2010 -2012 DHS School Improvement Plan Synopsis

Dixon High School AYP Data – Percent meets/exceeds

	2007	2008	2009	2010	2011
Math	52	53	42	52.4	54
Reading	59	61	64	53	57
Science	54	61	49	56.2	55
Writing	50	60	46	49.7	51

The above table indicates the percent of students meeting and exceeding standards in reading and math in the "all" category. Math, Reading, and Writing scores increased while Science decreased. None of our scores reached the required AYP threshold scores. We will continue with the interventions presented in last year's School Improvement Plan and have added others. The narrative below describes those changes.

Dixon High School Action Plan Addressing Deficit Areas

1. The English Strategies classes will continue for freshmen – junior students whose previous English grades, MAP, and PLAN scores are below the 30th percentile. These students will receive specific instruction to improve their reading skills in addition to their regular English class.
2. The English Department trained the entire faculty on how to improve our students' writing skills using a writing rubric that they created, which was based on the ACT's writing rubric. All departments are requiring their students to write in their classes in order to improve fluency, punctuation, capitalization, and expansion of ideas of their students' writing skills.
3. This summer, the math departments from Dixon High School and Reagan Middle School met to coordinate our curriculums with the Common Core Standards which have been adopted by the state of Illinois. The focus is on increasing the depth of knowledge and application of mathematics to real life. We believe that this will make math more relevant to our students.
4. The special education students at Dixon High School will continue to be placed in more regular education classes in order to expose them to our core curriculum in the least restrictive environment. The co-teaching model has been expanded to freshman and sophomore classes.
5. Members of the Special Education and English Departments received Language! training, which will improve the literacy skills of our regular and special education students through English Strategies.
6. Dixon High School will continue to offer students PSAE preparation classes during and after school as well as administer a practice ACT test to the entire junior class.

7. The entire staff will use the PLC time on Tuesdays and Thursdays to examine common assessment data and other student data in order to address skill deficits through interventions and differentiation of instruction.
8. The entire staff will participate in a 9-week common assessment cycle, during PLC time, in order to create a valid, reliable assessment as well as examine the data in order to plan for remediation and enrichment activities.
9. The entire staff will continue with writing in the curricular areas in order to address our writing scores.
10. Anji Garza, ROE consultant will continue to work with our staff during PLC times.

2010 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

"A Tool for Plan Developers"

http://www.isbe.net/sos/word/eplan_school_template.doc

This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.

Directions: Complete and update these pages in response to 2010 assessment data with the assistance of your area ROE/ISC. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]

ISBE will provide feedback on your 2010 plan after local board approval and submission via the Interactive Illinois Report Card at http://iirc.niu.edu. Plans that have not complied with requirements will be returned for changes and resubmission.

What comprises "compliance" for these plans?

- All required sections completed. [Follow the directions in the School Improvement Plan Guide.]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site http://iirc.niu.edu/

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

Reminder:
To be in compliance, school improvement plans for 2010 must be submitted in the 2010 IIRC template. These improvement plans are to cover two years: 2010-2012.

Section I-A Data & Analysis - Report Card Data

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

The 2010 PSAE results showed that our math scores increased by 8.6% to 52.4% in the ALL subgroup; however, this was not enough to make AYP. Due to safe harbor, we did make AYP in the white subgroup in math with our 54.3% meets/exceeds score.

In Reading, we did not make AYP in the all subgroup – 53% or the white subgroup 54.3%.

The graduation rate at for 2010 increased 6.2% from the previous year to 85.3% and we tested 100% of our students.

We did not have enough special education students for a subgroup, but their performance mirrored our all subgroup. In reading, math, and science 95% of the special education students did not meet standards; in writing 94.7% did not meet the standards. In each of these categories, Dixon High School students performed 10% worse than the state average.

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

Direct reading instruction is not taught in any classes at Dixon High School. When reviewing essential outcomes, Reagan Middle School, our main feeder school, does not teach direct reading skills either.

Over the past three years, Dixon High School has had turnover in the math department. Also, we have continued to struggle to attract more students to enroll in Algebra II, pre-calculus, and calculus.

With respect to special education, too many of our students have not been exposed to the regular education curriculum.

We continue to define our essential outcomes for the courses we offer. We have not evaluated our essential outcomes to ensure continuity from grade level to grade level to identify gaps and redundancies in the curriculum.

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

Since reading is a core skill for all students, supports must be put in place at the high school level to increase student success across content areas. It is also important to monitor the progress of the students' reading skill level on a continual basis (ie. benchmarking 2-3 times per year).

With respect to mathematics, the administration and staff at Dixon High School needs to better articulate to students the importance of pushing themselves to take challenging math classes.

Our special education students need increased exposure to the regular education curriculum.

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?

We have administered the MAP test, but do not have the information at this time. Also, we have not compiled our common assessment data into a format that is useful.

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

Each teacher has developed common assessments to be given to the students every 4 ½ weeks. However, we have never devoted specific time to analyze this data in order to improve student achievement.

The MAP assessment will be given as early in the school year as possible to identify students in need of reading and math intervention. Due to a new student information software system, we did not administer MAP as early as we hoped to this year.

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

It is apparent that additional time is needed to develop local assessments as well as analyze the data from these assessments. Professional development for staff members in these areas is also essential.

We need to vertically and horizontally articulate essential outcomes among staff members to work toward a spiraling, comprehensive curriculum.

We need to ensure MAP is administered in a timely manner so results can be articulated to staff, students, and parents in hopes of providing intervention and supports that benefit students.

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?

Since 2005, Dixon High School's PSAE scores in have ranged from 53% - 63% in Reading, 44% - 54% in Math, and 51% - 61% in Science. These data trends indicate that progress in these areas has been limited.

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

Only 16% of the students who took the PSAE met all four ACT benchmarks. This means that 84% of the students taking the PSAE were not prepared to meet or exceed state standards.

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

We need to survey our students to determine if this is a motivational issue or skill deficit issue. Second, we need to examine the rigor of our curriculum. Finally, we need to do a better job of helping students select courses that will help them be successful on the PSAE.

We need to continue to critically look at our pre-kindergarten through 12 essential outcomes to ensure that students are given a spiraling, comprehensive curriculum. We need to utilize local assessment data when analyzing curriculum to help confirm effective curriculum and identify areas of weakness.

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

All of the teachers at Dixon High School are highly qualified in the areas that they are teaching. Of those teachers, 53% have a master's degree and 47% have a bachelor's degree. However, we have had some turnover in the math department and we reduced the number of teachers in the building by three for the 2010-11 school year.

New teachers are required to participate in a one or two year, state approved induction and mentoring program. The goal of the program is to provide encouragement and support to new teachers in hopes of retaining them in the profession. The program focuses on the Illinois Professional Teaching Standards to establish, strengthen, and reinforce quality teaching attributes that lead to student achievement when incorporated into the classroom.

Professional Learning Community time has been established district-wide on a weekly basis. Staff development related to PLC's will be provided to all staff members. Our goal in adopting this philosophy is high learning for all students which should translate into increased student achievement.

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

Fewer staff in the building means that class sizes will increase, which could possibly have a negative effect on student achievement.

Staff development has not been focused and continued over time.

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

We need to use high impact classroom instruction strategies.

We need to develop a focused staff development plan that is sustainable.

We need to continue to refine our induction and mentoring program to focus on ways we can support, encourage, and strengthen our new teachers and their professional practices.

We need to develop district and building short-term and long-term PLC plans to define high learning expectations for all students. The PLC philosophy needs to be woven into everything we do so it becomes the way we do business.

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

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

Parent contact at Dixon High School has been around 92% for the past two years, the majority of which has been through e-mail and the telephone. At the 2010 Back to School Night, approximately 18% of the parents participated. Approximately 12 parents come to the monthly parent advisory meetings.

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

Contact has been limited to e-mail, phone, and face-to-face. No data exists as to whether or not this contact has been positive or negative and its affect on parent involvement.

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

The administration and teaching staff need to examine different ways of involving parents with Dixon High School. This includes doing a better job of advertising what is currently available as well as looking for new opportunities for parents. Also, we need to collect data from parents, students, and staff on the nature of the communication between home and school and if it is effective.

Section I-D Data & Analysis - Key Factors

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

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

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

Section I-D - Key Factors

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

The rigor of our core curriculum needs to be increased in order to prepare our students for college and the work force.

The staff needs to collect and analyze common assessment and other relevant local data in order to increase student achievement and classroom practice.

The district needs to develop a long-range, focused professional development plan that targets assessment, rigor, data, collaborative teaming, and best classroom practices. This plan has to be flexible enough to meet the changing needs of the students and staff.

The administration and staff at Dixon High School need to improve articulation with the middle school in order to better prepare students for the academic challenges that they will face in the future.

Finally, the school will look for innovative ways to improve frequent, sustainable parent involvement in order to improve student achievement.

Section II-Action Plan

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

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

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

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

☐ IIRC will list these automatically for schools

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

Section II-A Action Plan - Objectives

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

Objective 1.
Short title for this objective (under 20 words):

1. Dixon High School students will achieve at the 85% meets/exceeds level for all subgroups in Reading on the PSAE.

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

Dixon High School students will achieve at the 85% meets/exceeds level for all subgroups in Reading.

In 2010, Dixon High School scored 53% in the All category and 54.3% in the White category, which did not meet AYP. In order to address this deficiency, we will create an English Strategies course to help students who are reading below grade level. These classes will be offered to freshmen, sophomores, and juniors who have been identified through their MAP scores, PLAN scores, EXPLORE scores, and grades. Classes will be offered to freshmen – junior students whose previous grades and MAP and Plan scores are below the 30th percentile.

We will articulate with Reagan Middle School on the reading curriculum with respect to data sharing, expectations, and content.

We have included the majority of our special education students in regular education, team-taught classrooms exposing them to the regular education curriculum in the least restrictive environment. This process will be evaluated for effectiveness with additional supports and training to help ensure the success of all students. We will continue to work with Project Choices on this endeavor.

On Tuesdays and Thursdays, for 30 minutes, the entire staff will meet as PLC learning teams to discuss student achievement data from common assessments as well as the above mentioned sources in order to institute effective curricular/instructional strategies.

We will evaluate our English curriculum for rigor using the ACT College Readiness Standards and adjust assessments and content accordingly.

We will continue to provide incentives to students who meet or exceed on the PSAE as well as create a certificate for those students who perform well on day 2. We have worked with some of our local employers who will give those students earning a day two certificate preference when it comes to hiring workers. We will collect data from our students to determine if achievement on the PSAE is a product of motivation or skill deficit or a combination of the two.

For the 2011/12 school year we are considering using the Parent Involvement Analysis online tool from the Illinois State Board of Education/Academic Development Institute. We will also collect data from parents on how they would like to be involved in their child's literacy education.

Anji Garza, a Lee/Ogle professional development liaison, will train our staff on how to have a productive data discussion, collaborative teaming, teacher leadership training, accessing resources, curriculum rigor, and writing valid/reliable assessments. Then, we will examine specific data that pertains to our students in order to make curricular decisions and modify reading instruction based on that data.

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

IIRC populates:

X Reading

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

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

Short title for Objective 1:

Improving Reading Scores

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

Section II-B Action Plan - Strategies and Activities for Students (continued)

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

	Timeline			**Budget**	
Strategies and Activities	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
MAP Testing	9/13/10	5/15/11	Before School During School After School Summer School	District Funds	$5000
ACT/PSAE Test Prep	2/1/11	4/23/11	Before School During School After	District Funds	$0

			School Summer School		
ACT Practice Test for all sophomores	4/27/11	4/28/11	Before School During School After School Summer School	Free through ACT	$0.00
ACT test prep – outside agency	3/1/11	4/26/11	Before School During School After School Summer School	Students pay tuition	$79.00/student
English Strategies Class	8/23/10	6/1/12	Before School During School After School Summer School	District Funds	$21,000 / year
PSAE Survey of students on motivation vs skill deficit	4/28/11		During School	District Funds	$100
Evaluate PSAE student survey data	4/29/10		After School	District Funds	$500

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

Short title for Objective 1:

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

	Timeline	Budget

Strategies and Activities	Start Date	End Date	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	Fund Source	Amount
Data discussion training – Anji Garza	9/14/10	9/21/10	☐ Before School ☐ During School X After School ☐ Summer School	ROE	$ 0.00
PLC meetings every Tuesday and Thursday	8/26/10	6/2/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Implementing PLC	8/26/10	6/2/12	☐ Before School X During School ☐ After School ☐ Summer School	District	$0
Monitoring PLC	8/26/10	6/2/12	X Before School X During School X After School ☐ Summer School	District	$0
Evaluation of PLC	8/26/10	6/2/12	X Before School X During School X After School ☐ Summer School	District	$0
Differentiation of Instruction professional development	10/20/10	6/2/12	☐ Before School X During School X After School ☐ Summer School	ROE and District	$2,000
PD as determined by PLC feedback/data	1/6/11	6/2/12	☐	District	$2,000
Writing Common Assessment Training	1/6/11	6/2/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$5,000
Evaluation of curriculum for rigor, content, instructional strategies, and scheduling	April 2010	April 2011	☐ During and after school	District/LCSEA/ROE	$5,000
Professional Development for Sp. Ed. Department on teaming	2010	2012	☐ As needed	Project Choices/LCSEA	$1000.00

Professional Development for English Strategies Teachers	9/1/10		☐ Before School X During School X After School ☐ Summer School	ROE and District	$1,000
Additional data training			☐ During and after school	ROE	$3,000
Writing across the curriculum training	11/2/10	6/2/12	☐ During and after school	District	$0.00
Vertical articulation w/RMS	1/11	6/12	☐ During and after school	District	$0.00
Review PSAE student survey data	5/11	5/12	☐ During and after school	District	$0.00
Model School Visit	4/11	4/12	☐ During school	ROE	$1400

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

Short title for Objective 1:

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

	Timeline			**Budget**	
Strategies and Activities	**Start Date**	**End Date**	***On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.***	**Fund Source**	**Amount**
Parent Advisory	9/13/10	5/3/12	☐ Before School ☐ During School X After School	District	$ 0.00

Meetings			☐ Summer School		
Back to School Parent Night	9/9/10		☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Parent/Teacher Conferences	10/7/10	10/13/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Develop a comprehensive plan using Parent Involvement Analysis/ADI	8/26/11	1/7/12	☐ Before School ☐ During School X After School ☐ Summer School	District/ROE	$2,000
Parent Involvement Analysis implementation and monitoring	8/26/11	1/7/12	☐ Before School ☐ During School X After School ☐ Summer School	District/ROE	$1,000
Parent Literacy involvement survey	2/18/11		☐ Before School ☐ During School ☐ After School ☐ Summer School	District	$0.00
Evaluate parent literacy survey and plan accordingly	3/17/11		☐ Before School ☐ During School ☐ After School ☐ Summer School	District	$0.00
			☐ Before School ☐ During School ☐ After School ☐ Summer School		

Section II-A Action Plan - Objectives

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

Objective 2.
Short title for this objective (under 20 words):

Dixon High School students will achieve at the 85% meets/exceeds level for all subgroups in Math on the PSAE.

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

Dixon High School students will achieve at the 85% meets/exceeds level for all subgroups in Math. In 2010, Dixon High School scored 52.4 % in the All category in math, which did not meet AYP. In order to address this deficiency, the math department will measure the rigor of our current curriculum by comparing their common assessments and essential outcomes with the ACT College Readiness Standards.

We will articulate with Reagan Middle School on the math curriculum with respect to data sharing, expectations, and content.

We have included the majority of our special education students in regular education, team-taught classrooms exposing them to the regular education curriculum in the least restrictive environment. This process will be evaluated for effectiveness with additional supports and training to help ensure the success of all students. We will continue to work with Project Choices on this endeavor.

On Tuesdays and Thursdays, for 30 minutes, the entire staff will meet as PLC learning teams to discuss student achievement data from common assessments as well as the above mentioned sources in order to institute effective curricular/instructional strategies.

We will evaluate our math curriculum for rigor using the ACT College Readiness Standards and adjust assessments and content accordingly.

We will continue to provide incentives to students who meet or exceed on the PSAE as well as create a certificate for those students who perform well on day 2. We have worked with some of our local employers who will give those students earning a day two certificate preference when it comes to hiring workers. We will collect data from our students to determine if achievement on the PSAE is a product of motivation or skill deficit or a combination of the two.

For the 2011/12 school year we are considering using the Parent Involvement Analysis online tool from the Illinois State Board of Education/Academic Development Institute. We will also collect data from parents on how they would like to be involved in their child's literacy education.

Anji Garza, a Lee/Ogle professional development liaison, will train our staff on how to have a productive data discussion, collaborative teaming, teacher leadership training, accessing resources, curriculum rigor, and writing valid/reliable assessments. Then, we will examine specific data that pertains to our students in order to make curricular decisions and modify reading instruction based on that data.

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

IIRC populates:

X Mathematics

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

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

Short title for Objective 2:

Improving Math Scores

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

Section II-B Action Plan - Strategies and Activities for Students (continued)

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

	Timeline			**Budget**	
Strategies and Activities	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
MAP Testing	9/13/10	5/15/11	Before School	District Funds	

			During School After School Summer School		
ACT/PSAE Test Prep	2/1/11	4/23/11	Before School During School After School Summer School	District Funds	
ACT Practice Test for all sophomores	4/27/11	4/28/11	Before School During School After School Summer School	Free through ACT	$0.00
ACT test prep – outside agency	3/1/11	4/26/11	Before School During School After School Summer School	Students pay tuition	$79.00/student
Increase curriculum rigor using ACT College Readiness	8/22/10	6/2/12	Before, during, and after	District	$2,000

Standards			scho ol		
PSAE Survey of students on motivation vs skill deficit	4/28/11		Durin g Schoo l	District Funds	$100
Evaluate PSAE student survey data	4/29/10		After Scho ol	District Funds	$500

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

Short title for Objective 1:

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

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	Fund Source	Amount
Data discussion training – Anji Garza	9/14/10	9/21/10	☐ Before School ☐ During School X After School ☐ Summer School	ROE	$ 0.00
PLC meetings every Tuesday and Thursday	8/26/10	6/2/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Implementing PLC	8/26/10	6/2/12	☐ Before School X During School ☐ After School ☐ Summer School	District	$0
Monitoring PLC	8/26/10	6/2/12	X Before School X During School X After School ☐ Summer School	District	$0
Evaluation of PLC	8/26/10	6/2/12	X Before School X During School X After School ☐ Summer School	District	$0

Differentiation of Instruction professional development	10/20/10	6/2/12	☐ Before School X During School X After School ☐ Summer School	ROE and District	$2,000
PD as determined by PLC feedback/data	1/6/11	6/2/12	☐	District	$2,000
Math Common Assessment Training	1/6/11	6/2/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$5,000
Evaluation of curriculum for rigor, content, instructional strategies, and scheduling	April 2010	April 2011	☐ During and after school	District/LCSEA/ROE	$5,000
Professional Development for Sp. Ed. Department on teaming	2010	2012	☐ As needed	Project Choices/LCSEA	$1000.00
Additional data training			☐ During and after school	ROE	$3,000
Writing across the curriculum training	11/2/10	6/2/12	☐ During and after school	District	$0.00
Vertical articulation w/RMS	1/11	6/12	☐ During and after school	District	$0.00
Review PSAE student survey data	5/11	5/12	☐ During and after school	District	$0.00
Model School Visit	4/11	4/12	☐ During school	ROE	$1400

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

Short title for Objective 1:

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

	Timeline			**Budget**	
Strategies and Activities	**Start Date**	**End Date**	***On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.***	**Fund Source**	**Amount**
Parent Advisory Meetings	9/13/10	5/3/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Back to School Parent Night	9/9/10		☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Parent/Teacher Conferences	10/7/10	10/13/12	☐ Before School ☐ During School X After School ☐ Summer School	District	$ 0.00
Develop a comprehensive plan using Parent Involvement Analysis/ADI	8/26/11	1/7/12	☐ Before School ☐ During School X After School ☐ Summer School	District/ROE	$2,000
Parent Involvement Analysis implementation and monitoring	8/26/11	1/7/12	☐ Before School ☐ During School X After School ☐ Summer School	District/ROE	$1,000
Parent math involvement survey	2/18/11		☐ Before School ☐ During School ☐ After School ☐ Summer School	District	$0.00
Evaluate parent math survey and plan accordingly	3/17/11		☐ Before School ☐ During School ☐ After School ☐ Summer School	District	$0.00
			☐ Before School ☐ During School ☐ After School ☐ Summer School		

Section II-E Action Plan - Monitoring

Short title for Objectives 1 and 2: Improving Math and Reading Scores

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

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

The Dixon High School administration, teaching staff, counselors, and central office staff will monitor trend data on MAP, PSAE, ACT, and common assessments.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Michael Grady	Principal
Chris Tennyson	Assistant Principal
Karen Price	Assistant Principal
Margo Empen	Assistant Superintendent

Section III - Development, Review and Implementation
B. Stakeholder Involvement

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

Description

The principal, curriculum facilitators, ROE consultant, assistant superintendent were involved in the initial draft of the document. Next, the plan will be shared with the parents at Parent Advisory meetings. The plan will then be reviewed by Mary Francis, another ROE consultant and Mike Haugse, Geneseo High School principal. Finally, the plan will be reviewed by the superintendent and school board for approval.

Names and Titles of School Planners

Michael Grady, Dixon High School Principal
Chris Tennyson, Dixon High School Assistant Principal
Karen Price, Dixon High School Assistant Principal
Anji Garza, ROE Consultant
Margo, Empen, Assistant Superintendent
Lisa Guenther, Curriculum Facilitator – business, industrial arts, foreign language, and P.E.
Frank Cahill, Curriculum Facilitator - science
Kelly Gingras, Curriculum Facilitator - English
Aaron Eddy, Curriculum Facilitator – social studies
Steve Boll, Curriculum Facilitator – fine arts and foreign language
Sandy Baar, Curriculum Facilitator – special education
Barb Hermes, Curriculum Facilitator - counseling

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

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

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

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

This plan has been reviewed by Mike Haugse, Geneseo High School principal.

Section III – Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process – Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

The District requires that all first year teachers participate in its two-year, state-approved program with a mentor who has received 4.5 days of Mentor Induction for the 21st Century Educator (ICE21) training through the local ROE. First year teachers with prior experience work with a trained mentor for one year only. Administrators are also trained using the ICE21 model. The on-going professional development of mentors and beginning teachers is facilitated by the District Mentoring Program Director with the assistance of the local ROE. It is also the District Program Director's responsibility to manage the implementation and evaluation of the district's program.

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

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

PLC time and resources

Ongoing assistance and monitoring of PLC

Funds for targeted professional development for administration and teachers

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

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

Anji Garza, a Lee/Ogle professional development liaison, will work with our staff members on how to have productive data discussions in order to improve student achievement. She will also provide training to Dixon High School personnel on the Professional Learning Community process. She will train teacher leaders to lead department PLC discussions related to student achievement.

Section IV-A Local Board Action

DATE APPROVED by Local Board: June 1 2007

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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