

Jack Hille Middle School

School Improvement Plan 2008

Board Approval Date	9/16/2008
Plan Submission Date	3/4/2009
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number	140161420021001		
District Name	FOREST RIDGE SD 142	School Name	Jack Hille Middle School
Superintendent	DR. MARGARET LONGO	Principal	Courtney Orzel
District Address	15000 S LARAMIE AVE	School Address	5800 W 151st St
City/State/Zip	OAK FOREST,IL,60452 2325	City/State/Zip	Oak Forest ,IL, 60452 1940
District Telephone#	7086873334 Extn:0	School Telephone#	7086872860 Extn:0
District Email	mlongo@d142.org	School Email	

Is this plan for a Title I School?

**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	

	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	100.0	Yes	100.0	Yes	83.0		Yes	82.1		Yes	94.1	Yes		
White	100.0	Yes	100.0	Yes	84.1		Yes	83.7		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	81.5		Yes	81.5		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	38.6	50.2	No	41.0	48.7	No	92.3			
Economically Disadvantaged	100.0	Yes	100.0	Yes	63.3		Yes	64.4		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress

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

2. At least 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 (%)	95.2	95.0	94.9	94.7	94.6	94.3	94.1	94.1
Truancy Rate (%)	-	-	-	-	-	0.2	0.3	0.5
Mobility Rate (%)	5.8	8.4	18.1	5.2	5.6	4.7	17.9	17.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	562	589	633	611	597	600	600	594
Economically Disadvantaged (%)	5.0	3.2	4.1	5.1	10.2	10.8	13.3	16.8
Limited English Proficient (LEP) (%)	1.8	1.0	0.2	0.5	1.2	2.5	3.7	2.9
Students with Disabilities (%)								
White, non-Hispanic (%)	91.1	91.2	90.2	88.4	87.3	84.2	80.7	79.8
Black, non-Hispanic (%)	0.9	1.4	1.9	2.8	2.7	3.0	3.2	3.0
Hispanic (%)	5.3	5.6	6.2	6.9	8.7	10.7	11.7	10.3
Asian/Pacific Islander (%)	2.7	1.5	1.3	1.6	1.2	1.0	2.2	1.7
Native American or Alaskan Native(%)	-	0.3	0.5	0.3	0.2	0.3	0.3	0.3
Multiracial/Ethnic (%)	-	-	-	-	-	0.8	2.0	4.9

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	92.7	0.5	4.3	2.2	0.3	-
	2000	91.2	0.5	4.5	3.2	0.5	-
	2001	91.1	0.9	5.3	2.7	-	-
	2002	91.2	1.4	5.6	1.5	0.3	-
	2003	90.2	1.9	6.2	1.3	0.5	-
	2004	88.4	2.8	6.9	1.6	0.3	-
	2005	87.3	2.7	8.7	1.2	0.2	-
	2006	84.2	3.0	10.7	1.0	0.3	0.8
	2007	80.7	3.2	11.7	2.2	0.3	2.0
	2008	79.8	3.0	10.3	1.7	0.3	4.9
D I S T R I C T	1999	93.1	1.0	4.0	1.6	0.3	-
	2000	92.7	0.9	4.5	1.6	0.3	-
	2001	90.1	1.8	6.5	1.6	-	-
	2002	89.8	2.1	6.7	1.1	0.2	-
	2003	89.5	2.4	6.6	1.1	0.3	-
	2004	87.5	3.2	7.8	1.3	0.2	-
	2005	84.2	3.2	9.2	1.6	0.3	1.5
	2006	82.3	3.5	10.0	1.5	0.2	2.5
	2007	78.9	3.3	10.9	2.2	0.2	4.4
	2008	78.3	2.9	11.0	2.0	0.1	5.7

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	0.7	7.0	100.0	95.0	13.8	0.0	-	-	-
	2000	2.0	6.5	100.0	95.3	17.2	0.0	-	-	-
	2001	1.8	5.0	100.0	95.2	5.8	0.0	-	-	-
	2002	1.0	3.2	99.0	95.0	8.4	0.0	-	-	-
	2003	0.2	4.1	100.0	94.9	18.1	0.0	-	-	-
	2004	0.5	5.1	100.0	94.7	5.2	0.0	-	-	-
	2005	1.2	10.2	99.8	94.6	5.6	0.0	-	-	-
	2006	2.5	10.8	100.0	94.3	4.7	1	0.2	-	-
	2007	3.7	13.3	100.0	94.1	17.9	2	0.3	-	-
2008	2.9	16.8	100.0	94.1	17.6	3	0.5	-	-	
D I S T R I C T	1999	2.0	7.2	100.0	95.2	9.6	0.0	-	-	-
	2000	2.1	7.5	100.0	95.5	10.5	0.0	-	-	-
	2001	1.6	5.7	100.0	95.1	7.3	0.0	-	-	-
	2002	1.4	4.5	99.2	94.7	9.4	0.0	-	-	-
	2003	1.2	4.7	99.6	95.2	11.0	0.0	-	-	-
	2004	1.5	6.9	100.0	94.9	6.6	0.0	-	-	-
	2005	1.3	11.4	99.9	94.7	8.8	0.0	-	-	-
	2006	2.9	11.7	100.0	94.6	6.9	1	0.1	-	-
	2007	5.0	14.5	100.0	94.5	10.6	3	0.2	-	-
2008	5.9	17.2	100.0	94.7	10.9	3	0.2	-	-	

	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	604	-	-	-	-	-	-
	2000	557	-	-	-	-	-	-
	2001	562	-	-	-	-	-	-
	2002	589	-	-	-	214	172	-
	2003	633	-	-	-	205	222	-
	2004	611	-	-	-	208	213	-
	2005	597	-	-	-	194	212	-
	2006	600	-	-	-	198	197	-
	2007	600	-	-	-	209	199	-
2008	594	-	-	-	195	199	-	
D I S T R I C T	1999	1766	-	-	-	-	-	-
	2000	1719	-	-	-	-	-	-
	2001	1706	183	209	210	173	191	-
	2002	1743	181	179	205	215	172	-
	2003	1760	189	182	186	205	223	-
	2004	1762	183	193	187	208	213	-
	2005	1735	188	179	194	194	212	-
	2006	1698	166	189	181	198	197	-
	2007	1738	212	177	196	209	199	-
2008	1674	168	204	173	196	199	-	

	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	110	16	37311	60	40	19	-	-	-
	2000	117	16	37971	60	40	18	-	-	-
	2001	116	16	39020	59	41	18	-	-	-
	2002	119	14	38961	60	40	18	-	2	-
	2003	118	13	39711	58	42	18	-	-	-
	2004	118	13	39820	60	40	18	-	1	-
	2005	117	13	42050	49	51	17	-	1	-
	2006	116	12	42778	50	50	17	-	-	-
	2007	113	11	43073	52	48	18	-	1	-
	2008	117	11	44800	50	50	17	-	-	-
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)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	77.7	84.2	86.8	-	-	-	79.5	77.3	81.6	70.1	73.5	74.7	89.6	88.6	81.4
White	-	-	-	77.3	83.9	87.0	-	-	-	82.4	78.0	82.7	72.7	72.5	76.2	92.7	89.8	84.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	85.7	88.4	90.4	-	-	-	76.9	69.2	82.6	50.0	81.8	64.7	66.7	91.7	71.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	81.8	-	-	-	-	-	-	-	-	-	-	-	75.0
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	32.3	47.6	52.2	-	-	-	57.1	32.1	24.0	23.3	23.1	29.4	61.3	61.9	40.6
Economically Disadvantaged	-	-	-	52.0	68.8	77.2	-	-	-	61.2	48.0	64.9	-	72.7	54.5	50.1	85.7	51.7

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	81.8	79.9	87.4	-	-	-	82.5	79.7	76.5	59.4	61.4	50.0	77.5	88.8	82.9
White	-	-	-	83.1	81.2	89.0	-	-	-	83.6	79.7	79.3	61.2	62.6	52.9	78.2	90.6	86.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	78.5	76.9	95.2	-	-	-	84.6	76.9	68.0	37.5	45.5	11.8	83.3	83.3	78.5
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	72.7	-	-	-	-	-	-	-	-	-	-	-	75.0
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	48.4	52.4	60.9	-	-	-	57.1	35.7	20.0	20.0	11.5	8.8	38.7	50.0	46.9
Economically Disadvantaged	-	-	-	56.0	43.8	71.5	-	-	-	61.1	62.5	64.9	-	63.6	22.7	56.3	71.4	62.1

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?*

As indicated in our 2008 Illinois State Achievement Test (ISAT) data, 82% of students in grades 6, 7, and 8 scored in the meets and exceeds levels in all state tests. Specifically, in grade 6, 86.8% of our students met and exceeded standards, and 87.4% of 6 graders met and exceeded standards. In grade 7, 81.6% of students met and exceeded in reading, 76.6% in mathematics, and 77.1% in science. In grade 8, 81.4% met and exceeded in reading and 82.9% met and exceeded in mathematics.

For reading, in grade 6, our economically disadvantaged students scored 77% (meets and exceeds); in grade 7 they scored 65% (meets and exceeds), and in grade 8 they scored 51%. In mathematics, economically disadvantaged students in grade 6 scored 72% meets and exceeds, in grade 7 they scored 65%, and in grade 8 they scored 62%.

For reading, in grade 6, our students with disabilities students scored 52% (meets and exceeds); in grade 7 they scored 24% (meets and exceeds), and in grade 8 they scored 41%. In mathematics, economically disadvantaged students in grade 6 scored 61% meets and exceeds, in grade 7 they scored 20%, and in grade 8 they scored 47%.

This data tells us that we did not meet AYP standards this year and will need to address deficit areas to improve in the 2009 school year.

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

The school continues to show gains in overall achievement and can be contributed to the following factors: Since 2005, the school's teachers have aligned language arts and math curricula to the Illinois Learning Standards through the curriculum mapping process. Professional development and continued curriculum mapping meetings have impacted the rise in scores for the past few years. Teachers use ISAT and Measurement of Academic Progress (MAP) data to analyze individual student learning needs. Teachers progress monitor students in the fall, winter, and spring to continuously improve instruction.

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

As a result of this data analysis, it was determined that Hille Middle School students, including the two significant subgroups of economically disadvantaged students and students with disabilities, need to improve in the areas of reading and mathematics as measured by ISAT.

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?

In addition to ISAT testing, District 142 and Hille Middle School utilizes the Measurement of Academic Progress (MAP) to provide local assessment data. Students take assessments in Language Usage, Reading, Mathematics, and Science in grades 6-8 in the fall, winter, and spring.

6th grade Reading: Spring 2008: 218; NWEA Norm: 217
6th grade Language Usage: Spring 2008: 218; NWEA Norm: 218
6th grade Mathematics: Spring 2008: 222; NWEA Norm: 224

Analysis:

Based on the data, the chart indicates that as of Spring 2008, students are above the NWEA norm in Reading and Language Usage, and two RIT points below the NWEA target in Math.

7th grade Reading: Spring 2008: 218; NWEA Norm: 215
7th grade Language Usage: Spring 2008: 218; NWEA Norm: 219
7th grade Mathematics: Spring 2008: 226; NWEA Norm: 223.3

Analysis:

The data suggests that as of Spring 2008, students were scoring above the NWEA norm in Math, Reading and Language Usage.

8th grade Reading: Spring 2008: 223; NWEA Norm: 221.3
8th grade Language Usage: Spring 2008: 223; NWEA Norm: 220.5
8th grade Mathematics: Spring 2008: 231; NWEA Norm: 232.8

Analysis:

The chart suggests that we were slightly below the NWEA norm in Math, and we were above the NWEA norm in both Reading and Language Usage.

Results indicate the following:

6th grade Reading: Strengths- reading literature and reading comprehension Weaknesses- vocabulary development

6th grade Math: Strengths- number sense Weaknesses- measurement

7th grade Reading: Strengths- reading comprehension Weaknesses- reading strategies

7th grade Math: Strengths- geometry Weaknesses- data analysis (probability)

8th grade Reading: Strengths- vocabulary development Weaknesses- reading comprehension

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

As we continue to align our curriculum, these strengths and weaknesses are addressed. Teams and departments have developed action plans for short-term and long-term planning purposes.

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

1. Hille Middle School students with disabilities need to improve 40% in mathematics as measured by MAP and ISAT.
2. Hille Middle School students with disabilities need to improve 20% in reading as measured by MAP and ISAT.
3. Hille Middle School needs to disaggregate the MAP and ISAT data to ensure that students with disabilities and economically disadvantaged students are making adequate yearly progress.

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?*

- For the past 6 years, the data suggests that school attendance rates are on the decline, but they have remained the same for the 2006-07 and 2007-08 school year.
- Since the 2005-06 school year, JHMS mobility rates have increased dramatically from 4.7 percent to 17.6 percent.
- Our economically disadvantaged population is on the rise, increasing from 3.2 percent in 2001-02 to almost 17 percent last year.
- Our LEP population has increased as well, although we saw a slight decline from 2006-07 to 2007-08.
- Our White, Non-Hispanic population has decreased from 91.2 percent in 2001-02 to 79.8 percent in 2007-08.
- In the past few years, we see our Black and Hispanic populations increasing and our Native American population remaining the same.

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

1. Our low-income population tends to be transient which provides inconsistent school experiences.
2. Students with disabilities comprise 17% of our student population. Although those students are eligible for participation in the IAA, many of the students who participate in ISAT cannot be afforded the accommodations and modifications through their IEP. The state and federal government prohibit the use of accommodations and modifications for students with reading disabilities.
3. Our teachers have begun to look at subgroup and demographic data and need to continue to do so.

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

1. Our Assistant Principal and Counselor work collaboratively with the ROE and truancy office to address all attendance concerns.
2. We have increased parent communication regarding attendance concerns.
3. Our teachers will continue to focus on curriculum mapping and guide development to enhance differentiated curriculum for all students.
4. Our teachers are incorporating more team teaching approaches to meet the needs of students with disabilities.

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?*

All teachers are Highly Qualified under NCLB.
All instructional aides are Highly Qualified under NCLB.

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

Teachers are highly qualified to teach the areas in which they are assigned.
Teacher expertise lends itself to the curriculum development process.

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

Student assessment results continue to improve and remain consistent from 2006-07 to 2007-08.

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?

The school has 100% parent involvement.
With the ELL population increasing, it is important for us to communicate with our non-English speaking parent population.
The school Social and Emotional Learning (SEL) committee consists of parents and teachers.
The teachers post information via the PowerSchool parent portal.
The school principal communicates via a parent e-mail list.

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

Parents feel more connected to their child's education through communication from school to home.
Parents are involved in providing feedback to school improvement efforts.

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

The school leadership team will incorporate parent involvement in the 2008-09 school year.
The school will continue to conduct parent surveys and feedback gathering sessions to continuously improve the learning experiences for Hille Middle School students.

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?

Factors that staff cannot change:

According to the 2008 School Report Card, there has been a change in the demographic profile for Jack Hille Middle School, showing an increase in the school's Hispanic population. This increase has had a direct result on the number of ELL students in the school.

Factors that staff can change:

Assessing the district's curriculum will be an important piece to improving the subgroup scores in all subject areas. We see a significant decline in all subject areas in grade 7 students. The trend over time shows that we need to assess our curriculum, instruction, and overall assessment for these students- and for all of our students. Staff members are involved in regular curriculum mapping processes and reviews to ensure that the curriculum is aligned to the Illinois Learning Standards.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Students with disabilities in the area of reading	1,
2	Students with disabilities in the area of mathematics	2,

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.		
1	Students with disabilities are deficient in Reading Meets and Exceeds	
2	Students with disabilities are deficient in Mathematics Meets and Exceeds	

Section II-A Action Plan - Objectives

Objective: 1

Students with disabilities in the area of reading

Objective 1 Description:

While our current achievement in reading for the grade 7 students with disabilities subgroup is 24% meeting and exceeding for ISAT, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

While our current achievement in reading for the grade 8 students with disabilities subgroup is 41% meeting and exceeding for ISAT, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

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

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Students with disabilities in the area of reading						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Students with disabilities will be progress monitored by MAP and AIMS Web assessments.	9/1/2008	5/31/2009	During School	Local Funds	
2	Students with disabilities will receive additional support via Jamestown Reading materials.	1/6/2009	6/2/2009	During School	Local Funds	
3	Students with disabilities will receive district curriculum aligned to Illinois Learning Standards.	8/16/2008	6/2/2009	During School	Local Funds	
4	Teachers will be in-serviced on Jamestown materials.	12/15/2009	12/15/2009	During School	Local Funds	

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

Objective 1 Title : Students with disabilities in the area of reading						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will be in-serviced on Jamestown materials.	12/15/2009	12/15/2009	After School	Local Funds	
2	Teachers attend various professional development workshops in the area of Reading.	8/20/2008	6/2/2009	During School	Local Funds	
3	Teachers work collaboratively on the curriculum mapping process to align the district curriculum to the Illinois Learning Standards.	8/20/2008	6/2/2009	During School	Local Funds	

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

Objective 1 Title : Students with disabilities in the area of reading						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Parents will be invited and encouraged to attend the school's Family Reading Night.	3/20/2009	3/20/2009	After School	Local Funds	
2	Newsletter information includes strategies for parents to assist their children in the area of reading.	8/20/2008	6/2/2009	During School	Local Funds	
3	Teachers are required to communicate the progress of their students to parents on a regular basis.	8/20/2009	6/2/2009	During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title : Students with disabilities in the area of 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?)

School personnel will monitor the progress of students with disabilities in the area of Reading by:

1. Progress monitoring students three times per year by utilizing the Measurement of Academic Progress (MAP) data.
2. Goal setting with all students.
3. Communicating the goals and progress with parents in a timely and routine manner.
4. Analyzing the MAP and ISAT data to determine individual strengths and areas of improvement for the student.

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
Courtney Orzel	Principal
John Orth	Assistant Principal

Section II-A Action Plan - Objectives

Objective: 2

Students with disabilities in the area of mathematics

Objective 2 Description:

While our current achievement in mathematics for the grade 7 students with disabilities subgroup is 20% meeting and exceeding for ISAT, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

While our current achievement in mathematics for the grade 8 students with disabilities subgroup is 47% meeting and exceeding for ISAT, this subgroup will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency

1	Students with disabilities are deficient in Mathematics Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Students with disabilities in the area of mathematics

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Students with disabilities will be progress monitored in the area of mathematics by utilizing the MAP assessment.	9/1/2008	5/15/2009	During School	Local Funds	
2	Students with disabilities will receive additional support as needed in a team taught setting.	8/20/2008	6/2/2009	During School	Local Funds	
3	Students with disabilities will be exposed to the district mathematics curriculum which is aligned to the Illinois Learning Standards.	8/20/2008	6/2/2009	During School	Local Funds	

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

Objective 2 Title : Students with disabilities in the area of mathematics

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Special education staff members will be provided with professional development in the areas of mathematics and team teaching as needed.	8/15/2008	6/2/2009	After School	Local Funds	

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

Objective 2 Title : Students with disabilities in the area of mathematics

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will communicate students' progress on a regular basis to strengthen the home/school partnership.	8/15/2008	6/2/2009	During School	Other	

Section II-E Action Plan - Monitoring

Objective 2 Title : Students with disabilities in the area of mathematics

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

Teachers will monitor students progress by the following:

1. Measurement of Academic Progress (MAP)
2. Local assessments
3. Goal setting with students
4. Progress reports of students

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
Courtney Orzel	Principal
John Orth	Assistant Principal

Section III - Plan Development, Review and Implementation
Part A. Parent Notification*

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

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

Parents are notified of students' progress by various methods:

- Parent/Teacher Conferences
- PowerSchool Parent Portal
- Progress Reports

- Mid-term Reports
- Newsletters

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.

The School Leadership Team in consultation with all department chairs and teachers have been crucial in analyzing data and developing action plans for their specific departments. The School Leadership Team consists of: Deb Berry, social worker; Gayle Carlson, English department chair and grade 8 team member; Maureen Daley, Encore team member; Kesney McCarthy, counselor; Maria Leahy, special education department chair and grade 6 team member; Lorraine Mann, support staff member; Mary Shaughnessy, reading specialist; Lisa Stalla, grade 7 member; John Orth, Assistant Principal; Courtney Orzel, principal; Eva Voris, Science Department Chair.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Deb Berry	Social Worker
2	Gayle Carlson	English Department Chair
3	Kesney McCarthy	Counselor
4	John Orth	Assistant Principal
5	Courtney Orzel	Principal
6	Maureen Daley	Encore member
7	Maria Leahy	Special Education Department Chair
8	Lorraine Mann	Support Staff member
9	Lisa Stalla	Grade 7 member/Math teacher
10	Mary Shaughnessy	Reading Specialist
11	Eva Voris	Science Department Chair

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.

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 district has an established teacher mentoring program. Novice teachers are paired with experienced teachers who provide support and encouragement during the first three years of service in the district. Novice teachers are expected to meet with their mentors on a regular basis to discuss teaching and learning. Both the novice teacher and mentor complete observation hours and have ongoing discussions about the classroom experience based on the Charlotte Danielson Framework for Teaching.

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 district will provide personnel, resources, and funding toward the implementation of strategies and activities. District responsibilities include providing schools technical assistance that should include but are not limited to data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, analysis, and revision of the district's budget ensuring that funds provided under Title I and Title III supplement, not supplant, non-federal funds, and ensuring that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I. The School Board of Education and Forest Ridge Elementary School District 142 will make every effort to support the implementation of this plan.

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.

ISBE provided crucial assessment data for the district during the development of this plan. Jack Hille Middle School will continue to utilize ISBE for the review of this plan and other services that will be provided during the implementation of the plan that deemed appropriate.

If necessary, Jack Hille Middle School will request ISBE to provide technical assistance to the district and/or to develop and implement the school plan. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research.

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

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:9/16/2008

A. ASSURANCES

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

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

- 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