

Blackhawk Middle School
Bensenville SD 2
Bensenville, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	29.6	3.7	60.7	2.0	0.0	4.0	45.3	11.4		1.1	6.4	95.4	702
District	25.0	2.8	64.5	2.9	0.1	4.8	49.1	41.4		0.8	8.1	95.1	2,119
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	16.0		11.4	192.6
State	96.7	18.4		13.3	201.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School							17.6	15.6	17.5	
District							17.6	15.6	17.5	
State							22.0	21.1	21.4	

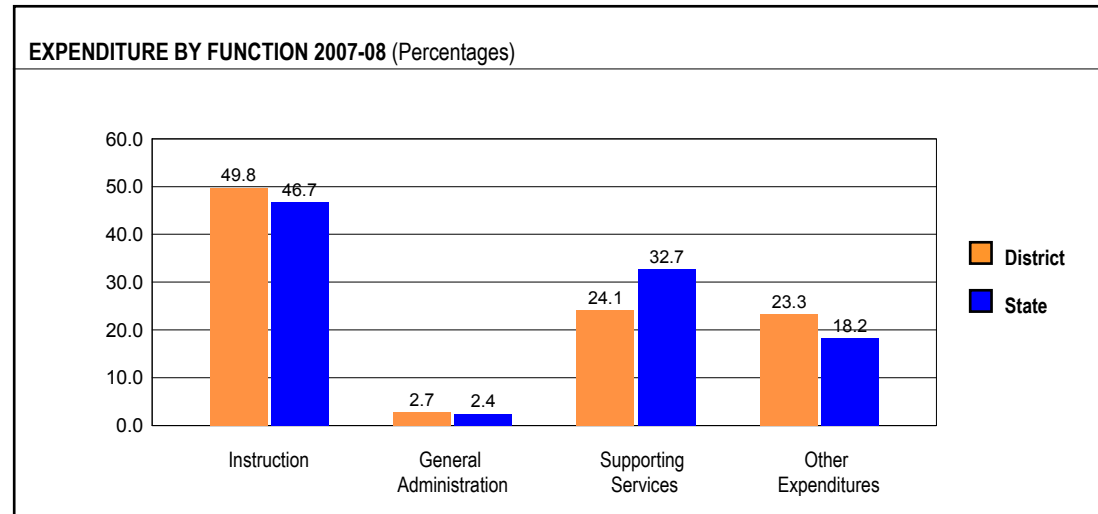
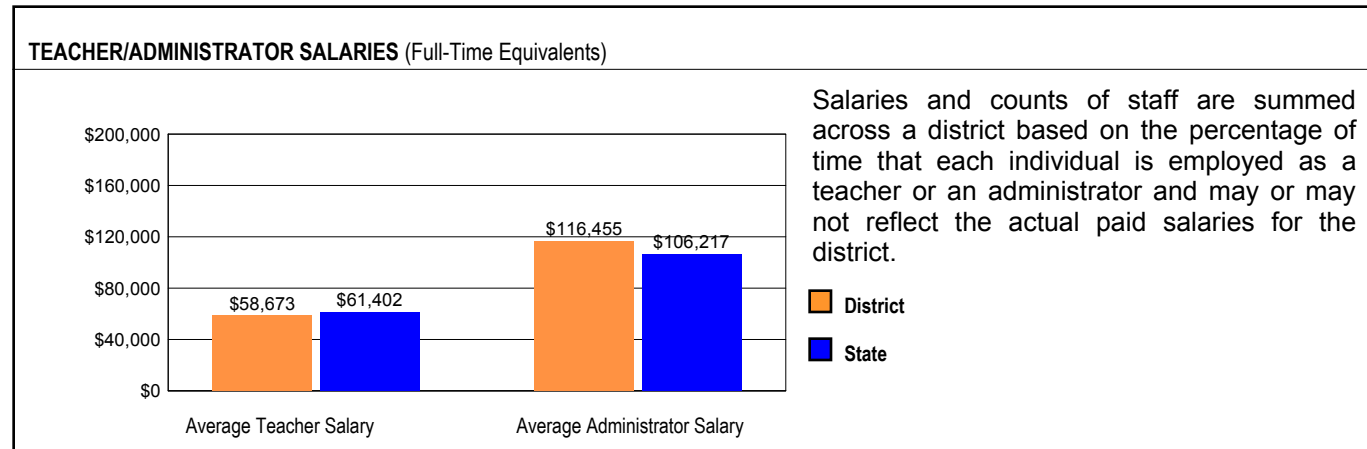
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		49	48		49	48		100	100		49	48
District		49	48		49	48		100	100		49	48
State		54	51		43	44		104	92		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.7	0.0	6.9	1.4	0.0	18.0	82.0	145
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	9.8	48.9	51.1	1.4	0.0
State	12.5	44.1	55.8	0.6	1.2

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$21,850,975	78.8	58.7	Education	\$20,386,434	74.9	71.5
Other Local Funding	\$1,566,139	5.6	6.3	Operations & Maintenance	\$2,167,890	8.0	8.6
General State Aid	\$1,143,114	4.1	18.6	Transportation	\$1,133,389	4.2	3.9
Other State Funding	\$1,567,783	5.7	9.0	Bond and Interest	\$352,111	1.3	6.3
Federal Funding	\$1,607,267	5.8	7.4	Rent	\$0	0.0	0.0
TOTAL	\$27,735,278			Municipal Retirement/ Social Security	\$350,713	1.3	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$2,830,781	10.4	6.8
				TOTAL	\$27,221,318		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$415,581	2.66	\$7,242	\$11,109
State	**	**	\$6,103	\$10,417

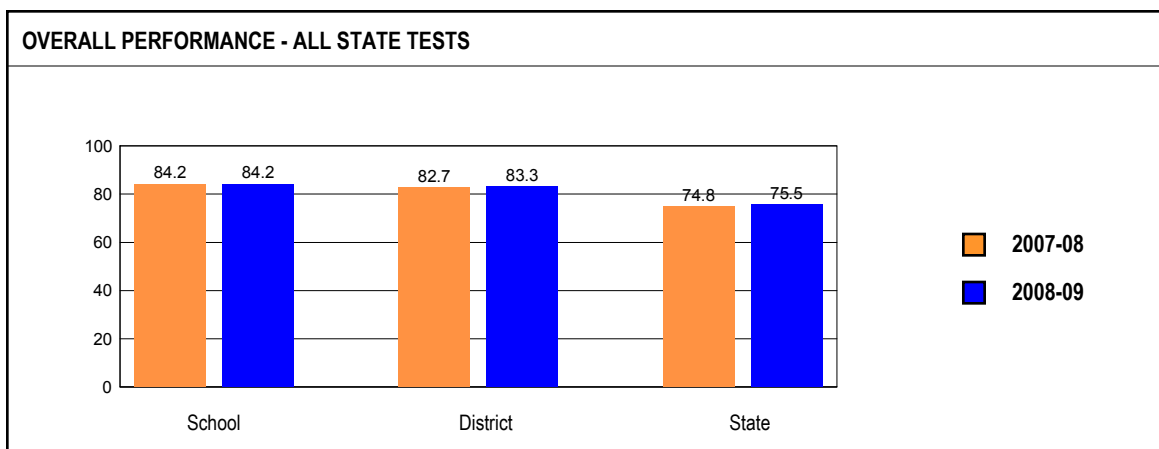
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

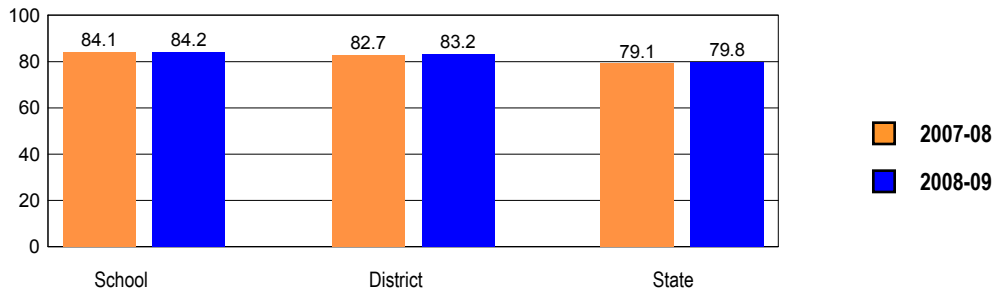
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



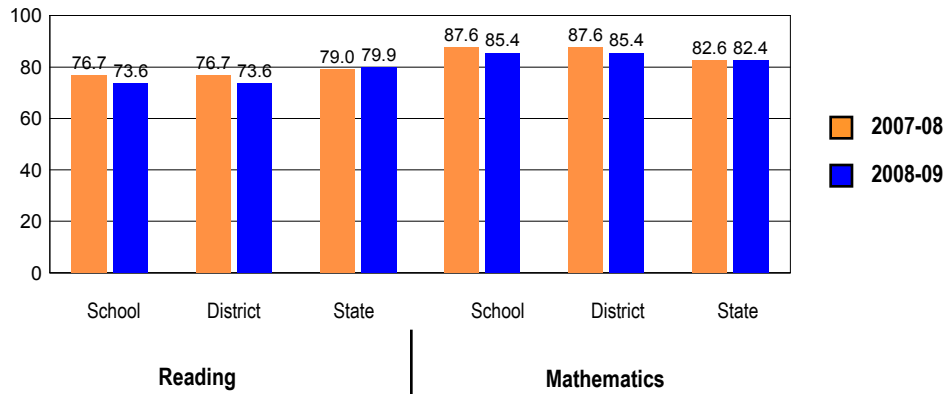
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



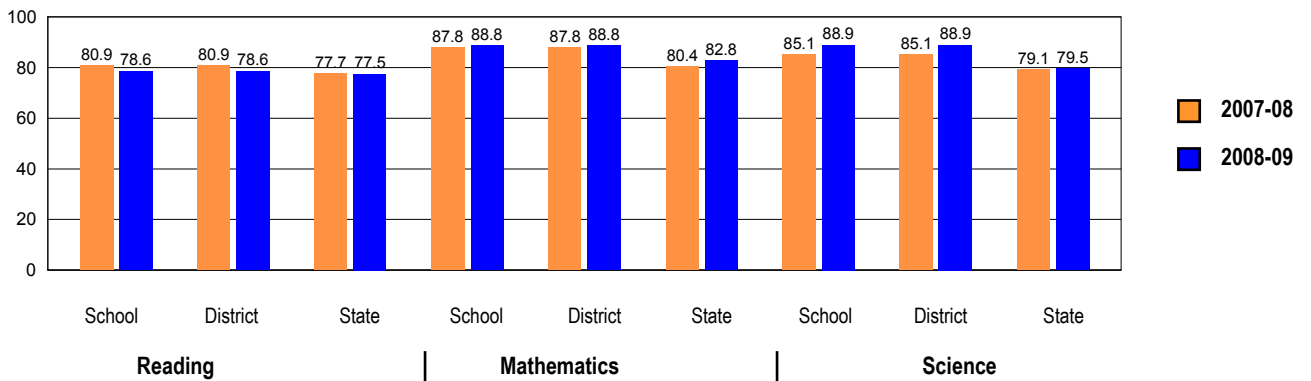
ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

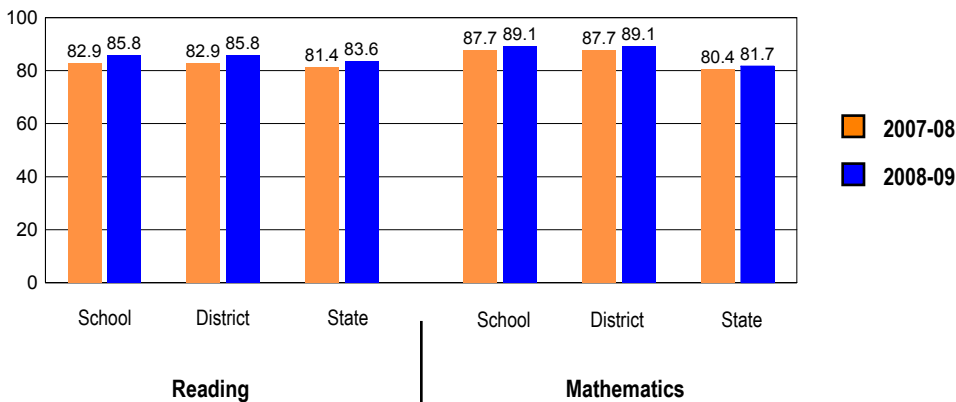
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	727	368	359	214	25	442	14	0	32	88	0	94	338
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	1,401	709	692	385	42	869	36	1	68	402	0	166	684
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	228	118	110	62	10	136	8	0	12	20	0	34	114
	Science	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0		0.0	0.0
District	*Enrollment	458	234	224	117	14	292	15	0	20	138	0	60	234
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.4	26.0	53.1	20.5	0.8	13.8	63.4	22.0
District	0.4	26.0	53.1	20.5	0.8	13.8	63.4	22.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	26.0	56.5	17.6	0.8	11.5	61.1	26.7
	District	0.0	26.0	56.5	17.6	0.8	11.5	61.1	26.7
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.8	26.0	49.6	23.6	0.8	16.3	65.9	17.1
	District	0.8	26.0	49.6	23.6	0.8	16.3	65.9	17.1
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	1.4	4.2	58.3	36.1	0.0	5.6	62.5	31.9
	District	1.4	4.2	58.3	36.1	0.0	5.6	62.5	31.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School								
	District								
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	35.4	51.2	13.4	0.0	17.7	65.9	16.5
	District	0.0	35.4	51.2	13.4	0.0	17.7	65.9	16.5
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District								
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School	0.0	20.0	50.0	30.0	10.0	10.0	30.0	50.0
	District	0.0	20.0	50.0	30.0	10.0	10.0	30.0	50.0
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	82.2	17.8	0.0	0.0	44.4	55.6	0.0
District	0.0	82.2	17.8	0.0	0.0	44.4	55.6	0.0
State	0.5	58.4	37.6	3.4	1.6	42.6	51.0	4.8

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	2.8	58.3	33.3	5.6	0.0	41.7	55.6	2.8
	District	2.8	58.3	33.3	5.6	0.0	41.7	55.6	2.8
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	20.6	56.4	22.9	0.9	9.2	64.7	25.2
	District	0.0	20.6	56.4	22.9	0.9	9.2	64.7	25.2
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	41.3	47.6	11.1	1.6	17.5	67.5	13.5
	District	0.0	41.3	47.6	11.1	1.6	17.5	67.5	13.5
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.8	10.9	58.6	29.7	0.0	10.2	59.4	30.5
	District	0.8	10.9	58.6	29.7	0.0	10.2	59.4	30.5
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	21.4	62.5	16.1	0.9	10.3	59.6	29.1	2.7	8.4	59.1	29.8
District	0.0	21.4	62.5	16.1	0.9	10.3	59.6	29.1	2.7	8.4	59.1	29.8
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	24.1	58.6	17.2	0.0	11.3	60.0	28.7	3.4	6.9	60.3	29.3
	District	0.0	24.1	58.6	17.2	0.0	11.3	60.0	28.7	3.4	6.9	60.3	29.3
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	18.5	66.7	14.8	1.9	9.3	59.3	29.6	1.8	10.1	57.8	30.3
	District	0.0	18.5	66.7	14.8	1.9	9.3	59.3	29.6	1.8	10.1	57.8	30.3
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	21.0	48.4	30.6	0.0	9.8	54.1	36.1	1.6	3.2	53.2	41.9
	District	0.0	21.0	48.4	30.6	0.0	9.8	54.1	36.1	1.6	3.2	53.2	41.9
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	20.0	80.0	0.0	0.0	30.0	60.0	10.0	10.0	10.0	60.0	20.0
	District	0.0	20.0	80.0	0.0	0.0	30.0	60.0	10.0	10.0	10.0	60.0	20.0
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School	0.0	24.2	67.4	8.3	1.5	9.8	62.4	26.3	2.3	12.0	63.9	21.8
	District	0.0	24.2	67.4	8.3	1.5	9.8	62.4	26.3	2.3	12.0	63.9	21.8
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District												
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School	0.0	8.3	66.7	25.0	0.0	9.1	63.6	27.3	8.3	0.0	50.0	41.7
	District	0.0	8.3	66.7	25.0	0.0	9.1	63.6	27.3	8.3	0.0	50.0	41.7
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

Grade 7 - Limited-English-Proficient

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	83.3	16.7	0.0	10.5	57.9	31.6	0.0	21.1	36.8	42.1	0.0
	District	0.0	83.3	16.7	0.0	10.5	57.9	31.6	0.0	21.1	36.8	42.1	0.0
	State	2.3	64.0	32.0	1.7	4.7	38.5	51.0	5.8	25.6	35.2	37.3	1.9

Grade 7 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	48.4	51.6	0.0	3.2	29.0	67.7	0.0	12.9	6.5	77.4	3.2
	District	0.0	48.4	51.6	0.0	3.2	29.0	67.7	0.0	12.9	6.5	77.4	3.2
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	17.1	64.2	18.7	0.5	7.3	58.3	33.9	1.0	8.8	56.2	34.0
	District	0.0	17.1	64.2	18.7	0.5	7.3	58.3	33.9	1.0	8.8	56.2	34.0
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

Grade 7 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	23.6	67.3	9.1	1.8	12.6	65.8	19.8	3.6	12.6	67.6	16.2
	District	0.0	23.6	67.3	9.1	1.8	12.6	65.8	19.8	3.6	12.6	67.6	16.2
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.0	19.3	57.9	22.8	0.0	8.0	53.6	38.4	1.8	4.4	50.9	43.0
	District	0.0	19.3	57.9	22.8	0.0	8.0	53.6	38.4	1.8	4.4	50.9	43.0
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

Grade 8

Grade 8 - All

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	14.2	78.3	7.5	0.0	10.9	51.5	37.7
District		0.0	14.2	78.3	7.5	0.0	10.9	51.5	37.7
State		0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	17.8	78.0	4.2	0.0	10.3	54.7	35.0
	District	0.0	17.8	78.0	4.2	0.0	10.3	54.7	35.0
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.0	10.7	78.7	10.7	0.0	11.5	48.4	40.2
	District	0.0	10.7	78.7	10.7	0.0	11.5	48.4	40.2
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	9.0	75.6	15.4	0.0	6.4	38.5	55.1
	District	0.0	9.0	75.6	15.4	0.0	6.4	38.5	55.1
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School								
	District								
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School	0.0	17.1	78.6	4.3	0.0	13.6	58.6	27.9
	District	0.0	17.1	78.6	4.3	0.0	13.6	58.6	27.9
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School								
	District								
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School								
	District								
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

Grade 8 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	75.0	25.0	0.0	0.0	47.6	47.6	4.8
District		0.0	75.0	25.0	0.0	0.0	47.6	47.6	4.8
State		1.4	51.9	46.3	0.5	2.3	43.3	48.8	5.6

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	57.1	38.1	4.8	0.0	42.9	47.6	9.5
	District	0.0	57.1	38.1	4.8	0.0	42.9	47.6	9.5
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	10.0	82.2	7.8	0.0	7.8	51.8	40.4
	District	0.0	10.0	82.2	7.8	0.0	7.8	51.8	40.4
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	22.1	71.6	6.3	0.0	16.8	57.9	25.3
District	0.0	22.1	71.6	6.3	0.0	16.8	57.9	25.3
State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible								
School	0.0	9.0	82.8	8.3	0.0	6.9	47.2	45.8
District	0.0	9.0	82.8	8.3	0.0	6.9	47.2	45.8
State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

2009 ADEQUATE YEARLY PROGRESS (AYP) Status 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	Academic Watch Status Year 2

	Percent 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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	80.0		Yes	88.7		Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	89.5		Yes	93.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	74.2		Yes	86.5		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	41.2	49.6	No	67.9		Yes	95.3			
Students with Disabilities	100.0	Yes	100.0	Yes	47.1	57.7	No	63.5		Yes	94.7			
Economically Disadvantaged	100.0	Yes	100.0	Yes	70.7		Yes	85.0		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.



Bensenville Elementary School District 2

2009-2010 District Goals

1. Academic Goal:

Raise student achievement, as evidenced by meeting AYP with each subgroup, with 21st Century student outcomes and support systems.

2. Academic Goal – Reading:

To improve the number of students meeting/exceeding in reading by the following measure: ISAT.

	<u>Meets/Exceeds</u>	<u>Exceeds</u>
3 rd Grade Reading	85% meet/exceed	Maintain 30% or increase
4 th Grade Reading	85% meet/exceed	Maintain 25% or increase
5 th Grade Reading	85% meet/exceed	Maintain 25% or increase
6 th Grade Reading	85% meet/exceed	Maintain 25% or increase
7 th Grade Reading	80% meet/exceed	Maintain 20% or increase
8 th Grade Reading	85% meet/exceed	Maintain 16% or increase

3. Academic Goal – Math:

To improve the number of students meeting/exceeding in math by the following measure: ISAT.

	<u>Meets/Exceeds</u>	<u>Exceeds</u>
3 rd Grade Math	94% meet/exceed	Maintain 50% or increase
4 th Grade Math	94% meet/exceed	Maintain 45% or increase
5 th Grade Math	94% meet/exceed	Maintain 30% or increase
6 th Grade Math	92% meet/exceed	Maintain 25% or increase
7 th Grade Math	92% meet/exceed	Maintain 35% or increase
8 th Grade Math	93% meet/exceed	Maintain 40% or increase

4. Financial Goal:

To balance revenues and expenditures for the 2009/2010 fiscal year.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Expanding instruction in all Reading areas, with particular focus paid to IEP and LEP students.	1,2,
2	More strategic focus on reading instruction for students with disabilities.	2,
3	Focus on improving achievement of LEP students in Reading	1,

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

- 1. LEP students are deficient in Reading Meets and Exceeds
- 2. Students with disabilities are deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Expanding instruction in all Reading areas, with particular focus paid to IEP and LEP students.

Objective 1 Description

The current achievement in reading for the LEP subgroup is 41.2%. The current achievement in reading for the students with disabilities subgroup is 47.1 %. Report card data indicates that our Hispanic subgroup may have difficulty meeting 77.5% in reading for the upcoming year. As a school, we will target reading for every student.

This year's target for subgroups is 77.5%, or at least safe harbor as measured on ISAT.

This objective addresses the following areas of AYP deficiency:

- ↳ 1. LEP students are deficient in Reading Meets and Exceeds
- ↳ 2. Students with disabilities are deficient in Reading Meets and Exceeds

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

Expanding instruction in all Reading areas, with particular focus paid to IEP and LEP students.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Every student who has been identified as below the 35th percentile in reading, according to NWEA MAP, will be progress monitored three times a trimester using the Jerry John's Basic Reading Inventory grade-level passages in order to assess and improve insruction.	08/17/2009	05/31/2011	During School	Local Funds	
2	Students with identified areas of instructional need in decoding and word attack skills will be placed with a reading specialist in the Phonics Blitz class by Linda Farrell. The class is designed to strengthen phonemic awareness. It is an 18-week intervention with no more than 15 students. Students will be assessed using the beginning and advanced decoding surveys to determine specific areas of need.	08/17/2009	05/31/2011	During School	Local Funds	
3	Students who have been identified as below grade level in reading will be targeted for Saturday school attendance, from October through February, with a focus on development of targeted deficiencies as measured by local assessment data.	08/17/2009	05/31/2011	After School	Local Funds	
4	Students whose identified area of need is comprehension, will be placed in the Making Connections class with a reading specialist. This is a 12-week intervention with no more than 15 students.	08/17/2009	05/31/2011	During School	Local Funds	
5	Students who are reading more than two levels below their grade placement (based on NWEA and ISAT scores) will be receiving small group instruction (no more than 5 students) with a reading specialist in a short-term rotation. Students will improve reading abilities through the use of applying reading strategies, word recognition, and the writing	08/17/2009	05/31/2011	During School	Local Funds	

	process. Progress will be monitored every three weeks.				
6	A third reading specialist will be added to the staff and the reading specialists will each be assigned a grade level to work with in order to better target students in need, and to assist grade-level teachers in progress monitoring.	08/17/2009	05/31/2011	During School	Local Funds
7	Students will write extended responses which align to the ISAT using schoolwide strategies: Extended response checklist, highlighting components, use of a student-friendly rubric, timed practice tests, and peer scoring.	08/17/2009	05/31/2011	During School	Local Funds
8	Students at every grade level will participate in a differentiated model reading program; Guided reading. Progress will be measured using classroom assessments.	08/17/2009	05/31/2011	During School	Local Funds
9	Students will be able to interpret information from nonfiction texts by the use of graphic organizers. They will apply "Rule-Based Strategy" and summary frames from Classroom Instruction That Works, by Marzano, CRISS reading strategies, and strategy of the week. Improvement of reading through these strategies will be measured through local assessment.	08/17/2009	05/31/2011	During School	Local Funds
10	Students will be able to identify and apply inference strategies though ThinkALoud,Read ALoud,CRISS (Creating Independence Through Student-Owned Strategies), summarization practice, and questioning methods (It says, I say, and So, Say Something, Inference Chart and QAR)so as to improve reading skills as monitored by local assessments.	08/17/2009	05/31/2011	During School	Local Funds
11	In addition to Saturday school, students will participate in math and reading tutorials before and after school. Local assessment data will determine eligibility, and growth will be measured through regular progress monitoring.	08/17/2009	05/31/2011	Before School	Local Funds
12	Students will be exposed to a variety of vocabulary throughout the building, a weekly integrated spelling/vocabulary list, cognate/root of the week, Building Academic Vocabulary (Marzano vocabulary) binders, Wormeli strategies, an extra period of MARS(Math and Reading Strategies) classes, postit note strategy, knowledge rating scale chart,context clues,vocabulary logs, word walls,and independent reading books in order to improve reading skills as monitored by local assessments.	08/17/2009	05/31/2011	During School	Local Funds
13	Students will participate in focused initiatives in our school that will support their overall reading development and motivation levels (Readapalooza, author visits, all school reading days in MARS class and	08/17/2009	05/31/2011	During School	Local Funds

	Advisory, participating in liaison activities with the local public library, and the school-wide spelling bee.)					
14	Students will engage in individualized sessions to address their needs as identified through tri-annual progress monitoring (NWEA MAP) testing.	08/17/2009	05/31/2011	During School	Local Funds	
15	Students will conference with teachers to evaluate performance on MAP testing and establish short and long term goals. They will complete a goal sheet with target scores.	08/17/2009	05/31/2011	During School	Local Funds	
16	Students engaged in tutorials will use the individualized instruction of the Study Island computerized program so that progress can be measured immediately and adjusted, if necessary.	08/17/2009	05/31/2011	During School	Local Funds	
17	Every student will extend reading and writing by comparing, evaluating, synthesizing, and reformatting information from various websites in the Technology lab.	08/17/2009	05/31/2011	During School	Local Funds	
18	Students will write a compare and contrast essay in Art class, based on higher level analysis of paintings so that writing is extended outside of the core classes. Progress will be measured through rubric assessment.	08/17/2009	05/31/2011	During School	Local Funds	
19	Students who are below grade level, or of limited English proficiency, will benefit from the school library offering a variety of reading materials at various levels, or with limited English proficiency. proficiency.	08/17/2009	05/31/2011	During School	Local Funds	
20	Teachers will implement a project-based and performance-based curriculum to reinforce reading, writing, and math skills during the students' Encore rotations so as to improve reading and writing skills across all content areas in the school. Progress will be measured through rubric assessment.	08/17/2009	05/31/2011	During School	Local Funds	
21	In Social Studies classes, students will use leveled texts to assist in understanding general concepts.	08/17/2009	05/31/2011	During School	State Funds	
22	To assist and support special education students and students with limited English proficiency, an ESL or special education co-teacher will co-teach with the content area teacher. Students will have modified assignments to support learning in the regular classroom.	08/17/2009	05/31/2011	During School	Local Funds	
23	To extend their writing preparation, 7th and 8th grade Encore students will write an expository narrative as part of a video project.	08/17/2009	05/31/2011	During School	Local Funds	

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

Expanding instruction in all Reading areas, with particular focus paid to IEP and LEP students.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All staff will participate in in professional development on "assessment for learning" and standards-based assessment with Respro consultant, Diane Stempinski.	08/17/2009	05/31/2011	During School	Local Funds	
2	Teachers will attend the Secondary Reading League's 100th Day of Reading Conference. The focus for this year is strategies for improving reading for ESL students.	11/07/2009	11/07/2009	After School	Local Funds	
3	Three Reading Specialists will work with Core teachers to teach Reading strategies and progress monitoring assessments across the curriculum.	08/17/2009	05/31/2011	During School	Local Funds	
4	All teachers will participate in weekly "academic day" professional development discussions based on best practices in assessment.	08/17/2009	05/31/2011	During School	Local Funds	
5	Teachers participate in two peer evaluations per year, in order to improve instruction.	08/17/2009	05/31/2011	During School	Local Funds	
6	Teachers will participate in a refresher workshop on Building Academic Vocabulary, by Robert Marzano provided by Dr. Michael Heggerty.	09/25/2009	09/25/2009	During School	Local Funds	
7	Teachers from every grade level and content area will meet regularly to develop targeted professional development sessions for peers in a "staff-led rotation" of topics selected by teachers themselves.	08/17/2009	05/31/2011	After School	Local Funds	

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

Expanding instruction in all Reading areas, with particular focus paid to IEP and LEP students.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The Bilingual Parent Advisory Committee (BPAC), meets regularly to provide information and elicit feedback from families of students who have limited English proficiency. This is provided in the native language.	08/17/2009	05/31/2011	After School	Local Funds	
	Blackhawk will seek to establish better parent involvement through Joyce					

2	Epstein's six-step parent involvement plan. The school leadership team will help guide this process.	08/17/2009	05/31/2011	After School	Local Funds	
3	All school information will be communicated in both English and Spanish, including written, phone blasts, and website information in order to better include our large Spanish-speaking community.	08/17/2009	05/31/2011	During School	Local Funds	
4	Translators will be provided for all school events in order to encourage participation of Spanish-speaking families.	08/17/2009	05/31/2011	After School	Local Funds	
5	Multi-language surveys will be used to determine topics of interest to all parents for evening, "Parent University" presentations.	08/17/2009	05/31/2011	During School	Local Funds	
6	Hispanic girls and their mothers will be encouraged to attend a Saturday workshop on college planning. Transportation and food will be provided as incentives.	04/18/2009	04/18/2009	After School	Local Funds	
7	"Parent University" presentations will be provided in a variety of languages and topics to meet the needs of a wider group of families. Raffles and incentives will encourage attendance.	08/17/2009	05/31/2011	After School	Local Funds	

Section II-E Action Plan - Monitoring

Expanding instruction in all Reading areas, with particular focus paid to IEP and LEP students.

Progress will be monitored through the quarterly MAP test and by correlating data to the ISAT conversion chart. Reading specialists and reading teachers will monitor individual student progress every three weeks, and chart the assessment results in an online spreadsheet.

The school will participate in a Data Institute day designed to monitor and plan for each student in the school.

Staff will participate in regular data monitoring sessions as part of the school-based professional development days.

Teachers will review progress monitoring data on a monthly basis to determine how to better meet student needs.

Through the RTI process, counselors will meet weekly with teams to discuss student progress and to consider the efficacy of interventions.

	Name	Title
1	Gina Piraino	Principal

2	Perry Finch	Assistant Principal
3	Nicole Robinson	Assistant Principal
4	Shannon Puri, Jennifer Nevins, Tara Kawa	Reading specialists
5	Melissa Dresen, Anne Sinischalchi, Julie Zabel	Grade level reading coordinators
6	Kerry Olsen and Lisa Kellogg	RTI support team members
7	Erica McKenna	ESL team leader

Section II-A Action Plan - Objectives

Objective 2

More strategic focus on reading instruction for students with disabilities.

Objective 2 Description

Students with disabilities struggle to make safe harbor in reading meets and exceeds. A major objective would be for expanding instruction to develop current methods of instruction in reading. Current performance levels are 47.1% meets/exceeds. This year's target is 77.5%, or at least safe harbor as measured on ISAT.

This objective addresses the following areas of AYP deficiency:

- Ⓔ 1. LEP students are deficient in Reading Meets and Exceeds
- Ⓕ 2. Students with disabilities are deficient in Reading Meets and Exceeds

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

More strategic focus on reading instruction for students with disabilities.

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Students in instructional Special Education classes will receive reading instruction through the SRA Corrective Reading Decoding and Comprehension program. The program will be leveled by ability, rather than grade in order to better meet the needs of students. Progress is monitored through the program itself.	08/17/2009	05/31/2011	During School	Local Funds	
2	Since local assessment data indicated that decoding skills were a particular challenge, special education students who qualify, will participate in an additional phonics-based reading intervention, taught by a reading specialist in order to address the specific deficiency. Progress will be measured regularly, through local assessments.	08/17/2009	05/31/2011	During School	Local Funds	
3	Students with disabilities who qualify with the established criteria will be instructed in reading with the READ 180 program. It uses technology to deliver individualized instruction in reading and measures progress through the program itself.	08/17/2009	05/31/2011	During School	Local Funds	
4	Students with disabilities will be exposed to the general education Science curriculum through participation in Science labs on a regular basis, in order to increase academic vocabulary and grade-level skills. Progress will be measured using local assessments.	08/17/2009	05/31/2011	During School	Local Funds	
5	Students with disabilities will be invited to attend weekly Saturday school tutorial sessions in order to enhance skills. Progress will be monitored through local assessments.	10/17/2009	02/21/2009	After School	Local Funds	
6	Students with disabilities are included in an extra period of daily instruction, focusing on their specific areas of deficit in Reading and Math strategies. This class will be taught by a special education teacher.	08/17/2009	05/31/2011	During School	Local Funds	
7	Special education students who are reading more than two levels below their grade placement (based on NWEA and ISAT scores) will be receiving small group instruction (no more than 5 students) with a reading specialist in a short-term rotation. Students will improve reading abilities through the use of applying reading strategies, word recognition, and the writing process. Progress will be monitored every three weeks.	08/17/2009	05/31/2011	During School	Local Funds	

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

More strategic focus on reading instruction for students with disabilities.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All special education teachers will be trained to progress monitor reading improvement through use of the BRI (basic reading inventory) so as to better assess and identify reading-related challenges and adjust instruction as a result.	08/17/2009	05/31/2011	During School	Local Funds	
2	Special education teachers will be trained in a phonics-based reading program to address the decoding deficit noted in students' reading ability.	08/17/2009	05/31/2011	Before School	Local Funds	
3	Special education teachers who use the Read 180 and/or SRA reading programs will receive ongoing training. Where possible, classroom assistants will also receive the training.	08/17/2009	05/31/2011	After School	Local Funds	
4	Teachers with students of disabilities who are also low income students will increase their understanding of how poverty impacts achievement using Ruby Payne's framework for Understanding Poverty	08/17/2009	05/31/2011	After School	Local Funds	
5	Special Education teachers will participate in article discussions regarding topics specific to instructional and behavioral strategies.	08/17/2009	05/31/2011	During School	Local Funds	
6	Special education teachers will participate in peer observations to observe and share best practices in the classroom.	08/17/2009	05/31/2011	During School	Local Funds	

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

More strategic focus on reading instruction for students with disabilities.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents of students with disabilities are apprised of their child's reading program at curriculum night, parent teacher conferences, and during the 2009-2010 school year, will be surveyed for their input.	08/17/2009	05/31/2011	After School	Local Funds	

2	Parents of students with disabilities will be updated on their student's academic and behavioral goals through IEP goal updates.	08/17/2009	05/31/2011	During School	Local Funds
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Section II-E Action Plan - Monitoring

More strategic focus on reading instruction for students with disabilities.

The school administration, counselors, Reading specialists, and classroom teachers will monitor student progress based upon local testing, and in-program testing, as well as through regular progress monitoring assessments (BRIs). Based on the results of the assessments, appropriate interventions will be developed or adjusted., and classroom instruction will be aligned to the results .

	Name	Title
1	Gina Piraino	Principal
2	Perry Finch	Assistant Principal
3	Nicole Robinson	Assistant Principal
4	Shannon Puri, Jennifer Nevins, Tara Kawa	Reading specialists
5	Kerry Olsen and Lisa Kellogg	RTI support team members
6	Sharon Raffe	District special education coordinator
7	Various special education teachers	classroom teachers

Section II-A Action Plan - Objectives

Objective 3

Focus on improving achievement of LEP students in Reading

Objective 3 Description

LEP students are deficient in Reading Meets and Exceeds. A major objective would be for expanding instruction is to develop current methods of instruction in Reading. Current performance level is 41.2% meets/exceeds for LEP students. This year's target for LEP students is 77.5%, or at least safe harbor as measured by ISAT.

This objective addresses the following areas of AYP deficiency:

- 1. LEP students are deficient in Reading Meets and Exceeds
- 2. Students with disabilities are deficient in Reading Meets and Exceeds

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

Focus on improving achievement of LEP students in Reading

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	ELL students in both 6th and 7th, and 8th grade will participate in the READ 180 program. The program will incorporate effective ELL strategies such as content videos to build background, grouping for differentiated instruction, and extensive vocabulary and oral language practice for language skills development.	08/17/2009	05/31/2011	During School	Local Funds	
2	ELL students will participate in an additional daily math and reading strategies class (MARS, with emphasis on word study, vocabulary development, and phonemic awareness fluency and writing. Other areas of concentration include the four language domains and core content material pre-teaching and reviewing.	08/17/2009	05/31/2011	During School	Local Funds	
3	ESL students will be encouraged to participate in an after school culture club, where they will develop cultural activities that support their native language and culture in order to bolster students' self esteem and consequently, increase academic performance.	08/17/2009	05/31/2011	After School	Local Funds	
4	ELLs will participate in cooperative learning structures (think/pair/share, numbered heads together, etc.) that encourage conversation and the development of speaking and listening skills, which are directly related to reading and writing development.	08/17/2009	05/31/2011	During School	Local Funds	
5	Every ELL student will benefit from being placed in Science classes that are cotaught by an ELL teacher and Science content core teacher.	08/17/2009	05/31/2011	During School	Local Funds	

	Progress will be measured through rubric assessments.					
6	ELL students will be individually monitored for progress on a weekly basis by a specific ELL teacher.	08/17/2009	05/31/2011	During School	Local Funds	
7	ELL students will attend Saturday enrichment in Reading and Math from October through February. The additional instruction will target specific deficit areas.	08/17/2009	05/31/2011	During School	Local Funds	
8	ELL students in mainstream classes will be identified and targeted for special monitoring. If necessary, they will participate in after school tutoring.	08/17/2009	05/31/2011	During School	Local Funds	
9	ELLs will conference with teachers to evaluate performance on MAP and ACCESS testing to develop long term goals.	08/17/2009	05/31/2011	During School	Local Funds	
10	ELLs will record the Marzano words in a Terminator Binder to introduce and review vocabulary in order to improve language acquisition and reading skills.	08/17/2009	05/31/2011	During School	Local Funds	
11	ELLs who are below grade level will be targeted for tutoring in Reading and Math. Progress will be monitored by classroom teacher.	08/17/2009	05/31/2011	During School	Local Funds	
12	ELLs will participate in Homework Club to assist with homework completion and skillbuilding.	08/17/2009	05/31/2011	During School	Local Funds	
13	ELLs will use the computerized program Study Island to receive individualized instruction.	08/17/2009	05/31/2011	During School	Local Funds	
14	ELLs will be enrolled in smaller class sizes with instructional aides to increase individualized attention to the student.	08/17/2009	05/31/2011	During School	Local Funds	
15	ELLs will participate in daily discussions which revolve around test taking strategies in order to familiarize them with the ISAT and ACCESS format (including short/extended response).	08/17/2009	05/31/2011	During School	Local Funds	
16	ELLs will participate in guided reading. The focus is on reading readiness, improving comprehension and familiarizing students with reading strategies.	08/17/2009	05/31/2011	During School	Local Funds	
17	ELL students reading at, or below the 35th percentile in reading will be assigned a reading intervention. The class focuses on decoding and word study skills. Assessment is through the Stanford Diagnostic test and Basic Reading Inventory.	08/17/2009	05/31/2011	During School	Local Funds	
18	ESL students will participate in a summer reading program taught by an ESL teacher. The focus will be on improving comprehension, fluency, writing and reading strategies.	08/17/2009	05/31/2011	During School	Local Funds	

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

Focus on improving achievement of LEP students in Reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	ESL teachers will be trained to progress monitor ESL students' reading progress using the Basic Reading Inventory. As a result, instruction will be modified and appropriate interventions developed.	08/17/2009	05/31/2011	During School	Local Funds	
2	The ELL faculty will develop and present a session to all staff regarding the typical ELL learner and his/her abilities and struggles.	08/17/2009	05/31/2011	During School	Local Funds	
3	ELL faculty will review the ELL reference guide as a way to deliver information to mainstream teachers about understanding and serving the ELL student.	08/17/2009	05/31/2011	During School	Local Funds	
4	All staff will receive ongoing professional development on teaching the ELL student from noted expert, Jeannette Gordon.	08/17/2009	05/31/2011	During School	Local Funds	
5	ESL teachers will participate in peer observations to improve classroom instruction.	08/17/2009	05/31/2011	During School	Local Funds	
6	ESL teachers will meet weekly as a team and with a reading specialist, to discuss student progress and curricula and to collaborate with staff on monitored students.	08/17/2009	05/31/2011	During School	Local Funds	
7	ELL faculty will attend relevant bilingual/ELL education conferences or workshops as notified.	08/17/2009	05/31/2011	During School	Local Funds	

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

Focus on improving achievement of LEP students in Reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Bilingual parents will participate in the Bilingual Parent Advisory Committee meetings where they will be informed, in Spanish, by a trained teacher, on how to navigate the American educational system. These sessions will be culturallysensitive presentations, geared toward	08/17/2009	05/31/2011	After School	Local Funds	

	the needs of our parents					
2	Translators will be provided at all school functions in order to encourage Spanish speaking families to become more involved.	08/17/2009	05/31/2011	After School	Local Funds	
3	Parent University evening workshops will be offered in both English and Spanish in order to increase participation in the school, and to provide information.	08/17/2009	05/31/2011	After School	Local Funds	
4	Surveys in both English and Spanish will attempt to elicit topics of interest and parent concerns in order to improve home/school communication.	08/17/2009	05/31/2011	During School	Local Funds	
5	All information - written, phone blasts, and website, will be in both English and Spanish.	08/17/2009	05/31/2011	During School	Local Funds	
6	Staff will use Joyce Epstein's Framework of Six Types of Involvement to improve parent communication.	08/17/2009	05/31/2011	During School	Local Funds	

Section II-E Action Plan - Monitoring

Focus on improving achievement of LEP students in Reading

LEP students who are below grade level in reading will receive targeted interventions. They will be monitored every three weeks in their reading classes, using the basic reading inventory. This will be the responsibility of the reading teacher. Each student will also be placed on an ESL teacher's caseload list. The ESL case manager monitors regularly, through grade checks and other communication, with the regular education teachers. The reading specialist, who may be providing targeted interventions, also monitor for progress. Students will have specific target goals which they must meet, in order to measure their success.

	Name	Title
1	Gina Piraino	Principal
2	Perry Finch	Assistant Principal
3	Nicole Robinson	Assistant Principal
4	Shannon Puri, Jennifer Nevins, Tara Kawa	Reading specialists
5	Kerry Olsen and Lisa Kellogg	RTI support team members
6	Erica McKenna	ESL team leader
7	Carol Calderin, Virginia Patano, Candice Perri, and Natalie Wendling	ESL classroom teachers

Section III - 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.*)

Not applicable.

Section III - 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.

Every school staff member was given opportunity to review the SIP plan in department meetings. Staff feedback was incorporated into the action plan and objectives.

Parents and community members were also given information during Curriculum Night, at conferences, through the PTO, as well as an opportunity to provide feedback and input through a review at the Comprehensive School Committee.

Outside experts including a College professor, Respro consultant and peer district also reviewed the plan.

	Name	Title
1	Gina Piraino	Principal
2	Perry Finch	Assistant Principal
3	Nicole Robinson	Assistant Principal
4	Linda Bratland	Parent
5	Rosa Ingram	Parent
6	Deborah Ramirez	Parent
7	Sarah Casson	Math teacher
8	Carol Calderin	ESL Reading teacher
9	Jose Romero	Spanish teacher
10	Mclane Lomax	Community member
11	Eve Krzysik	ESL instructional aide
12		
13		

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, 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. 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.

Wood Dale district #7 is an adjoining district with similar demographics. It has made AYP in reading. The Curriculum Director in district 7, Merri Beth Kudrna, reviewed our plan. Additionally, Judith Kaminski, Professor in the School of Education of Elmhurst College, and Diane Stempinski, ROE 17 Respro consultant, also reviewed our plan.