reading Meets and Exceeds
8	School is deficient in Mathematics Meets and Exceeds
9	White students are deficient in Mathematics Meets and Exceeds
10	Black students are deficient in Mathematics Meets and Exceeds
11	Hispanic students are deficient in Mathematics Meets and Exceeds
12	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
13	School is deficient in Graduation Rate

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : Attendance						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Implement a student/staff advisory program	8/25/2009	6/15/2010	During School	Local Funds	0
2	Activity 1A: Investigate how to best implement a student /staff advisory program	9/2/2008	6/15/2009	After School	Local Funds	1000
3	Activity 1B: Implement the chosen student/staff advisory program	8/25/2009	6/15/2010	During School	Local Funds	10000
4	Strategy #2 Increase positive relationships between teachers and student and teachers and teachers	9/2/2008	6/15/2010	After School	Local Funds	0
5	Activity 2A: Increase student clubs and extra curricular activities	9/2/2008	6/15/2010	After School	Local Funds	0
6	Activity 2B: Attendance recognition- include attendance in the final exam exemption, revamp Renaissance (current attendance/academic recognition program)	9/2/2008	6/15/2010	During School	Local Funds	0
7	Activity 2C: Provide after school activities that include positive student/staff interactions (game nights, etc.)	9/2/2008	6/15/2010	After School	Local Funds	0
8	Activity 2D: Provide activities during the school day that increase school spirit.	9/2/2008	6/15/2008	During School	Local Funds	0
9	Activity 2E: Utilize community organizations to foster positive school relationships for minority students.	9/2/2008	6/15/2010	After School	Local Funds	0
10	Strategy #3: Implement effective interventions for chronic truants.	9/2/2008	6/15/2010	During School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
11	Activity 3A: Work with the City of Rockford Truancy Intervention Specialists to identify and correct students who are chronically truant.	9/2/2008	6/15/2010	During School	Local Funds	0
12	Activity 3B: Implement Hall Sweeps and other in school interventions to get students out of the hallways and into the classrooms for the full fifty minutes of instruction	9/2/2008	6/15/2010	During School	Local Funds	0
13	Activity 3C: Keep parents informed of student attendance patterns including updating the attendance calling system.	8/18/2008	6/15/2010	After School	Local Funds	5000
14	Strategy #4: Make Jefferson HS an inviting and functional physical environment of which the students can be proud	8/18/2008	6/15/2010	During School	Local Funds	0
15	Activity 4A: Involve staff in determining what improvements need to be made at Jefferson to make it most functional for them.	8/18/2008	6/15/2010	Before School	Local Funds	0
16	Activity 4B: Involve students in determining what improvements need to be made at Jefferson to make it most functional for them.	8/18/2008	6/15/2010	Before School	Local Funds	0
17	Activity 4C: Involve Building and Grounds of Central office in determining what repairs can be done by the district	1/1/2009	6/15/2010	Before School	Local Funds	0
18	Activity 4D: Determine sources of funding or in-kind services to complete the repairs/upgrades	1/1/2009	6/15/2010	Before School	Local Funds	0
19	Activity 4E: Complete the repairs/upgrades.	6/1/2009	6/1/2010	After School	Local Funds	50000
20	Activity 4F: Teachers will be encouraged to display examples of student work	8/18/2008	6/15/2010	During School	Local Funds	0

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

Objective 3 Title : Attendance

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Provide staff development on student/staff advisory programs.	8/15/2008	6/15/2010	During School	Local Funds	0
2	Activity 1A: Involve teachers in the investigation of how best to implement a teacher/ student advisory program	8/15/2008	6/15/2010	During School	Local Funds	2000
3	Activity 1B: Provide staff development on implementing the chosen advisory program.	8/15/2008	6/15/2010	Before School	Local Funds	5000
4	Strategy #2: Teachers will receive staff development on how to develop units that are more relevant to student lives and careers while maintaining rigor.	8/15/2008	6/15/2010	During School	Local Funds	1500
5	Activity 2A: Staff will attend workshops by Bill Daggett on Rigor and Relevance in curriculum	8/15/2008	6/15/2010	Before School	Local Funds	3000
6	Activity 2B: Staff will attend workshops on High Schools that Work.	8/15/2008	6/15/2010	During School	Local Funds	3000
7	Strategy #3: Increase strategies for relationship building	8/18/2008	6/15/2010	During School	Local Funds	1000

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
8	Activity 3A: Teachers will receive training on working with an increasingly diverse population and families in poverty.	8/18/2008	6/15/2010	During School	Local Funds	1000
9	Activity 3B: Staff will receive training on how to develop relationships with and between students to increase their feeling of acceptance and belonging at school.	8/18/2008	6/15/2010	During School	Local Funds	1000

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

Objective 3 Title : Attendance

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Parents/community would be invited to participate in a number of activities at Jefferson HS	6/1/2009	6/15/2009	After School	Local Funds	0
2	Activity 1A: Repair the physical environment of the school	8/18/2008	6/15/2010	Before School	Local Funds	50000
3	Strategy #2: Parents will have greater access to information about their student's attendance and participation.	9/2/2008	6/15/2010	During School	Local Funds	0
4	Activity 2A: Explore Parent Teacher Conferences will being held at times and dates more convenient for parents to attend	9/2/2008	6/15/2010	During School	Local Funds	200
5	Activity 2B: Spanish/English interpreters will be readily available for conferences and parent calls	11/19/2008	6/15/2010	After School	Local Funds	1500
6	Activity 2C: Edline will be used to communicate with parents on a more frequent basis about course expectations and how well students are progressing.	8/15/2008	6/15/2010	During School	Local Funds	5000
7	Activity 2D: Increase the number of phone lines available for staff to make calls to parents in a timely manner.	8/15/2009	6/15/2010	During School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 3 Title : Attendance

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

Strategy	Success Indicator	Monitoring Tools	Responsible Party
Student Strategy			

Strategy #1: Implement a student/staff advisory program	Students show greater participation in school and less truancy	Schedule change Curriculum in place	Principal Assistant Principal
Strategy #2 Increase positive relationships between teachers and student and teachers and teachers	Students show greater participation in school and less truancy	Attendance at events Attitude of students Attendance at school	Teachers Assistant Principal
Strategy #3: Implement effective interventions for chronic truants	Reduction in Chronic Truants	Attendance reports Higher Graduation Rate	Principal Assistant Principal
Strategy #4: Make Jefferson HS an inviting and functional physical environment of which the students can be proud	Building Improvements	Plans in place for repairs Repairs taking place Funding located Higher Attendance Rate Higher Graduation Rate Greater visibility of Student Work	Principal Assistant Principal Teachers Students Parents
Professional Development Strategies			
Strategy #1 Provide staff development on student/staff advisory programs	Staff is enthusiastic	Agendas of training	Assistant Principal
Strategy #2: Teachers will receive staff development on how to develop units that are more relevant to student lives and careers while maintaining rigor.	Students tell about the units that they are participating in Student Samples	Units are in place Lesson plans Student Samples	Assistant Principal

Strategy #3: Increase strategies for relationship building	Less truancy and more participation of ethnic diverse families	Attendance reports	Assistant Principal
Parent Involvement Strategies			
Strategy #1: Parents would be invited to participate in a number of activities to repair the physical environment of Jefferson HS	Parents participation	Building repairs are evident	Principal
Strategy #2: Parents will have greater access to information about their student's attendance and participation.	Increased number of parents in contact with school	Notices to Parents Edline Locations/Times of Parent Conferences Hispanic Interpreters	Assistant Principal Staff

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
Don Rundall	Principal
Jeff Carlson	12 Month Principal
Melissa Watkins	10 Month Principal

Section II-A Action Plan - Objectives

Objective: 4

Graduation

Objective 4 Description:

The graduation rate will meet targeted AYP levels for 2009 for all students (64.1% in 2008) with a focus on increasing African American graduating rate (52.1% in 2008), Hispanic graduation rate (63.8% in 2008), Economically Disadvantaged graduation rate (59.5% in 2008) and Caucasian graduation rate (69.6% in 2008) to the state approved standard for 2009 and 2010.

This objective addresses the following areas of AYP deficiency

1	School is deficient in Graduation Rate
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Section II-B Action Plan - Student Strategies and Activities

Objective 4 Title : Graduation						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Expand Career Planning opportunities for the sophomores, juniors and seniors	9/2/2008	6/15/2010	During School	Local Funds	0
2	Activity 1A: Work with the Jr League and the Business Community to help students get involved in post high school planning.	9/2/2008	6/15/2010	During School	Local Funds	0
3	Activity 1B: Introduce students to websites and assessments to investigate career interests	9/2/2008	6/15/2010	During School	Local Funds	1000
4	Activity 1C: Provide opportunity for any sophomore to take the ASVAB test	9/2/2008	6/15/2010	During School	Local Funds	0
5	Strategy #2: Develop and implement a job shadowing pilot program for all Juniors	9/2/2009	6/15/2010	During School	Local Funds	1000
6	Strategy #3 Expand the internship program for Seniors	9/2/2009	6/15/2010	During School	Local Funds	5000
7	Strategy #4: Educate students about college and post secondary opportunities	9/2/2008	6/15/2010	During School	Local Funds	0
8	Activity 4A: Create college days and college activities throughout the year	9/2/2008	6/15/2010	During School	Local Funds	0
9	Activity 4B: Develop opportunities for students to visit colleges and post secondary institutions	9/2/2008	6/15/2010	During School	Local Funds	500
10	Activity 4C: Work with Career Counselors and the Junior League provided by the City of Rockford to help more students access post secondary education	9/2/2008	6/15/2010	During School	Local Funds	0
11	Activity 4D: Teach careers in the various content area classes	9/2/2008	6/15/2010	During School	Local Funds	0
12	Activity 4E: Promote College and post secondary information throughout the school	9/2/2008	6/15/2010	During School	Local Funds	0
13	Activity 4F: Explore the use the RVC facility next store to explore college & post secondary options with students	9/2/2008	6/15/2010	During School	Local Funds	0
14	Activity 4G: Provide financial aid seminars for parents and students	9/2/2008	6/15/2010	After School	Local Funds	500

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

Objective 4 Title : Graduation

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy 1: Counselors will develop implement a comprehensive ICP plan	8/18/2008	6/15/2010	Before School	Local Funds	0
2	Activity 1A: Counselors will use one hour a month to develop and implement ICPs	8/18/2008	6/15/2010	During School	Local Funds	0
3	Activity 1B: Counselors will attend national career pathways workshops	8/18/2008	6/15/2010	Before School	Local Funds	2000
4	Activity 1C: Counselors will attend American Association of School Counselors workshops on Career Counseling	8/18/2008	6/15/2010	Before School	Local Funds	2000
5	Activity 1D: Counselors will share their training with other staff who need to know about Career Counseling and developing ICPs	8/18/2008	6/15/2010	During School	Local Funds	0
6	Strategy #2: Content area teachers will receive information from the counseling department on new career and post secondary opportunities to discuss in class	8/18/2008	6/15/2010	During School	Local Funds	0
7	Activity 2A: Teachers will develop curricular units that stress the real world/career relevance of the concepts they are teaching.	8/18/2008	6/15/2010	During School	Local Funds	0

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

Objective 4 Title : Graduation

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy #1: Parents will receive information on graduation requirements related to various careers	9/2/2008	6/15/2010	Before School	Local Funds	0
2	Activity 1A: Parents will be involved in the development of their student's ICP	9/2/2008	6/15/2010	During School	Local Funds	0
3	Activity 1B: Jefferson will sponsor a parent/student night on career opportunities, student aide, and life after high school	9/2/2008	6/15/2010	After School	Local Funds	200
4	Activity 1C: A college and job fair will be sponsored by Jefferson	9/2/2008	6/15/2010	After School	Local Funds	300
5	Strategy #2: Parents will have greater access to information about their student's education and career opportunities	9/2/2008	6/15/2010	During School	Local Funds	0
6	Activity 2A: Explore Parent Teacher Conferences being held at facilities and/or times more convenient for parents to attend.	9/2/2008	6/15/2010	After School	Local Funds	500
7	Activity 2B: Spanish/English interpreters will be readily available for conferences and parent calls	9/2/2008	6/15/2010	After School	Local Funds	1500
8	Activity 2C: Edline will be used to communicate with parents on a more frequent basis about course expectations and how well students are progressing	9/2/2009	6/15/2010	During School	Local Funds	5000

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
9	Activity 2D: Increase the number of phone lines available for staff to make calls to parents in a timely manner	8/18/2009	6/15/2010	During School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 4 Title : Graduation
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Strategy	Success Indicator	Monitoring Tools	Responsible Party
Student Strategy			
#1: Develop Individual Career Plans for all students beginning in 9 th Grade	Students will be more focused in why they are going to school	Career Plans are available	Counselors Assistant Principal
Strategy #2: Develop and implement a job Shadowing program for all Juniors	Students will be more focused in why they are going to school	Number of Juniors who Job Shadow	Principal Vocational/Career Staff
Strategy #3 Expand the internship program for Seniors	Students will be more focused in why they are going to school	Number of students on internships	Principal Vocational/career Staff
Strategy #4: Educate students about college and post secondary opportunities	More students talk about going on to school	Career Plans	Counselors Jr. League
Professional Development Strategies			
Strategy #1:Counselors will receive training on career pathways and developing ICPs	Counselors are more focused on importance of career counseling	Registrations	Counselors

<p>Strategy #2: Content area teachers will receive information on new career and post secondary opportunities to discuss in class</p>	<p>Counselors are more focused on importance of career counseling</p>	<p>Registrations</p>	<p>Content Teachers Counselors</p>
<p>Strategy #3: Teachers will develop curricular units that stress the real world/career relevance of the concepts they are teaching.</p>	<p>Teachers are sharing ideas about curricular units</p>	<p>Curricular units exist Lesson Plans</p>	<p>Content Teachers Department Heads Vocational/Career Staff</p>
<p>Parent Involvement Strategies</p>			
<p>Strategy #1: Parents will receive information on graduation requirements related to various careers</p>	<p>Increased number of parents in contact with school</p>	<p>Parent Meeting Notices Meeting Agendas Attendance</p>	<p>Reading Specialist Assistant Principal Counselors</p>
<p>Strategy #2: Parents will have greater access to information about their student's education and career opportunities.</p>	<p>Increased number of parents in contact with school</p>	<p>Notices to Parent Edline Locations/Times of Parent Conferences Hispanic Interpreters Phone logs</p>	<p>Teachers Assistant Principal Counselors</p>

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
Don Rundall	Principal
Jeff Carlson	12 Month Principal
Melissa Watkins	10 Month Principal

Section II-A Action Plan - Objectives

Objective: 5

Participation Rate

Objective 5 Description:

The participation rate for Students with Disabilities will exceed 95% for both 2009 and 2010.

This objective addresses the following areas of AYP deficiency	
1	Students with disabilities are deficient in Reading Participation rate
2	Students with disabilities are deficient in Mathematics Participation rate

Section II-B Action Plan - Student Strategies and Activities

Objective 5 Title : Participation Rate						
	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy 1: All Students with Disabilities with a Junior status will take the PSAE or Alternative Assessment	9/2/2008	6/15/2010	During School	Local Funds	0
2	Activity #1: Students with Disabilities with a Junior status and need to take the Alternative Assessment will be identified by October of each year.	9/2/2008	6/15/2010	During School	Local Funds	0
3	Activity #2: Students with Disabilities with a Junior Status and need to take the regular PSAE will be identified by October of each year.	9/2/2008	6/15/2010	During School	Local Funds	0

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
4	Activity #3: These names will be cross checked with the district and school offices to ensure that the lists are correct.	9/2/2008	6/15/2010	During School	Local Funds	0
5	Activity #4: Students will be informed as to which test they are to take and prepared to take the	9/2/2008	6/15/2010	During School	Local Funds	0

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

Objective 5 Title : Participation Rate

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy 1: Special Education Staff will be inserviced on the components of the Alternative Assessment and the PSAE in order to prepare their students to take the appropriate assessment.	9/2/2008	6/15/2010	Before School	Local Funds	1000
2	Activity #1: Designated Special Education Staff will attend staff development on the Alternative Assessment	9/2/2008	6/15/2010	Before School	Local Funds	1000
3	Activity #2: Special Education staff in co-teaching classrooms will attend staff development on the PSAE.	9/2/2008	6/15/2010	Before School	Local Funds	1000
4	Activity #3: Special Education staff will ensure that all Alternative Assessments are turned into the State by the designated timeline	9/2/2008	6/15/2010	Before School	Local Funds	0

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

Objective 5 Title : Participation Rate

	Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
1	Strategy: Parents will be informed through the IEP process as to whether their student is of Junior status and if he/she is taking the PSAE or Alternative Assessment.	9/2/2008	6/15/2010	During School	Local Funds	0
2	Activity #1 : At the annual review of the IEP the status of state assessment will be discuss with the parents and recorded on the IEP.	9/2/2008	6/15/2010	During School	Local Funds	0
3	Activity #2: Parents will be asked to ensure that their students participate in the state assessment by ensuring that their student attend school on the dates of the assessments.	9/2/2010	6/15/2010	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 5 Title : Participation Rate

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

Strategy	Success Indicator	Monitoring Tools	Responsible Party
Student Strategy			
Strategy 1: All Students with Disabilities with a Junior status will take the PSAE or Alternative Assessment	Meeting the participation quota for AYP for the PSAE test or aAlternative Assessment	PSEA tests Alternative Assessments	Special Education teachers Assistant Principal
Professional Development			
Strategy 1: Special Education Staff will be inserviced on the components of the Alternative Assessment and the PSAE in order to prepare their students to take the appropriate assessment.	Meeting the participation quota for AYP for the PSAE test.	PSEA tests Alternative Assessments	Special Education teachers Assistant Principal
Parent Involvement strategies			
Strategy: Parents will be informed through the IEP process as to whether their student is of Junior status and if	Increased parental involvement Meeting the participation quota for	PSEA tests Alternative Assessments	Special Education teachers Assistant Principal

he/she is taking the PSAE or Alternative Assessment.	AYP for the PSAE test.	Special Education teachers	
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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
Don Rundall	Principal
Jeff Carlson	12 Month 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.*)

Lack of parent notification of the current state of Jefferson High School is a high concern. Every parent who attends parent teacher conferences in the spring of 2009 will receive a letter informing them of Jefferson's current AYP standing and a summary of the School Improvement Plan. Letter will also be available in Spanish.

This letter will include:

Ongoing efforts by the school to make AYP in reading and math.

Specific area of deficiencies (sub-group breakdowns and areas identified as not making AYP)

How to secure a copy of the Jefferson School Improvement Plan.

This letter will also be available at Jefferson's class registration, open house, FANS (PTA) meetings, will be sent out with report cards, and be made available in

the school's counseling, student, and main offices.

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.

Jefferson High School 's School Improvement team and advisors from the Regional Office of Education are responsible for the development and review of the School Improvement Plan. As a part of the writing process, survey data was compiled from staff, students, and parents. Reviews of the surveys and analysis of the test data and the school report card have lead to the creation of the plan. In addition, in October of 2007, several parents, students, and community members were invited to work with the staff to begin the planning for the new School Improvement Plan. A few students participated in this meeting as well as representative's form Rock Valley College, Northern Illinois University, and the Mayor's Office.

The School Improvement Plan will be shared with the Fan's Club at one of their meetings in the Spring of 2008. This organization takes on the role of a PTO or parent advisory committee for the school.

As a way of continuing the involvement of those listed above, and in hopes of reaching a higher level of involvement from those groups, the School Improvement Team will continue to survey the student body, parents, faculty, and administration on a regular basis.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Jeff Carlson	12 Month Principal

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.

The Regional Office of Education (ROE) 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 ROE will support the correct and effective evaluation of School Improvement Plans. Jefferson's SIP team paired with East High School and Auburn High School 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 a 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.

All schools in Rockford Public Schools have produced a School Improvement Plan based on 2008 data to include incorporation of Response to Intervention (Rtl) 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 (IPTTS) 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.

School teams are required to present implementation progress on the various components and goals of the SIP. The progress will be reported to the entire SIP Team, parent organization(s), community stakeholders, and faculty members on a quarterly basis via formal meetings. Input received via the meetings will be reviewed for possible inclusion in the SIP as an amendment. Stakeholder groups must agree upon the proposed revision(s) to the SIP document prior to its/their inclusion in the SIP document.

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 Terry 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.

Our Regional Office of Education 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 in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Title
1	Jan Jones	RESPRO consultant
2	Gary Nuernberger	RESPRO consultant
3	Jeff Carlson	SIP Chair
4	Patrick Schott	SIP team member
5	Devon Larosa	SIP team member
6	David Carson	SIP team member
7	Jason Joyner	SIP team member
8	Kay Mork	SIP team member
9	Deb Spears	SIP team member
10	Amy Tanascu	SIP team member
11	Sandy Kolidzej	SIP team member
12	Roxanna Idzikowski	

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

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

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

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

LOCAL ASSESSMENT DATA (OPTIONAL)

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

OTHER DATA (OPTIONAL)

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

IDENTIFICATION OF KEY FACTORS

- Have data or research been used to determine the key factors believed to cause low performance?
- Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?

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

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION	
	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)
STAKEHOLDER INVOLVEMENT	
	Does the plan describe how stakeholders have been consulted?
	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	
	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	
	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	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	

	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	
	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	
	The plan indicates the approval date of this plan.

PART II - COMMENTS