

## **Miguel Juarez Middle School**

### **School Improvement Plan 2008**

Board Approval Date	12/9/2008
Plan Submission Date	2/23/2009
ISBE Monitoring Completed	2/3/2009

**PRELIMINARY INFORMATION**

RCDT Number	340490600261005		
District Name	WAUKEGAN CUSD 60	School Name	MIGUEL JUAREZ MIDDLE SCHOOL
Superintendent	DR DONALDO R BATISTE	Principal	DR CATHY WATKINS
District Address	1201 N SHERIDAN RD	School Address	201 N BUTRICK
City/State/Zip	WAUKEGAN,IL,60085 2099	City/State/Zip	WAUKEGAN,IL,60085
District Telephone#	8473363100 Extn:0	School Telephone#	8475994200 Extn:0
District Email	jgreen@wps60.org	School Email	cwatkins@wps60.org

Is this plan for a Title I School? True

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

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	restructuring implementation
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	academic watch status year 5

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.7	Yes	99.7	Yes	60.1		Yes	68.9		Yes	93.7	Yes		
White														
Black	99.3	Yes	99.3	Yes	54.3	60.0	No	55.1		No	91.5			
Hispanic	99.8	Yes	99.8	Yes	59.5		Yes	71.9		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes	44.2		No	59.1		Yes				
Students with Disabilities	99.3	Yes	99.3	Yes	24.2	33.7	No	33.6	36.5	Yes	91.6			
Economically	99.8	Yes	99.8	Yes	59.6		Yes	69.2		Yes				

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

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

\*\* Safe Harbor Targets of 62.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

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

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

<b>School Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	91.4	91.3	92.3	93.2	94.2	94.3	95.3	93.7
Truancy Rate (%)	22.6	15.3	13.9	11.7	7.2	6.4	3.3	10.7
Mobility Rate (%)	21.7	16.6	12.6	18.3	12.2	19.0	11.2	6.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	740	724	711	712	670	684	760	744
Economically Disadvantaged (%)	65.5	53.6	64.6	71.3	74.2	79.8	65.0	45.2
Limited English Proficient (LEP) (%)	15.1	12.7	16.3	11.5	9.0	9.9	15.8	19.1
Students with Disabilities (%)								
White, non-Hispanic (%)	6.1	6.1	5.1	5.8	5.1	5.7	4.7	3.9
Black, non-Hispanic (%)	26.4	21.3	20.5	22.9	25.5	23.5	22.2	19.6
Hispanic (%)	66.2	71.3	72.7	70.1	67.5	67.8	69.9	73.5
Asian/Pacific Islander (%)	1.4	1.4	1.5	1.3	1.6	2.0	1.8	1.5
Native American or Alaskan Native(%)	-	-	0.1	-	0.3	-	0.1	-
Multiracial/Ethnic (%)	-	-	-	-	-	0.9	1.2	1.5

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

**Section I-A Data & Analysis - Report Card Data  
Item 4 - Student Race/Ethnicity**

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	1999	10.2	29.9	58.4	1.5	-	-
	2000	7.1	29.7	62.1	1.1	-	-
	2001	6.1	26.4	66.2	1.4	-	-
	2002	6.1	21.3	71.3	1.4	-	-
	2003	5.1	20.5	72.7	1.5	0.1	-
	2004	5.8	22.9	70.1	1.3	-	-
	2005	5.1	25.5	67.5	1.6	0.3	-
	2006	5.7	23.5	67.8	2.0	-	0.9
	2007	4.7	22.2	69.9	1.8	0.1	1.2
	2008	3.9	19.6	73.5	1.5	-	1.5
<b>D I S T R I C T</b>	1999	16.6	26.9	53.8	2.7	0.1	-
	2000	15.0	26.2	56.3	2.4	0.1	-
	2001	13.4	24.7	59.4	2.4	0.1	-
	2002	11.9	23.1	62.6	2.3	0.1	-
	2003	10.6	22.1	64.9	2.3	0.1	-
	2004	9.7	20.9	67.1	2.2	0.1	-
	2005	8.9	20.6	68.0	2.0	0.1	0.3
	2006	8.2	19.4	69.5	2.1	0.1	0.8
	2007	7.2	18.3	71.0	1.8	0.1	1.5
	2008	6.9	18.0	71.6	1.6	0.1	1.8

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

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>S C H O O L</b>	1999	11.2	60.9	98.1	88.5	47.0	40	6.5	-	-
	2000	13.5	62.8	98.3	90.9	30.7	38	5.1	-	-
	2001	15.1	65.5	100.0	91.4	21.7	165	22.6	-	-
	2002	12.7	53.6	100.0	91.3	16.6	110	15.3	-	-
	2003	16.3	64.6	100.0	92.3	12.6	99	13.9	-	-
	2004	11.5	71.3	100.0	93.2	18.3	80	11.7	-	-
	2005	9.0	74.2	100.0	94.2	12.2	50	7.2	-	-
	2006	9.9	79.8	100.0	94.3	19.0	43	6.4	-	-
	2007	15.8	65.0	100.0	95.3	11.2	24	3.3	-	-
	2008	19.1	45.2	100.0	93.7	6.5	77	10.7	-	-
<b>D I S T R I C T</b>	1999	22.3	53.8	100.0	90.9	36.0	1633	13.2	10.2	81.6
	2000	19.7	56.4	100.0	92.2	33.0	1656	13.1	2.0	74.6
	2001	24.4	56.6	96.6	92.1	19.6	2017	14.3	7.5	69.0
	2002	23.9	54.8	95.8	91.9	20.4	1585	10.9	4.9	100.0
	2003	25.9	54.0	98.6	92.3	17.3	1501	10.4	6.5	61.0
	2004	23.4	58.1	100.0	92.7	18.2	1257	8.6	4.2	83.6
	2005	23.9	62.2	99.1	92.4	17.0	1674	11.4	4.6	86.8
	2006	23.3	71.2	99.7	92.5	18.6	1822	12.6	3.4	66.4
	2007	30.5	57.4	99.3	91.5	20.5	1218	7.8	6.5	69.6
	2008	31.6	42.9	99.3	91.1	18.3	1577	10.1	6.4	66.8

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

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>S C H O O L</b>	1999	606	-	-	-	-	-	-
	2000	731	-	-	-	-	-	-
	2001	740	-	-	-	-	-	-
	2002	724	-	-	-	221	255	-
	2003	711	-	-	-	244	209	-
	2004	712	-	-	-	221	232	-
	2005	670	-	-	-	227	195	-
	2006	684	-	-	-	250	188	-
	2007	760	-	-	-	241	241	-
2008	744	-	-	-	259	233	-	
<b>D I S T R I C T</b>	1999	13655	-	-	-	-	-	-
	2000	14391	-	-	-	-	-	-
	2001	14972	1338	1289	1269	1119	1044	705
	2002	15713	1383	1375	1342	1144	1094	852
	2003	15482	1434	1328	1269	1207	1094	811
	2004	15758	1418	1376	1320	1226	1157	857
	2005	15176	1358	1385	1354	1184	1198	863
	2006	14819	1273	1331	1389	1231	1129	869
	2007	16224	1344	1287	1312	1231	1206	902
2008	16185	1421	1310	1257	1344	1187	1004	

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

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

**Section I-A Data & Analysis - Report Card Data  
Item 7 - Educator Data, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
<b>D I S T R I C T</b>	1999	660	14	42585	53	47	26	27	-	-
	2000	845	12	42324	58	42	22	21	-	-
	2001	890	12	44578	57	43	22	21	-	-
	2002	855	12	45805	58	42	24	22	8	6
	2003	844	12	46591	57	42	23	22	8	14
	2004	874	12	48737	57	43	22	24	9	8
	2005	903	11	49607	61	39	22	22	7	9
	2006	916	11	50765	57	43	20	22	5	2
	2007	941	11	51657	54	46	21	22	5	4
	2008	975	11	54145	50	50	20	22	4	4
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

**Section I-A Data & Analysis - Report Card Data  
Item 8a - Assessment Data (Reading)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	54.0	56.7	53.8	-	-	-	49.2	58.0	56.9	29.1	35.3	41.3	47.0	64.0	62.3
White	-	-	-	60.0	61.5	-	-	-	-	76.5	45.5	83.3	6.7	42.9	-	60.0	70.6	80.0
Black	-	-	-	47.8	48.1	54.0	-	-	-	47.7	45.1	44.0	34.8	39.1	37.3	52.4	63.3	60.7
Hispanic	-	-	-	56.5	61.2	51.2	-	-	-	47.1	64.9	58.7	27.5	32.5	41.9	43.0	62.1	60.6
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	76.9	20.0	-	-	-	-	71.4	36.0	-	-	-	-	41.6	22.6

Miguel Juarez Middle School

School Improvement Plan 2008

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Students with Disabilities	-	-	-	10.4	18.0	17.1	-	-	-	15.9	8.6	17.3	8.9	4.3	6.1	15.9	25.0	24.2
Economically Disadvantaged	-	-	-	52.0	55.8	51.5	-	-	-	47.5	52.3	57.9	30.4	32.7	37.7	42.9	60.8	60.3

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	73.0	76.3	66.6	-	-	-	58.9	68.9	69.0	18.0	22.4	26.3	50.6	61.5	63.4
White	-	-	-	70.0	69.2	-	-	-	-	52.9	72.7	66.7	12.5	20.0	-	70.0	47.1	60.0
Black	-	-	-	59.4	57.6	51.3	-	-	-	52.3	50.0	56.0	10.4	21.7	22.0	36.6	58.3	51.8
Hispanic	-	-	-	79.7	86.0	68.8	-	-	-	61.4	79.0	72.2	19.0	21.8	27.4	52.4	63.3	66.2
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	92.3	47.7	-	-	-	-	85.7	50.0	-	-	-	-	66.7	38.9

Miguel Juarez Middle School

School Improvement Plan 2008

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Students with Disabilities	-	-	-	25.0	30.0	22.0	-	-	-	15.9	22.9	36.5	1.7	2.0	0.0	23.3	28.3	27.3
Economically Disadvantaged	-	-	-	70.7	76.9	64.5	-	-	-	55.2	64.2	69.6	18.6	21.6	24.0	50.4	58.7	64.0

**Section I-A Data & Analysis - Report Card Data**

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

We did not meet AYP for 2008 in reading for the following subgroups: black, LEP, students with disabilities. We did not meet AYP for 2008 in math in the black subgroup. Of the six subgroups scored, five of them showed a decrease in the score from the previous year. Overall the score dropped 4.4%. The black subgroup score dropped 1.3%. The hispanic subgroup score dropped 7.7%. The economically disadvantaged group score dropped 1.6%. The LEP subgroup score had the largest decrease, a total of 23.3%, from the previous year. Of the six subgroups that tested in math, only two subgroups did not show an increase in the previous years score. The black subgroup showed a 5.3% decrease. The LEP subgroup showed a 7.4% decrease.

**Some achievements were made according to the 2008 scores. The students with disabilities subgroup made a substantial increase in the reading score. The score showed a 33.3% increase from 2007. In the area of math, both the students with disabilities and the economically disadvantaged subgroups made small gains. The students with disabilities subgroup showed a 4.2% increase from 2007. The economically disadvantaged subgroup showed a 2.9% increase from 2007. The hispanic subgroup score of 71.9% surpassed the AYP scheduled target of 70% for the upcoming assessment year. The economically disadvantaged subgroup score of 69.2% barely missed making the AYP scheduled target of 70% for the upcoming assessment year. This was also the case for the school overall.**

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

The reading score for the LEP subgroup dropped 23.3%. Removal of the IMAGE test contributed to the decline in the LEP reading scores. At Miguel Juarez, we also house the “newcomers group” for the district. This group of students is new to the country with little school experience and little to no English skills. Additionally, the bilingual program at Miguel Juarez contains students with few English skills to students with advancing English skills.

Miguel Juarez has moved to a full inclusion model as opposed to a self-contained model. As a result, we have sent staff to inclusion workshops and held several inclusion presentations with the help of our Special Education teachers. This caused the students with disabilities to make a 33.3% gain in reading, and a 4.2% gain in math although it was still not enough to make AYP for reading. This change in student schedule and staff restraints may have contributed to the students with disabilities group not meeting the AYP score.

The black subgroup showed a decline in both reading and math, albeit they were slim decreases in score; 1.3% in reading and 5.3% in math. One factor that can be attributed to drop in scores is the lack of culturally relevant materials to engage students and motivate them to learn. This is especially the case in the Communications curriculum which prepares students to take the Reading portion of the ISAT.

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

**Using what the data shows, our focus must be on reading across the curriculum. All teachers must become teachers of reading, with particular**

emphasis on decoding/fluency and comprehension strategies. We need to work closely with the data from ISAT, MAP, Dibels and MAZE to identify students not reading at grade level and then plan and implement instructional strategies to help them read closer to the required grade level. This means teachers also need to engage students more in vocabulary acquisition and development activities that specifically make use of decoding and fluency skills. More collaboration with the district RTI Coach and the Middle School Curriculum Specialist needs to take place to support staff development that models for teachers how to analyze data in order to fine tune their instruction.

In the area of math, we need to work closely with the data from ISAT and MAP to identify students that are underperforming according to state guidelines. Teachers need to make use of skill reinforcement activities that will help those students achieve. These activities include: making use of computer lab time for students to practice skills learned in the content areas, making use of the math manipulatives available through the curriculum materials, Buckle Down supplementary materials to benchmark and reinforce skills, and using a variety of grouping activities during instruction to allow the teacher more flexibility to work with students requiring extra assistance.

### 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?*

DIBELS, MAZE, and MAP are the local common assessments used at this time. These assessments are administered to the entire school population during set periods three times per year. DIBELS informs teachers of student achievement for reading fluency. MAZE informs teachers of student achievement levels for reading comprehension. MAP assessments inform the teachers of the students' strengths and weaknesses in reading, language and math. The scores for MAP can be broken down by curricular strand in order to focus the instruction to meet the individual needs of the students.

#### **DIBELS & MAZE**

##### **6th Grade (FALL)**

While both DIBELS and MAZE show that our students are still underperforming on reading fluency and comprehension, the results show that they are doing better with reading comprehension than reading fluency. On the MAZE, about 46% were scoring below the required standard compared to 54% scoring above.

About 63% of 6th graders were below the required standard for DIBELS compared with 37% scoring above.

##### **7th Grade (FALL)**

While both DIBELS and MAZE show that our students are still underperforming on reading fluency and comprehension, the results show that they are doing better with reading comprehension than reading fluency. On the MAZE, about 40% of 7th graders were scoring below the required standard compared to 60% scoring above.

About 60% of 7th graders were below the required standard for DIBELS compared with 40% scoring above.

##### **8th Grade (FALL)**

The 8th graders scored a little differently. About 54% of 8th graders were scoring below the required standard for MAZE compared to 46% scoring

above. On the DIBELS, about 67% of students were scoring below the required standard compared to 33% scoring above.

Both 6th and 7th grade scores attest that the students are doing better with reading comprehension than reading fluency. These results attest that 8th graders need more support in both reading comprehension and reading fluency.

### **MAP SCORES**

#### **Overall School Scores (FALL)**

On all reading and language strands, except for Literature and Literary Works, 57-62% of our students scored in the "Lo" range. 54.58% of the students scored in the "Lo" range for the Literature strand. 52.29% scored in the "Lo" range for the Literary Works strand.

#### **6th Grade (FALL)**

On all reading and language strands, except for Literary Works, the 6th graders had 50-60% of the students scoring in the "Lo" range. Literary Works was just below, with 48.36% scoring in the "Lo" range.

On all math strands, the 6th graders had 50-60% of the students scoring in the "Lo" range.

#### **7th Grade (FALL)**

On all reading and language strands, the 7th graders had 57-68% of the students scoring in the "Lo" range.

On all math strands, the 7th graders had 59-63% of the students scoring in the "Lo" range. With the exception of the Geometry strand where 53.91% of them scored in the "Lo" range.

#### **8th grade (FALL)**

On all reading and language strands, except for Punctuation/Capitalization/Structure, the 8th graders had 51-61% of the students scoring in the "Lo" range. Punctuation/Capitalization/Structure was just a bit higher, with 66.08% scoring in the "Lo" range.

On all math strands, except for Number Sense, the 8th graders had 51-56% of students scoring in the "Lo" range. Number Sense was higher, with 62.83 scoring in the "Lo" range.

According to the data above, only about half of our school population at each grade level has scored in the "Average" or "Hi" range. It seems as if we have areas of weakness across the board.

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

With all three grade levels, we have a large population of students having English as a second language. We also house a growing bilingual department that encompasses the entire range of ability levels from fluent English to newcomers, those being in school for the first time.

With all three grade levels, we also have 90% full inclusion classrooms. Lack of special education staff and scheduling restraints may account for some of these results.

According to the data, our students are fundamentally lacking in basic reading skills that are the foundation for the curriculum provided at the middle school level. Our Communications teachers are trained to be teachers of literature, not reading according to the district pacing guide.

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

Using what the data shows, our focus must be on reading across the curriculum. All teachers must become teachers of reading, with particular emphasis on decoding/fluency and comprehension strategies. We need to work closely with the data from ISAT, MAP, Dibels and MAZE to identify students not reading at grade level and then plan and implement instructional strategies to help them read closer to the required grade level. This means teachers also need to engage students more in vocabulary acquisition and development activities that specifically make use of decoding and fluency skills. More collaboration with the district RTI Coach and the Middle School Curriculum Specialist needs to take place to support staff development that models for teachers how to analyze data in order to fine tune their instruction.

In the area of math, we need to work closely with the data from ISAT and MAP to identify students that are underperforming according to state guidelines. Teachers need to make use of skill reinforcement activities that will help those students achieve. These activities include: making use of computer lab time for students to practice skills learned in the content areas, making use of the math manipulatives available through the curriculum materials, Buckle Down supplementary materials to benchmark and reinforce skills, and using a variety of grouping activities during instruction to allow the teacher more flexibility to work with students requiring extra assistance.

#### 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?*

Over the last three years the attendance rate at Miguel Juarez has remained fairly constant. It was 94.3% in 2006, 95.3% in 2007, and 93.7 % in 2008. Our mobility rate has shown a decline since 2006. In 2006 it was 19%, 11.2% in 2007, and 6.5% in 2008. This means that fewer of our students are moving in and out of the building and students can receive less interrupted instruction. While more students are in class consistently, our truancy rate has seen a spike. In 2006 it was 6.4%, 3.3% in 2007, and 10.7% in 2008. This shows that we need to address how to keep that small group of students in school on a more consistent basis.

For the same time, the number of LEP students we serve has increased. It was 9.9% in 2006, 15.8% in 2007, and 19.1% in 2008. This shows the amount of students requiring more language specific instruction doubled in that three-year span. Lastly, there has been a change in the overall

student population in our building. As the white, black, and asian groups have decreased in number, the hispanic population has increased. In 2006 it was 5.7%, 23.5%, 2%, and 67.8% respectively. By 2007 it was 4.7%, 22.2%, 1.8%, and 69.9% respectively. Finally in 2008, it was 3.9%, 19.6%, 1.5% and 73.5% respectively. Juarez benefits from having a culturally diverse group of staff: 50% is white, 26% is African-American, 18% is Hispanic and 7% is Asian.

We have shown an increase in parent contact and communication as a result of increased use of student agenda books, attendance (as evidenced by sign-in sheets) at school functions, parent/teacher access to mygradebook.com, monthly school-wide and individual team newsletters to parents, increased collaboration between counselors and parents.

Lake Forest College continues to provide pre-service teacher interns who bring fresh ideas and the latest pedagogy to the staff and students, specifically in regards to teaching literacy. The two content areas that host all of the pre-service interns are Communications and Social Studies.

Many of the veteran teachers on staff also serve as mentors to the non-tenured teachers, consulting with them about building protocol and expectations as they directly relate to students. They also collaborate with them across the content area sharing ideas about best practice.

Professional learning opportunities take place at pre-determined times on Wednesdays throughout the month. They are facilitated by teachers and staff to train and support the use of best practice instructional strategies. Common grade level team meetings and content area meetings are held to discuss data and implications on teaching and learning. Every Thursday, the district Rtl coach and Curriculum Specialist are in the building to support Communications teachers specifically using the data from DIBELS, MAZE and MAP.

More technology is available to the students due to the upgrading of one of the two Apple labs and the purchase of a Smart Board.

The Learn & Serve grant, sponsored by the Community Service Club provides students with alternative ways to be involved at school.

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

We have more students staying in the school building the entire school year. This allows for uninterrupted learning for the student. Although a majority of our students are regular attendants, we still have a small group that needs specific focus. Many of these students are missing 1st period, which is often a major content area class.

We have had to sharpen our focus on working with students who are considered LEP as we have seen not just a rise in the amount of LEP students, but a rise in the number of Hispanic students in general. These students often share the same kinds of educational concerns/needs being english as a second language learners.

Providing multiple ways for parents to stay involved with their student in school, has helped increase student achievement. Parents now have a variety of vehicles to use to stay connected with the school and the team of teachers.

Professional development topics are determined by data collected at the building and district level. The common grade level and content area meetings allow opportunities for collaboration where successes are shared amongst staff. As a result, instruction is more aligned to state performance and descriptors indicators. This alignment provides for better student preparation for content area assessment and the ISAT.

Unfortunately, we are still understaffed for the inclusion classrooms, both by certified Special Education teachers and paraprofessionals. As a result, students are not getting the support necessary to make the expected AYP achievement gains.

On the same token, professional development opportunities both formal and informal connect the teachers at Juarez with the resource support of the District RTI coach and the Middle School Curriculum Specialist.

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

Quality professional development models that are research-based and data-driven need to be identified and offered as an opportunity for teachers to increase their professional knowledge. This is specifically in the area of inclusion classrooms and working with ESL students, using data to guide instruction, in addition to the emphasis on reading.

Systems need to be created and implemented to deal with the chronic truancy/tardiness of a block of our students. This can be done by better coordinating with the district Truant Officers, the school's own S.R.O., the counselors, and the teachers to identify students that fall into this category and get them to school more consistently.

We need to do more to tap into hiring the interns that work in our schools as full-time teachers upon graduation. It does not help if their expertise is taken out of the district once they become employable.

Improvements need to be made with the structure and the progress monitoring of the common grade level and content area meetings to ensure that teachers are using the data to drive their professional conversations about instruction as it relates to student achievement as evidenced by their lesson plans and classroom assessments.

Building systems need to be in place to support and encourage collaboration between staff and district support personnel.

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

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

Juarez benefits from having a culturally diverse group of staff: 50% is white, 26% is African-American, 18% is Hispanic and 7% is Asian. As a result, students have a larger variety of adults in the building that they can culturally relate to. More than 95% of the staff are teaching in their areas of

certification. Inclusion classrooms have two certified teachers, one regular education teacher and one special education teacher. Due to scheduling restraints, many of them do not have a common planning time to work together on the curriculum.

Professional Learning Opportunities (PLOs) take place at pre-determined times on Wednesdays throughout the month. They are facilitated by the Building Leadership team, Juarez teachers, and other district staff to train and support the use of best practice instructional strategies. Topics for the PLOs are aligned with the school improvement plan, current SWIS data, and PBIS data and concerns. Other topics are also presented by Juarez teachers who have a special expertise in some area or have attended a workshop that is highly relevant to school goals and objectives.

Common grade level team meetings, on Tuesdays of each week, and content area meetings, on Thursdays of each week, are held to discuss student data and implications on teaching and learning. Teams also use this time to share ideas about instructional strategies and best practice ideas. Every Thursday, the district Rtl coach and Curriculum Specialist are in the building to support staff in these meetings to implement strategies and lesson plans that support student needs based on the data.

Based on this information, the school is providing the opportunities for qualified teachers and/or support staff from the district to get together and work on how best to implement strategies to raise student achievement.

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

Having more than 95% of staff teaching in their areas of certification leads to higher quality instruction in all content areas. In addition, teachers are teaching their specialty and are more motivated to teach. Because of our diverse staff, many teachers feel a connection to the students. As a result, they form more meaningful bonds that provide a pathway to getting students to learn.

The professional learning opportunities and team meetings allow for the collaboration between teachers and district support personnel. The discussions that result from these meetings lead to the sharing of lesson ideas, resources, and successes. These ideas can be repeated from classroom to classroom and provide a more consistent quality education throughout the building.

Collaboration with the district RTI coach and curriculum specialist also allows for more one-on-one instruction and coaching within the classrooms. As these meetings occur weekly, teachers have a more frequent opportunity to pose questions about instruction with their team members and these support personnel and get feedback and answers in a timely fashion.

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

Communications need to become teachers of reading. Our staff needs to become well-versed on how to support student reading needs when the students show a significant deficit from their grade level.

Quality professional development models that are research-based and data-driven need to be identified and offered as an opportunity for teachers to increase their professional knowledge. This is specifically in the areas of inclusion, ESL, reading, and using data to guide instruction.

As systems are already in place for teachers to have the time to collaborate, improvements need to be made with the progress monitoring of the professional learning opportunities, common grade level meetings, and content area meetings to ensure that teachers are using the time to reflect on how they are implementing the school improvement goals to improve student achievement.

Building systems need to be in place to support and encourage collaboration between staff and district support personnel.

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

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

Juarez parents are actively involved in their childrens' education as evidenced by participation and attendance (sign-up sheets) at the following functions:

Open House -

2nd Annual Parent University - This was the second year of this activity. This year, all of the teachers at Juarez participated and provided a structured activity for parents. The goal was for parents to get an idea of the kinds of activities their students participate in during class time. 69 Juarez families attended this event.

Parent/Teacher Conferences (FALL) - Scheduled for the fall and the spring. The fall conferences, there was one sign-up for the entire school building at the front entrance. 365 Juarez families attended this event both nights combined.

Parent phone calls & meetings - As evidenced by the call log on Kognitia system.

Agenda Book - Parents have often used the student agenda book as a strategy to communicate with teachers as well. This is especially the case for the Special Education students and students with poor organizational skills offered by the teachers.

There will be other opportunities this school year for parents to be involved in school such as:

Music concerts (December 16th and May 19th)

Support Team Night (December 8th)

Parent/Teacher Conferences (February)

Awards Night (April 16th)

PBIS Field Day (June 1st)

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

Parents are offered more opportunities to become aware of their student's academic and behavioral progress. This knowledge supports a shift to desired behavior based on the school core values.

Parents are more willing to come into school and talk to teachers knowing there are language translators to assist them.

Parents have different vehicles for communicating to include: phone, in person, email, notes, and newsletters.

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

Teachers and parent involvement committee need to continue to make parent involvement a top priority and provide as many opportunities as possible to bring parents into the school. These events need to celebrate student achievements, but also to teach parents ways that they can support their students academically and behaviorally in school.

We need to have more structured monitoring of the effectiveness of these parent involvement opportunities by better tracking attendance data and looking at surveys from parents that identify their needs.

More emphasis needs to be placed on informing the parents of the PBIS values and how various school events support them. (ie. Values Mondays, advisory, Booster mornings, award ceremonies, incentive activities, PAW stores)

### Section I-D Data & Analysis - Key Factors

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

Juarez Middle School has a growing bilingual department and Hispanic population overall. Teachers need professional development opportunities to demonstrate ways to better reach this growing ESL group. Teachers will need to specifically focus on reading fluency/decoding and comprehension with vocabulary to help the ESL students learn to better read and comprehend text in all classrooms.

**We need to restructure our full-inclusion program to make better use of the resources/personnel we have available. We need to make a more concerted effort to match up the regular education and special education teachers to assure that there are no conflicts between teachers that would effect student learning. A coordinated effort also needs to be made to provide the REI teachers with opportunities to plan with the teachers about classrooms they share.**

**It is critical that our Communications teachers become Reading teachers, placing their focus on teaching reading skills to our deficient, emergent, and established readers. Professional development on teaching reading is required. This training should have a specific emphasis on decoding/fluency and comprehension. This includes collaborating with district support personnel to facilitate modeling and implementation of best-practice strategies in the classrooms.**

Juarez teachers need to make the use of data to guide instruction a daily part of lesson planning. Professional development to show how to best use this data to support changes in instruction and student learning needs to be made available through workshops and collaboration with district support personnel.

For math, teachers need to make adequate use of skill reinforcement activities. These activities include: making use of computer lab time, using math manipulatives, using the Buckle Down supplementary materials for benchmarking and reinforcement of skills, and using a variety of grouping activities to target students requiring extra support.

The Building Leadership Team needs to make progress monitoring and evidence (data) gathering of school initiatives a priority and focus on using that same data to guide decision making about the school.

We need to make implementing a program to address our growing truancy problem a priority. This will call for greater coordination and collaboration between the district Truant Officers, our S.R.O., the counselors, and the teachers to identify chronically truant students and get them in school more consistently.

The school, in conjunction with the Parent Involvement Committee, needs to provide different kinds of opportunities for the parents to be involved with the school. These opportunities need to include informing parents about the system of PBIS values/advisory with the school building. They should sldo focus on ways the parents can support their student and the school academically and behaviorally. We need to make use of surveys and informal interviews to tap into what parents would like to see taking place.

### Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	All students, especially the black, students with disabilities, and LEP subgroups that did not meet the AYP goal of 62.5% for 2008, will reach or exceed reading AYP target of 70% or safe harbor in 2008/2009 and reach or exceed the AYP target of 77.5% or safe harbor in 2009/2010 in reading.	1,3,4,
2	All students, especially the black subgroup that did not meet the AYP goal of 62.5% for 2008, will reach or exceed the Math AYP target of 70% or safe harbor in 2008/2009 and reach or exceed AYP target of 77.5% or safe harbor in 2009/2010 in Math.	2,
3	The Building Leadership Team was created to establish and progress monitor the initiatives at Juarez that will help all students, specifically the black, LEP and students with disabilities subgroups, that did not meet the AYP goal of 62.5% in 2008, reach or exceed the AYP goal of 70% in reading and math for 2008/2009 and reach exceed the AYP goal of 77.5% in reading and math for 2009/2010	1,3,4,2,
4	All students, specifically the black, LEP, and students with disabilities subgroups that did not meet the AYP goal of 62.5% for 2008, will participate in a school-wide PBIS values program with an advisory component designed to provide a positive learning environment so students	1,3,4,2,

	can reach or exceed the AYP goal of 70% for 2008/2009 and reach or exceed the AYP goal of 77.5% for 2009/2010 in reading and math.	
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The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

1	Black students are deficient in Reading Meets and Exceeds
2	Black students are deficient in Mathematics Meets and Exceeds
3	LEP students are deficient in Reading Meets and Exceeds
4	Students with disabilities are deficient in Reading Meets and Exceeds

### Section II-A Action Plan - Objectives

#### Objective: 1

All students, especially the black, students with disabilities, and LEP subgroups that did not meet the AYP goal of 62.5% for 2008, will reach or exceed reading AYP target of 70% or safe harbor in 2008/2009 and reach or exceed the AYP target of 77.5% or safe harbor in 2009/2010 in reading.

#### Objective 1 Description:

**Students will use Academic Vocabulary to increase comprehension skills through vocabulary acquisition where words are aligned to best instructional practices.**

**Students will participate in after school SES tutoring programs to reinforce skills in areas of targeted deficiency.**

**Teachers will use Rtl tiered level interventions with targeted students to support classroom instruction and student achievement.**

**Teachers will collaborate with each other and district support personnel regularly to discuss, create, maintain and evaluate strategies and techniques that are data-driven to support classroom instruction.**

**Teachers will participate in common grade level and content area meetings to articulate and collaborate on best-practice strategies.**

**Teachers will participate in professional development to specifically address the areas of ESL instruction, inclusion instruction, using data to guide instruction, and reading strategies to increase student achievement.**

**Teachers will provide students with multiple skill reinforcement activities in reading.**

**Parents will participate in school-sponsored events designed to increase their knowledge of the school's PBIS values and ways to maintain literacy at home with their student.**

**Building level Rtl teams will meet to discuss and relay data-driven information regarding student academic and behavioral progress.**

<b>This objective addresses the following areas of AYP deficiency</b>	
1	Black students are deficient in Reading Meets and Exceeds
2	LEP students are deficient in Reading Meets and Exceeds
3	Students with disabilities are deficient in Reading Meets and Exceeds

**Section II-B Action Plan - Student Strategies and Activities**

**Objective 1 Title :** All students, especially the black, students with disabilities, and LEP subgroups that did not meet the AYP goal of 62.5% for 2008, will reach or exceed reading AYP target of 70% or safe harbor in 2008/2009 and reach or exceed the AYP target of 77.5% or safe harbor in 2009/2010 in reading.

	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	*(Edit 2/23/09 - Lee)Academic Vocabulary will be implemented across all grade levels and content areas to increase comprehension and reading fluency based on the research by Dr. Robert Marzano.	8/25/2008	6/3/2010	During School	Title I	0
2	*(Edited 2/23/09 - Lee)Targeted students will participate SES tutoring programs to receive reinforcement instruction through a set curriculum to support increased student achievement. The vendors for the SES programs are outside vendors chosen by each school. The SES providers also provide their own assessments for their students for the duration of the program.	8/25/2008	6/3/2010	After School	Title I	0
3	*(Edited 2/23/09 - Lee)Students will participate in reinforcement activities to strengthen skills in targeted areas in mathematics. Some activities include use of math manipulative, technology, journal writing, collaborative learning groups, real world applications and projects. Reading strategies are utilized in the math classroom to help students solve math problems. Vmath will be used as an intervention program for identified students. Vmath teaches math problem solving based on meta-analysis of research on instructional strategies (Gersten, Chard, Baker, and Lee, in review). It incorporates the four phases of problem solving devised by George Polya in his book How to Solve It (Polya, 1957)	8/25/2008	6/3/2010	During School	Title I	800
4	*(Edited 2/23/09 - Lee) The Reading Specialist and Reading Study Skills teachers will use Rtl academic Tier 2 interventions to increase student achievement. These include: Rewards, Language! and Lexia. Rewards is a research-based reading program designed to help students with word recognition, decoding multisyllabic words, and to increase the fluency and accuracy of the students. Corrective Reading is taught by our reading specialist. Corrective reading is a comprehensive intervention program targeting students who are reading one or more years below grade level and is appropriate for students who are in special education classrooms as well. The three essential goals of the program are increasing reading accuracy (decoding, developing reading fluency, and building comprehension).	8/25/2008	6/3/2010	During School	Title I	1000

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
5	*(Edited 2/23/09 - Lee) Weekly meetings with academic coaches Min Owens and Lisa Tooke to discuss implementation of best practices. These include leveled reading groups, instructional mapping, and using text that is culturally relevant and of high interest, and low level.	8/25/2008	6/3/2010	During School	Title I	0

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

**Objective 1 Title :** All students, especially the black, students with disabilities, and LEP subgroups that did not meet the AYP goal of 62.5% for 2008, will reach or exceed reading AYP target of 70% or safe harbor in 2008/2009 and reach or exceed the AYP target of 77.5% or safe harbor in 2009/2010 in reading.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will collaborate weekly (every Thursday during team time) with the district RtI Coaches and Curriculum Specialist to discuss using data to guide instruction and implementation of best-practice strategies to support the teaching of reading in the communications classrooms.	8/25/2008	6/3/2010	During School	Title I	0
2	Teachers will participate in common grade level and content area meetings for articulation of curriculum, cohesive team decision making, analysis of data, sharing of best-practice strategies, and analysis/documentation of RtI interventions.	8/25/2008	6/3/2010	After School	Title I	0
3	RtI Teams will meet weekly to discuss academic/behavioral concerns identified through counselor interaction with teams and SWIS data.	8/25/2008	6/3/2010	During School	Title I	1200
4	Teachers will receive further professional development for teaching ESL students, inclusion classrooms, using data to guide instruction and reading.	8/25/2008	6/3/2010	After School	Title I	600

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

**Objective 1 Title :** All students, especially the black, students with disabilities, and LEP subgroups that did not meet the AYP goal of 62.5% for 2008, will reach or exceed reading AYP target of 70% or safe harbor in 2008/2009 and reach or exceed the AYP target of 77.5% or safe harbor in 2009/2010 in reading.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Parent Involvement Committee will schedule two Title I. Parent University events (Oct. and Apr.) to provide parents with information and strategies to help maintain literacy at home and support PBIS values in school. Student agenda books and MyGradeBook.com is used as a source of contact with parents to allow them to check on their students' progress via the internet.	8/25/2008	6/3/2010	After School	Title I	2400

**Section II-E Action Plan - Monitoring**

**Objective 1 Title :** All students, especially the black, students with disabilities, and LEP subgroups that did not meet the AYP goal of 62.5% for 2008, will reach or exceed reading AYP target of 70% or safe harbor in 2008/2009 and reach or exceed the AYP target of 77.5% or safe harbor in 2009/2010 in reading.

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

(Edited 2/23/09 - Lee)

**Academic Vocabulary** - Students will create and maintain folders of the words and activities for reference. Students will be able to describe and accurately use the 6-step process for vocabulary acquisition. Teachers will post word walls of their content area words in language(s) used in the classroom. Teachers will have words and definitions readily accessible to use during instructional time. Teachers will consult with colleagues in their content area about ways to align the words to the curriculum and teach the words. This initiative will be monitored using walk-throughs conducted by the Academic Vocabulary Committee. Redirection and support will be provided to teachers who fail to meet the walk through requirements.

**SES Tutoring programs** - Targeted students will receive reinforcement instruction through a set curriculum to support increased student achievement. The After-School Programs Committee will be responsible for monitoring this initiative. They will track student grades, benchmarking before the start of the program and at its termination. They will also look at student grades quarterly.

**Rtl Tiered Interventions** - Targeted students will participate in the Rewards and Corrective Reading programs for Tier 2. Targeted students will also participate in the Language! and V-Math programs as a Tier 3 intervention. The reading Study Skills teacher and the Reading Specialist will facilitate these programs. Student success will be based on an increase in the DIBELS, MAZE, AND MAP testing scores, as well as, individual grades from the curriculum course work.

**Reinforcement Activities** - These activities will come in the form of technology use, Buckle Down supplementary materials, and use of Prentice-Hall clickers for low-pressure assessment. Teachers will be required to sign-in when using the computer lab. This log will be the record of when these teachers are using the lab to support instruction. The Computer Tech Support person will be responsible for keeping track of the sign-in sheet. Teachers will also benchmark using the Buckle Down Form A and Form B tests. The Buckle Down Committee will be responsible for monitoring this initiative. A schedule will be devised where every communications teacher will be required to use the clickers twice a month. Teachers will print off results from an assessment used with the clickers and submit it to the Building Rtl Academic Coach. (Materials and Supplies, \$900.00)

**Common Grade Level/Content Area Meetings** - These meetings will be held every Tuesday and Thursday. The strategies from these meetings will be included in the teacher's daily lesson plans. Reading achievement increases will be measured using the DIBELS, MAZE and MAP assessments. Detailed minutes from these meetings will be recorded using a standard template format and submitted weekly to the Assistant Principal.

**Rtl Weekly meetings** - These yellow team meetings will be held every Friday morning. Detailed minutes from these minutes will be recorded and submitted weekly to the Assistant Principal.

**Professional Development Opportunities** - The Professional Development Committee will be in charge of locating presenters for targeted topics. They will also coordinate with the BLT how to use allotted meeting time so teachers can collaborate with each other to address these topics. This committee will also be responsible for preparing any agendas, sign-in sheets and handouts from these events. Teachers may attend professional development workshops with the preface that they present the materials and concepts learned at the workshop during school staff development opportunities. (\$900.00)

**Parent University** - The Parent Involvement Committee is responsible for organizing and scheduling these events. They will provide sign-in sheets for parents to track attendance. They will create a survey of parent satisfaction, and they will coordinate the activities to align with the school improvement plan. (Supplies and materials (\$500.00))

#### Academic Vocabulary

**Purpose:** Ensure that Academic Vocabulary is being implemented with fidelity at all grade levels and content areas. Provide support for the implementation and maintenance of the program. Increase student content area vocabulary.

**Co-chairs:** Paul January & Mara Corush

#### PBIS Green Team

**Purpose:** Encourage, model and monitor consistent implementation of PBIS values (adult-adult, adult-student, student-student). Provide opportunities for students to learn school values and be rewarded for their consistent effort. Utilize available data to monitor and re-evaluate current values practices and make adjustments where necessary.

**Co-chairs:** Martha Carey, Jimmie Luster, Esteban Escarez

#### Reading

**Purpose:** Incorporate cross-curricular strategies for the improvement of reading comprehension and fluency. Engage students in reading activities and skills acquisition to create life-long readers. Collaborate with colleagues about best practice strategies to foster improved reading school-wide. Use local assessment data to provide a baseline for student achievement and drive instructional practice to meet students at their point of need. Implement and monitor district initiatives as they relate to reading. Engage students in reinforcement activities to strengthen reading skill using various sources and technology.

**Co-chairs:** Christy Gibbs & Sandy Rosenberg

#### Math

**Purpose:** Incorporate reading strategies for problem analysis and problem solving. Engage students in math activities and skills acquisition to create life-long mathematicians. Collaborate with colleagues about best practice strategies to foster improved math usage. Use local assessment data to provide a baseline for student achievement and drive instructional practice to meet students at their point of need. Implement and monitor

district initiatives as they relate to math. Engage students in reinforcement activities to strengthen reading skill using various sources and technology and ways to apply math to real life situations.

Co-chairs: Abbie Henderson

### ELL

**Purpose:** Support acquisition of English across content areas regardless of student placement in bilingual programs. Use data to identify and provide students with appropriate intervention strategies to facilitate transition to English learning. Structure curriculum to allow student progress to be measured using these strategies. Collaborate with colleagues to share, model, create strategies and activities to use in all content areas.

Co-chairs: Nichole Farris

### Data

**Purpose:** Collect, prepare, and share information that will help staff understand their students and teach them at their point of need. Research, collaborate, and create formative assessments that monitor student learning, as opposed to summative assessment which judges learning.

Co-chairs: Daniel Dares

### Parent Involvement Committee

**Purpose:** Organizes and schedules events during and after school hours designed to inform parents and community members of building initiatives to increase student achievement. They provide sign-in sheets for parents to track attendance. They will also create a survey of parent satisfaction, and they will coordinate the activities to align with the school improvement plan.

Chairperson: Jimmie Luster

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

Name	Title
Dr. Cathy Watkins	Principal
Kwing Lee	Assistant Principal
Paul January	Teacher (Building Leadership Team member (BLT)) Co-chairs of Academic Vocabulary Committee



Teachers will use Rtl tiered level interventions with targeted students to support classroom instruction and student achievement.

Teachers will collaborate with each other and district support personnel regularly to discuss, create, maintain and evaluate strategies and techniques that are data-driven to support classroom instruction.

Teachers will participate in common grade level and content area meetings to articulate and collaborate on best-practice strategies.

Teachers will participate in professional development to specifically address the areas of ESL instruction, inclusion instruction, using data to guide instruction, and reading strategies to increase student achievement.

Teachers will provide students with multiple skill reinforcement activities in reading.

Parents will participate in school-sponsored events designed to increase their knowledge of the school's PBIS values and ways to maintain literacy at home with their student.

Building level Rtl teams will meet to discuss and relay data-driven information regarding student academic and behavioral progress.

<b>This objective addresses the following areas of AYP deficiency</b>	
1	Black students are deficient in Mathematics Meets and Exceeds

**Section II-B Action Plan - Student Strategies and Activities**

**Objective 2 Title :** All students, especially the black subgroup that did not meet the AYP goal of 62.5% for 2008, will reach or exceed the Math AYP target of 70% or safe harbor in 2008/2009 and reach or exceed AYP target of 77.5% or safe harbor in 2009/2010 in Math.

	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Academic Vocabulary will be implemented across all grade levels and content areas to increase comprehension and reading fluency.	8/27/2008	6/3/2010	During School	Title I	
2	Targeted students will participate SES tutoring programs.	8/27/2008	6/3/2010	After School	Title I	
3	Student will participate in Rtl in Math program for Tier 3.	8/27/2008	6/3/2010	During School	Title I	
4	Students will participate in reinforcement activities to strengthen skills in targeted areas.	8/27/2008	6/3/2010	During School	Title I	

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

**Objective 2 Title :** All students, especially the black subgroup that did not meet the AYP goal of 62.5% for 2008, will reach or exceed the Math AYP target of 70% or safe harbor in 2008/2009 and reach or exceed AYP target of 77.5% or safe harbor in 2009/2010 in Math.

	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Teachers will collaborate weekly (every Thursday during team time) with the district RtI Coaches and Curriculum Specialist to discuss using data to guide instruction and implementation of best-practice strategies to support the teaching of reading in the math classrooms.	8/27/2008	6/3/2010	During School	Title I	
2	Teachers will participate in common grade level and content area meetings for articulation of curriculum, cohesive team decision making, analysis of data, sharing of best-practice strategies, and analysis/documentation of RtI interventions.	8/27/2008	6/3/2010	During School	Title I	
3	RtI Teams will meet weekly to discuss academic/behavioral concerns identified through counselor interaction with teams and SWIS data.	8/27/2008	6/3/2010	During School	Title I	
4	Teachers will receive further professional development for teaching ESL students, inclusion classrooms, using data to guide instruction and reading.	8/27/2008	6/3/2010	After School	Title I	

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

**Objective 2 Title :** All students, especially the black subgroup that did not meet the AYP goal of 62.5% for 2008, will reach or exceed the Math AYP target of 70% or safe harbor in 2008/2009 and reach or exceed AYP target of 77.5% or safe harbor in 2009/2010 in Math.

	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Parent Involvement Committee will schedule two Title I. Parent University events (Oct. and Apr.) to provide parents with information and strategies to help maintain literacy at home and support PBIS values in school.	8/27/2008	6/3/2010	After School	Title I	

**Section II-E Action Plan - Monitoring**

**Objective 2 Title :** All students, especially the black subgroup that did not meet the AYP goal of 62.5% for 2008, will reach or exceed the Math AYP target of 70% or safe harbor in 2008/2009 and reach or exceed AYP target of 77.5% or safe harbor in 2009/2010 in Math.

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

**Academic Vocabulary - Students will create and maintain folders of the words and activities for reference. Students will be able to describe and accurately use the 6-step process for vocabulary acquisition. Teachers will post word walls of their content area words in language(s) used in the**

classroom. Teachers will have words and definitions readily accessible to use during instructional time. Teachers will consult with colleagues in their content area about ways to align the words to the curriculum and teach the words. This initiative will be monitored using walk-throughs conducted by the Academic Vocabulary Committee. Redirection and support will be provided to teachers who fail to meet the walk through requirements.

**SES Tutoring programs** - Targeted students will receive reinforcement instruction through a set curriculum to support increased student achievement. The After-School Programs Committee will be responsible for monitoring this initiative. They will track student grades, benchmarking before the start of the program and at its termination. They will also look at student grades quarterly.

**Rtl Tiered Interventions** - Targeted students will participate in the Rewards and Corrective Reading programs for Tier 2. Targeted students will also participate in the Language! and V-Math programs as a Tier 3 intervention. The reading Study Skills teacher and the Reading Specialist will facilitate these programs. Student success will be based on an increase in the DIBELS, MAZE, AND MAP testing scores, as well as, individual grades from the curriculum course work.

**Reinforcement Activities** - These activities will come in the form of technology use, Buckle Down supplementary materials, and use of Prentice-Hall clickers for low-pressure assessment. Teachers will be required to sign-in when using the computer lab. This log will be the record of when these teachers are using the lab to support instruction. The Computer Tech Support person will be responsible for keeping track of the sign-in sheet. Teachers will also benchmark using the Buckle Down Form A and Form B tests. The Buckle Down Committee will be responsible for monitoring this initiative. A schedule will be devised where every communications teacher will be required to use the clickers twice a month. Teachers will print off results from an assessment used with the clickers and submit it to the Building Rtl Academic Coach.

**Common Grade Level/Content Area Meetings** - These meetings will be held every Tuesday and Thursday. The strategies from these meetings will be included in the teacher's daily lesson plans. Reading achievement increases will be measured using the DIBELS, MAZE and MAP assessments. Detailed minutes from these meetings will be recorded using a standard template format and submitted weekly to the Assistant Principal.

**Rtl Weekly meetings** - These yellow team meetings will be held every Friday morning. Detailed minutes from these meetings will be recorded and submitted weekly to the Assistant Principal.

**Professional Development Opportunities** - The Professional Development Committee will be in charge of locating presenters for targeted topics. They will also coordinate with the BLT how to use allotted meeting time so teachers can collaborate with each other to address these topics. This committee will also be responsible for preparing any agendas, sign-in sheets and handouts from these events.

**Parent University** - The Parent Involvement Committee is responsible for organizing and scheduling these events. They will provide sign-in sheets for parents to track attendance. They will create a survey of parent satisfaction, and they will coordinate the activities to align with the school improvement plan.

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

Name	Title
Dr. Cathy Watkins	Principal
Kwing Lee	Assistant Principal
Building Leadership Team	

### Section II-A Action Plan - Objectives

#### Objective: 3

The Building Leadership Team was created to establish and progress monitor the initiatives at Juarez that will help all students, specifically the black, LEP and students with disabilities subgroups, that did not meet the AYP goal of 62.5% in 2008, reach or exceed the AYP goal of 70% in reading and math for 2008/2009 and reach exceed the AYP goal of 77.5% in reading and math for 2009/2010

#### Objective 3 Description:

The main role of the building leadership team will be to become the governing body in the school. They will be responsible for the creation and implementation of building initiatives outlined in the school improvement plan.

This groups primary function will be to act as a progress monitoring team that developes and utilizes tools for benchmarking and gathering of data for building decision making. The building leadership will initiate and oversee mini-committees that will address areas of need based on data and NCLB. The committees and their functions are as follows:

#### Academic Vocabulary

**Purpose:** Ensure that Academic Vocabulary is being implemented with fidelity at all grade levels and content areas. Provide support for the implementation and maintenance of the program. Increase student content area vocabulary.

#### PBIS Green Team

**Purpose:** Encourage, model and monitor consistent implementation of PBIS values (adult-adult, adult-student, student-student). Provide opportunities for students to learn school values and be rewarded for their consistent effort. Utilize available data to monitor and re-evaluate current values practices and make adjustments where necessary.

#### Reading

**Purpose:** Incorporate cross-curricular strategies for the improvement of reading comprehension and fluency. Engage students in reading activities and skills acquisition to create life-long readers. Collaborate with colleagues about best practice strategies to foster improved reading school-wide. Use local assessment data to provide a baseline for student achievement and drive instructional practice to meet students at their point of need. Implement and monitor district initiatives as they relate to reading. Engage students in reinforcement activities to strengthen reading skill using various sources and technology.

**Math**

**Purpose:** Incorporate reading strategies for problem analysis and problem solving. Engage students in math activities and skills acquisition to create life-long mathematicians. Collaborate with colleagues about best practice strategies to foster improved math usage. Use local assessment data to provide a baseline for student achievement and drive instructional practice to meet students at their point of need. Implement and monitor district initiatives as they relate to math. Engage students in reinforcement activities to strengthen reading skill using various sources and technology and ways to apply math to real life situations.

**ELL**

**Purpose:** Support acquisition of English across content areas regardless of student placement in bilingual programs. Use data to identify and provide students with appropriate intervention strategies to facilitate transition to English learning. Structure curriculum to allow student progress to be measured using these strategies. Collaborate with colleagues to share, model, create strategies and activities to use in all content areas.

**Data**

**Purpose:** Collect, prepare, and share information that will help staff understand their students and teach them at their point of need. Research, collaborate, and create formative assessments that monitor student learning, as opposed to summative assessment which judges learning.

**Parent Involvement Committee**

**Purpose:** Coordinate with parent liaisons and Parent Involvement Committee to create opportunities for parents to learn about the SIP initiatives and how they can support their students.

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

### Section II-B Action Plan - Student Strategies and Activities

**Objective 3 Title :** The Building Leadership Team was created to establish and progress monitor the initiatives at Juarez that will help all students, specifically the black, LEP and students with disabilities subgroups, that did not meet the AYP goal of 62.5% in 2008, reach or exceed the AYP goal of 70% in reading and math for 2008/2009 and reach exceed the AYP goal of 77.5% in reading and math for 2009/2010

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Provide resources and professional development opportunities to assist teachers working with low achieving students	8/27/2008	6/3/2009	After School	Title I	400
2	Consistently analyze SWIS data for a correlation between discipline problems as it relates to student achievement	8/27/2008	6/3/2009	After School	Title I	0
3	Analyze SWIS data to plan and incorporate advisory lessons that promote a positive learning environment and support student achievement	8/27/2008	6/3/2009	During School	Title I	0

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

**Objective 3 Title :** The Building Leadership Team was created to establish and progress monitor the initiatives at Juarez that will help all students, specifically the black, LEP and students with disabilities subgroups, that did not meet the AYP goal of 62.5% in 2008, reach or exceed the AYP goal of 70% in reading and math for 2008/2009 and reach exceed the AYP goal of 77.5% in reading and math for 2009/2010

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Recruit members from the staff that represent the different parts of the school community.	3/20/2008	6/3/2010	After School	Title I	0
2	Break the BLT into mini-committees chaired by a BLT member to address the SIP initiatives.	8/27/2008	6/3/2010	After School	Title I	0
3	Create and utilize tools to gather data to be analyzed for further decision making.	8/27/2008	6/3/2010	During School	Title I	0
4	Act as leadership figureheads amongst the grade level and content area teams to support the implementation of building initiatives.	8/27/2008	6/3/2010	During School	Title I	0
5	Target areas of need through data and coordinate and facilitate professional development opportunities for the staff.	8/27/2008	6/3/2010	After School	Title I	900
6	Meet regularly to collaborate plan.	8/27/2008	6/3/2010	After School	Title I	0

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

**Objective 3 Title :** The Building Leadership Team was created to establish and progress monitor the initiatives at Juarez that will help all students, specifically the black, LEP and students with disabilities subgroups, that did not meet the AYP goal of 62.5% in 2008, reach or exceed the AYP goal of 70% in reading and math for 2008/2009 and reach exceed the AYP goal of 77.5% in reading and math for 2009/2010

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Coordinate with parent liaisons and Parent Involvement Committee to create opportunities for parents to learn about the SIP initiatives and how they can support their students.	8/27/2008	6/3/2010	After School	Title I	2500

### Section II-E Action Plan - Monitoring

**Objective 3 Title :** The Building Leadership Team was created to establish and progress monitor the initiatives at Juarez that will help all students, specifically the black, LEP and students with disabilities subgroups, that did not meet the AYP goal of 62.5% in 2008, reach or exceed the AYP goal of 70% in reading and math for 2008/2009 and reach exceed the AYP goal of 77.5% in reading and math for 2009/2010

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

**(Edited Lee - 2/23/09)**

The core team chosen by Building Administration invited several other staff to join as members based on their current job position. In this way, the BLT consists of representation from all parts of the school community.

All Building Leadership Team members will participate in bi-monthly meetings (every other Tuesday) to discuss the progress of the mini-committees and make decisions about next steps. Participation will be monitored by minutes from each meeting that includes attendance for that meeting.

Mini-committees will meet on designated Wednesdays. Participation will be monitored by minutes from each meeting that includes attendance for that meeting. Chairs of each mini-committee will also be required to report out to the Building Leadership Team using a standard format. Mini-committees will also submit a Next Action Steps Template outlining the current group goals.

BLT members are to take a strong leadership role in support building initiatives amongst the grade level and content area teams. Evidence of this will come from data gathered through the work of the mini-committees (see below).

The BLT will make use of student data, teacher input, and other monitoring tools to determine what topics would best serve the staff during a professional development opportunity (PLO). A focus group will be utilized to determine social climate amongst staff within the building. Online surveys are also to gather data from staff regarding staff development, advisory, etc. The team will make decisions about the

contents, organization, facilitation, and gathering of feedback from the PLO. Documentation of all PLO meetings to include agendas and other handouts will be collected and accompanied by a detailed rationale for the choosing of that topic for presentation.

Listed below are the committees and their functions, along with the chairperson(s) of each committee:

#### Academic Vocabulary Committee

**Purpose:** Ensure that Academic Vocabulary is being implemented with fidelity at all grade levels and content areas. Provide support for the implementation and maintenance of the program. Increase student content area vocabulary.

**Co-chairs:** Paul January & Mara Corush

#### PBIS Green Team

**Purpose:** Encourage, model and monitor consistent implementation of PBIS values (adult-adult, adult-student, student-student). Provide opportunities for students to learn school values and be rewarded for their consistent effort. Utilize available data to monitor and re-evaluate current values practices and make adjustments where necessary.

**Co-chairs:** Martha Carey, Jimmie Luster, Esteban Escarez

#### Reading

**Purpose:** Incorporate cross-curricular strategies for the improvement of reading comprehension and fluency. Engage students in reading activities and skills acquisition to create life-long readers. Collaborate with colleagues about best practice strategies to foster improved reading school-wide. Use local assessment data to provide a baseline for student achievement and drive instructional practice to meet students at their point of need. Implement and monitor district initiatives as they relate to reading. Engage students in reinforcement activities to strengthen reading skill using various sources and technology.

**Co-chairs:** Christy Gibbs & Sandy Rosenberg

#### Math

**Purpose:** Incorporate reading strategies for problem analysis and problem solving. Engage students in math activities and skills acquisition to create life-long mathematicians. Collaborate with colleagues about best practice strategies to foster improved math usage. Use local assessment data to provide a baseline for student achievement and drive instructional practice to meet students at their point of need. Implement and monitor district initiatives as they relate to math. Engage students in reinforcement activities to strengthen reading skill using various sources and technology and ways to apply math to real life situations.

**Co-chairs:** Abbie Henderson and Holly Lara

**ELL**

**Purpose:** Support acquisition of English across content areas regardless of student placement in bilingual programs. Use data to identify and provide students with appropriate intervention strategies to facilitate transition to English learning. Structure curriculum to allow student progress to be measured using these strategies. Collaborate with colleagues to share, model, create strategies and activities to use in all content areas.

**Co-chairs:** Nichole Farris and Daniel Dares

**Data**

**Purpose:** Collect, prepare, and share information that will help staff understand their students and teach them at their point of need. Research, collaborate, and create formative assessments that monitor student learning, as opposed to summative assessment which judges learning.

**Co-chairs:** Daniel Dares and Kwing Lee

**Parent Involvement Committee**

**Purpose:** Coordinate with parent liaisons and Parent Involvement Committee to create opportunities for parents to learn about the SIP initiatives and how they can support their students.

**Chairperson:** Jimmie Luster

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

Name	Title
Dr. Cathy Watkins	Principal
Kwing Lee	Assistant Principal/Interim Principal -
Paul January	Teacher (Building Leadership Team member (BLT)) Co-chairs of Academic Vocabulary Committee
Mara Corush	Teachers (BLT) - Co-chair Academic Vocabulary Committee
Abigail Henderson	Teacher (BLT) Co-chair Math Committee
Holly Lara	Teacher (BLT) Co-chair Math Committee

Name	Title
Martha Carey	Social Worker (BLT) Co-chair PBIS/Green Team Member
Jimmie Luster	Teacher (BLT), Co-chair PBIS/Green Team Member
Esteban Escarez	Teacher (BLT), Co-chair PBIS/Green Team Member
Nichole Farris	Teacher/Interim Assistant Principal (BLT), Chair - ELL (English Language Learners) Committee
Daniel Dares	Teacher (BLT), Chair - Data Committee also assisting with ELL
Christy Gibbs	Teacher (BLT), Co-chair - Reading
Sandra Rosenberg	Teacher (BLT), Co-chair - Reading
Margot Gillin	Teacher (BLT), member PBIS/Green Team
George A. Latham	Teacher (BLT), member PBIS/Green Team

### Section II-A Action Plan - Objectives

#### Objective: 4

All students, specifically the black, LEP, and students with disabilities subgroups that did not meet the AYP goal of 62.5% for 2008, will participate in a school-wide PBIS values program with an advisory component designed to provide a positive learning environment so students can reach or exceed the AYP goal of 70% for 2008/2009 and reach or exceed the AYP goal of 77.5% for 2009/2010 in reading and math.

#### Objective 4 Description:

Juarez Middle School students will participate in the PBIS values program, with an advisory component as a part of every school day.

Rtl Green Team will meet to discuss how best to use universal strategies to support desired student behavior. Rtl Yellow Team will meet to discuss data in order to best decide which strategies, as outline by the program, may best support desired student behavior.

The school will send home regular correspondence to the parents in English and Spanish to share information about opportunities for their student using the values system for academics and behavior.

Parent Involvement Committee will design and host opportunities for parents to be involved with the values program.

This objective addresses the following areas of AYP deficiency

1	Black students are deficient in Reading Meets and Exceeds
2	LEP students are deficient in Reading Meets and Exceeds
3	Students with disabilities are deficient in Reading Meets and Exceeds
4	Black students are deficient in Mathematics Meets and Exceeds

**Section II-B Action Plan - Student Strategies and Activities**

**Objective 4 Title :** All students, specifically the black, LEP, and students with disabilities subgroups that did not meet the AYP goal of 62.5% for 2008, will participate in a school-wide PBIS values program with an advisory component designed to provide a positive learning environment so students can reach or exceed the AYP goal of 70% for 2008/2009 and reach or exceed the AYP goal of 77.5% for 2009/2010 in reading and math.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Students will participate in activities during daily advisory that emphasize the core PBIS values	8/27/2008	6/3/2010	During School	Title I	0
2	Students will participate in school events that celebrate their successes with the values program	8/27/2008	6/3/2010	During School	Title I	0

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

**Objective 4 Title :** All students, specifically the black, LEP, and students with disabilities subgroups that did not meet the AYP goal of 62.5% for 2008, will participate in a school-wide PBIS values program with an advisory component designed to provide a positive learning environment so students can reach or exceed the AYP goal of 70% for 2008/2009 and reach or exceed the AYP goal of 77.5% for 2009/2010 in reading and math.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Advisory Committee will collaborate with the RtI Tier 1 and Tier 2 teams to design activities that will engage students regarding the core values.	8/27/2008	6/3/2010	After School	Title I	0
2	Representatives from the Advisory Committee will serve as an RtI Tier 2 team member in order to analyze data derived from ODR's, SWIS, counselor referrals and other sources.	8/27/2008	6/3/2010	During School	Title I	0

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

**Objective 4 Title :** All students, specifically the black, LEP, and students with disabilities subgroups that did not meet the AYP goal of 62.5% for 2008, will participate in a school-wide PBIS values program with an advisory component designed to provide a positive learning environment so students can reach or exceed the AYP goal of 70% for 2008/2009 and reach or exceed the AYP goal of 77.5% for 2009/2010 in reading and math.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Parent Liaisons will collaborate with the Rtl Universal Team and the Building Leadership Team to organize and facilitate school events where parents can learn how to support their student academically (through literacy) and behaviorally.	8/27/2008	6/3/2010	During School	Title I	0

### Section II-E Action Plan - Monitoring

**Objective 4 Title :** All students, specifically the black, LEP, and students with disabilities subgroups that did not meet the AYP goal of 62.5% for 2008, will participate in a school-wide PBIS values program with an advisory component designed to provide a positive learning environment so students can reach or exceed the AYP goal of 70% for 2008/2009 and reach or exceed the AYP goal of 77.5% for 2009/2010 in reading and math.

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

Juarez Middle School will incorporate a school-wide values system, based on the PBIS model, that includes an advisory component. This program will reinforce the four core values. Students will participate in activities daily that take place in a 16-minute block between 2nd and 3rd period with designated staff. This includes a values Monday, where students use the PBIS cool tools to learn specifically what desired behaviors should look like. These activities will include strategies that reinforce reading and math skills. Student and teacher input about the program will be garnered through surveys to be administered three times per year. Student engagement and teacher implementation of activities will be monitored with walk-throughs completed by the counselors. A walk-through tool, created by the Advisory committee will be used for making notations about what was observed.

Members of the Universal team and the Advisory committee will participate in the Rtl Tier 2 meetings that take place every Friday morning. In these meetings, the team will review the most current data about frequency of office visits, student ODR's and SWIS data. The team will also discuss academic/behavioral concerns shared by the counselors and strategize solutions to use with the students based on the PBIS model. Detailed minutes of these minutes will be taken as documentation. Tier 2 intervention data will also be collected for future use.

Students will also be given opportunities to celebrate successes as a result of the program. Two booster assemblies are to be coordinated and facilitated by the Universal team. One will take place in December and the other in May. The Universal team is also planning a field day celebration. Students can use the rewards tokens (PAWS) that they have earned at the monthly PAW store. A special drawing is held for teachers to determine who can use the "Paw"king spot for the following week. There will also be an awards assembly in the winter during the school day to celebrate 1st

quarter successes based on adherence to the core values, grades, and GPA. The awards ceremony in the Spring will be held in the evening, specifically for parents to be able to attend. Parent participation in these events can be monitored with use of sign-in sheets and surveys for input.

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

Name	Title
Dr. Cathy Watkins	Principal
Kwing Lee	Assistant Principal
Building Leadership Team	

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

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

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

School improvement goals have been posted on the school website. The school report card has been posted on the district web site. Letters in both English and Spanish have been mailed home to inform parents of the school's status.

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

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside exerts) 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.

Periodic consultation with ULLC has supported the development and implementation of the activities described. All staff are involved in

professional learning opportunities after school on pre-determined Wednesdays. The Lake County Regional Office of Education monitors our SIP progress. We also have parent participation in the Parent Involvement Committee and the Building Leadership Team. Parents have been polled by surveys to gather their input about school concerns. Numerous school functions are well-attended. Many parents come to conferences with teachers and teams. A school newsletter is distributed monthly. Many grade level teams also have their own newsletters. Parents can also stay connected to school events using mygradebook.com.

Other school planners include:

Min Owens, District Rtl Academic Coach

Lisa Tooke, Curriculum Specialist

Shirley Anderson, Regional Office of Education

Harvey Perkins, ULLC Representative

Judy Green, Director, School Improvement

Names and titles of school improvement team or plan developers:

	Name	Title
1	Dr. Cathy Watkins	Principal
2	Mr. Kwing Lee	Assistant Principal
3	Mrs. Mara Corush	Teacher
4	Mr. Daniel Dares	Teacher
5	Mr. Esteban Escarez	Teacher
6	Mrs. Nichole Farris	Teacher
7	Mrs. Christy Gibbs	Teacher
8	Ms. Margot Gillin	Teacher
9	Mrs. Abigail Henderson	Teacher
10	Mr. Paul January	Teacher
11	Mrs. Holly Lara	Teacher
12	Dr. Tony Latham	Teacher
13	Mrs. Jimmie Luster	Teacher
14	Mrs. Sandy Rosenberg	Teacher
15	Ms. Shirley Winters	Parent

### Section III - Plan Development, Review and Implementation

#### Part C. Peer Review Process

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

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

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

(Edited 2/23/09-Lee) Each School Improvement/ Building Leadership Team should score their plan using the most current rubric before submitting the plan to the district external review process. Each SIP/ BLT team has been instructed to use both the most current version of the rubric and appropriate SIP template to guide the revision process, in hopes that all required data will be included before submission for evaluation.

The Building Leadership Team at Miguel Juarez Middle School collaborated as a group, analyzing building systems in order to plan for effective change representing current needs based on data. Data used in this process include but are not limited to DIBELS, MAZE, MAP, and ISAT benchmark assessments, including the use of curriculum based measurements (CBM) and common formative assessments that are used at grade level and subject appropriate. We met with the RESPRO consultant throughout the writing of the plan. We added more members to the Building Leadership Team to represent the subgroups and to form mini-committees within the building.

School Improvement Plans will be scored by an external peer review team comprised of BLT members from schools other than the school whose plan is being scored, and be presented to the Board of Education for their approval within 45 days of receiving the plan. 2-13-09. The review team will be comprised of not fewer than fifteen members, who will work in five teams, each team will have of a minimum of three members who will first be trained on use of the rubric, second independently score each plan assigned, then as a team will come to consensus and complete the final score sheet for each plan reviewed. No team members will score their own SIP plan, but four SIP plans from other sites. The score sheets must have both score and comments to guide improvement for each plan scored prior to submission to the Board of Education. Again comments and changes are provided by the Board of Education prior to submission to the Illinois State Board. It is important that the internal teams use the new state rubric and score their plan to make sure that the plan being submitted to the district office and the ROE is an approvable plan—scoring a minimum of pass in each of the 10 rubric categories. If the NCLB Status school plans do not have passing scores after the district review, the plans must be corrected, and then be re-scored by an expert panel. The district schools on the NCLB Status list will send four copies of an approvable plan on to the either the Regional Office of Education or ISBE System of Support Division to be determined by Illinois State Board of Education. The broker assigned to each school through Central Office works with each BLT team in planning, implementation and review of plan each year. The District Oversight Committee also works with each team in planning and implementation providing

support in areas of expertise with intervention programs targeted in each plan. 2-13-09

There have been requirements added due to the No Child Left Behind legislation and all of our school plans must include the data necessary to meet these new requirements. While a new level of accountability has been mandated, no new funding has followed to support this process. In drafting this plan we estimated the potential costs for required stipend pay for review participants and realized we cannot afford to evaluate every plan every year. The district is thus proposing the following two-year cycle for district level SIP review, which will be funded through Title One. During the 2004-2005 school year district schools were divided based into groups based upon AYP data. All schools meeting AYP will submit three-year plans and update annually the most current test data and any modifications made, the updates are not subject to peer review unless the plan has expired. Schools newly added to the CHOICE status will submit a two-year plan, written to align to the most current rubric, including interventions that address the subject area or subgroup not meeting AYP. Schools who have state approved plans that are not due to expire, and added to the SES status, will revise the approved plan to include new test data, SES service targeted at the subgroup and /or subject area still not meeting AYP and will submit either to the ROE or ISBE based on directions provided by the Illinois State Board of Education. Schools that have been newly added to the Corrective Action NCLB status will re-write under the guidance of the district a one year plan aligned to the most current the rubric, include SES services to identified sub groups/ subject areas and the corrective action or restructuring determined after a meeting with District Administration beginning in 2004- 2005. All schools identified for Restructuring I begin the process of working with the District Restructuring Oversight Committee in development of their restructuring plan. All schools whether on or off the NCLB status will re-write their School Improvement Plan aligned to the most current rubric once their plan expires. These plans will be subject to local peer review and presented and approved by the Board of Education. The next step in the process will be determined by their AYP status. If the plan submission is required by the Illinois State Board of Education, it is then sent electronically via the IIRC website. NCLB entitlement funds will be budgeted to support the peer review process.

Central Office provides support both in data analysis (state and local benchmark/progress monitoring data) and research in selection of Core/ Tier I curriculum, Tier II interventions and Tier III intervention programs, including support for bilingual, gifted and special education programs. Program Directors work directly with the principal, building leadership team and teachers to support reform initiatives established in this plan. Building leadership teams receive technical support in School Improvement Plan design, implementation, monitoring, and revision process from both District leadership and RESPRO/ ROE consultants. District level professional development opportunities are provided to support the initiatives in this plan. NCLB funding prioritizes support for major reform initiatives. District level brokers support their school's BLT team in monitoring the implementation process which is part of the District Oversight Committee support.

Outside consultant has been appointed in to provide expertise that address identified needs and issues facing this individual school and district as a whole. We have contracted with Urban Learning and Leadership Center to work with the school leadership as the corrective action / restructuring to provide support in change of governance to the Distributed Leadership Model. Outside experts are also brought in to provide professional development to support the SIP plan revision, leadership changes, governance changes and instructional changes identified in this plan. RESPRO works with this school both with technical support and monitor implementation of this plan. ULLC also provides professional development to all schools in data analysis to support data driven decision making at the BLT level to implement the SIP plan. 2-13-09

A District Restructuring Oversight Committee comprised of both District leadership and community leadership work with schools implementing either the Corrective Action/Restructuring Plan. This provides additional support and technical guidance from both district and community experts in plan design, implementation and evaluation of impact of the reform measures identified.

The district allocates funds to each school, empowering each school to assume the leadership role in implementing and monitoring the school improvement process. Brokers act as a link between school and central office and provide guidance and support for the school improvement process. Bilingual Coordinators, Special Education Coordinators, Reading Coordinator and Math Coordinator work with administrators and teachers to research best practice strategies and research-based resources to support reform efforts identified in the school improvement plan. The leadership team must align all expenditures to support the reform measures in this plan. The Bilingual Department provides services to all bilingual centers, Special Education Department provides services to all students with IEPs, as well as professional development for teachers working with these populations and developing intervention programs when needed.

Data is gathered, disaggregated and disseminated regarding research-based reform models and instructional strategies, District test scores are compiled, information from needs assessments administered at the district level is provided to each school to help support their SIP planning and monitoring process. Focus groups are formed to study issues and concerns. Long standing committees such as the: Education Progress Committee, Reading Committee, Math Committee, Technology Committee, meet with representation from all district schools served to provide an avenue for two way communication and support of this school's improvement effort.

### Section III - Plan Development, Review and Implementation Part D. Teacher Mentoring Process

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

(edited 2/23/09-Lee)

All School probationary teachers participate in the district's New Teacher Academy, which provides peer coaching, and mentoring programs. Procedural manuals exist for both programs and can be located at central office.

New Teacher Academy and New Teacher Support/Mentoring meet once a month throughout the year to participate in a variety of professional developmental programs to assist new teachers in their first year. Highly qualified veteran teachers conducted the programs to produce Highly Qualified Teachers as defined by NCLB requirements. (Brophy, 1999).

Peer coaching is an alternate evaluative program in which tenured teachers that meet the necessary qualifications can participate. Teachers receive training in pre-conferences, observations, and post-conferencing. Meetings are held regularly during the school year and are based on IPTS.

Each school also provided mentoring and support to new staff with particular focus on the reform initiatives particular to their school improvement plan.

At Miguel Juarez Middle School, teacher mentors and novice teachers are placed on the same team, which allows for having common students as well as meeting times to maximize mentorship and support for the new teachers. As a result, the new teachers receive frequent and timely feedback and support from

their mentors as circumstances dictate.

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

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

All 20 District School Improvement Plans will be scored by an external peer review committee and be presented to the Board of Education for their approval. The review committee will be comprised of not fewer than fifteen members, who will work in five teams, each team will have of a minimum of three members who will first be trained on use of the rubric, second independently score each plan assigned, then as a team will come to consensus and complete the final score sheet for each plan reviewed. No team members will score their own SIP plan, but four SIP plans from other sites. The score sheets must have both score and comments to guide improvement for each plan scored. It is important that the internal teams use the new state rubric and score their plan to make sure that the plan being submitted to the district office and the ROE is an approvable plan—scoring a minimum of pass in each of the 10 rubric categories. If the NCLB Status school plans do not have passing scores after the district review, the plans must be corrected, and then be re-scored by an expert panel The district schools on the NCLB Status list will send four copies of an approvable plan on to the either the Regional Office of Education or ISBE System of Support Division to be determined by Illinois State Board of Education.

There have been requirements added due to the No Child Left Behind legislation and all of our school plans must include the data necessary to meet these new requirements. While a new level of accountability has been mandated, no new funding has followed to support this process. In drafting this plan we estimated the potential costs for required stipend pay for review participants and realized we cannot afford to evaluate every plan every year. The district is thus proposing the following two-year cycle for district level SIP review, which will be funded through Title One. During the 2008-2009 school year district schools were divided based into groups based upon AYP data. All schools meeting AYP will submit three-year plans and update annually the most current test data and any modifications made, the updates are not subject to peer review unless the plan has expired. Schools newly added to the CHOICE status will submit a two-year plan, written to align to the most current rubric, including interventions that address the subject area or subgroup not meeting AYP. Schools who have state approved plans that are not due to expire, and added to the SES status, will revise the approved plan to include new test data, SES service targeted at the subgroup and /or subject area still not meeting AYP and will submit either to the ROE or ISBE based on directions provided by the Illinois State Board of Education. Schools that have been newly added to the Corrective Action NCLB status will re-write under the guidance of the district a one year plan aligned to the most current the rubric, include SES services to identified sub groups/ subject areas and the corrective action or restructuring determined after a meeting with District Administration beginning in 2008- 2009. All schools identified for Restructuring I begin the process of working with the District Restructuring Oversight Committee in development of their restructuring plan. All schools whether on or off the NCLB status will re-write their School Improvement Plan aligned to the most current rubric once their plan expires. These plans will be subject to local peer review and presented and approved by the Board of

Education. The next step in the process will be determined by their AYP status. If the plan submission is required by the Illinois State Board of Education, it is then sent electronically via the IIRC website. NCLB entitlement funds will be budgeted to support the peer review process.

In June through August- each school SIP/ BLT leadership team will analyze new test data, prepare to work with whole faculty on SIP plan revisions/ updates based on new data and information.

For plans due to ISBE peer review takes place prior to the presentation to the board of education for approval, then the plans are submitted by due date established.

All schools must monitor plan implementation with support from the District Broker and Directors overseeing programs that impact each plan ( ie. Special Programs director assists schools with IEP sub group issues with Tier 3 intervention programs, Title One director with Tier 2 intervention programs), with school making AYP monitoring a minimum of two times a year and schools in NCLB status going through a monitoring process with RESPRO a minimum of three times a year. Plans are supported with NCLB funds as well as local funds to provide research based curriculum interventions, aligned professional development to support the research based interventions and instructional strategies to support response to intervention for each student. Also included is use of outside consultants who provide support to the building leadership teams and grade level teams to fully implement intervention once thorough data analysis is completed. The district oversight committee also provides support to the Building Leadership Teams and grade level teams to guide and ensure full implementation takes place.

Each school documents the impact of the reform measures in their plan through on-going data analysis. Walk-through assessments completed by SIP leadership teams, curriculum support staff/ district administration and submitted to Director of School improvement. Walk through tools will be fine tuned to meet the needs of each school addressing the areas of greatest need, looking for evidence of identified strategies in action plan aligned to targeted population/subject area. Schools will communicate progress via parent newsletters, at parent programs and/ or via their school website. Benchmark data in reading and Math will be gathered fall, winter and spring. Local assessments will be administered quarterly

An end of year SIP monitoring report is to be completed before end of the school year. The end of year analysis of the benchmark data is to be included in this report. If ISAT data is available, it will also be included as time permits. The final SIP monitoring report is the filed with the Director of School Improvement and / or RESPRO consultant (only school on NCLB status file with RESPRO).

Central Office provides support both in data analysis (state and local benchmark/progress monitoring data) and research in selection of Core/ Tier I curriculum, Tier II interventions and Tier III intervention programs, including support for bilingual, gifted and special education programs. Program Directors work directly with the principal, building leadership team and teachers to support reform initiatives established in this plan. Building leadership teams receive technical support in School Improvement Plan design, implementation, monitoring, and revision process from both District leadership and RESPRO/ ROE consultants. District level professional development opportunities are provided to support the initiatives in this plan. NCLB funding prioritizes support for major reform initiatives. District level brokers support their school's BLT team in monitoring the implementation process which is part of the District Oversight Committee support. 2-13-09

Outside consultant has been appointed in to provide expertise that address identified needs and issues facing this individual school and district as a whole. We

have contracted with Urban Learning and Leadership Center to work with the school leadership as the corrective action / restructuring to provide support in change of governance to the Distributed Leadership Model. Outside experts are also brought in to provide professional development to support the leadership changes, governance changes and instructional changes identified in this plan. RESPRO works with this school both with technical support and monitor implementation of this plan. UIC also provide professional development in data analysis to all school to help facilitate data driven decision making within the BLT teams. 2-13-09

A District Restructuring Oversight Committee comprised of both District leadership and community leadership work with schools implementing either the Corrective Action/Restructuring Plan. This provides additional support and technical guidance from both district and community experts in plan design, implementation and evaluation of impact of the reform measures identified.

The district allocates funds to each school, empowering each school to assume the leadership role in implementing and monitoring the school improvement process. SIP coordinators act as a link between school and central office and provide guidance and support for the school improvement process. Bilingual Coordinators, Special Education Coordinators, Reading Coordinator and Math Coordinator work with administrators and teachers to research best practice strategies and research-based resources to support reform efforts identified in the school improvement plan. The leadership team must align all expenditures to support the reform measures in this plan. The Bilingual Department provides services to all bilingual centers, Special Education Department provides services to all students with IEPs, as well as professional development for teachers working with these populations and developing intervention programs when needed. 2-13-09

New teachers are assigned a mentor and are supported in a four-year professional development track through the Waukegan Teacher Academy. New administrators are also provided a mentor during the first year. The district provides many learning opportunities to improve staff knowledge base. If the expertise is not available in-house, outside experts are brought in to meet the needs of educators and students. Professional development is part of every new text adoption and program implementation. New teachers receive on-going professional development throughout the probation period that supports ILS standard aligned classroom practices. 2-13-09

Data is gathered, disaggregated and disseminated regarding research-based reform models and instructional strategies, District test scores are compiled, information from needs assessments administered at the district level is provided to each school to help support their SIP planning and monitoring process. Focus groups are formed to study issues and concerns. Long standing committees such as the: Education Progress Committee, Reading Committee, Math Committee, Technology Committee, meet with representation from all district schools served to provide an avenue for two way communication and support of this school's improvement effort. 2-13-09

While an annual revision is to be completed and submitted to District School Improvement Office by September, schools will be encouraged to make modifications as the monitoring process takes place. The Action plan will be the focus of ongoing modifications, as this is the blueprint for the implementation process, if dates change, monetary sources shift, or new resource becomes available that addresses the goals in the Action plan, modifications will be made so that the implementation is communicated and clear to all involved in the ongoing improvement process. Schools will not be required to re-submit ongoing modifications. These changes are meant to guide and clarify ongoing implementation for authors and stakeholders of their school improvement plan.

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

1. Require implementation of a new research-based curriculum of instructional program;
2. Restructuring the internal organization of the school;
3. Appointment of an outside expert to advise the school.

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

1. Implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

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

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

The Illinois State Board of Education provides training and technical assistance to each school in the writing and scoring / review of the plan once completed through a variety of mediums: face to face meetings, phone and on site conferences, workshops, the technical guide for school improvement, corrective action and restructuring, as well as, regional consultants through the RESPRO system of support.

The RESPRO team from Lake County provides guidance in the plan creation and also monitors the plan implementation. They also provide professional development and support in strategy development to support full implementation of the reforms measures identified in the plan.

RESPRO also provides guidance in the analysis of state testing data, as well as, support for local benchmarking with tools such as DIBELS and NWEA MAP.

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

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

	<b>Name</b>	<b>Title</b>
1	Dr. Cathy Watkins	Pacing Guide Committee Co-chair
2	Kwing Lee	After School Program Committee Co-chair
3	Mara Corush	Academic Vocabulary Committee Co-chair
4	Daniel Dares	Math/Reading Benchmark Committee Co-chair
5	Esteban Escarez	After School Program Committee Co-chair
6	Nichole Farris	Advisory Committee Co-chair
7	Christy Gibbs	Pacing Guide Committee Co-chair
8	Margot Gillin	Union Liaison
9	Abbie Henderson	Advisory Committee Co-chair
10	Paul January	Academic Vocabulary Co-chair
11	Holly Lara	Pacing Guide Committee Co-chair
12	Tony Latham	PBIS Green
13	Jimmie Luster	Parent Involvement Committee Co-Chair
14	Sandy Rosenberg	Math/Reading Benchmark Committee Co-chair
15	Shirley Winters	Parent Involvement Committee Parent Member

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**Section IV-A Local Board Action**

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**DATE APPROVED** by Local Board:12/9/2008

**A. ASSURANCES**

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

**B.SUPERINTENDENT'S CERTIFICATION**

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

## Section IV-B ISBE Monitoring

## PART I - SECTIONS I and II OF THE PLAN

## ANALYSIS OF DATA

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

## LOCAL ASSESSMENT DATA (OPTIONAL)

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

## OTHER DATA (OPTIONAL)

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

## IDENTIFICATION OF KEY FACTORS

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

## CLARITY OF OBJECTIVES

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

## ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

Yes	Is professional development aligned with the strategies and activities for students?
Yes	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
Yes	Do the parent involvement strategies clearly align with the strategies and activities? for students?
Yes	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
Yes	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	
No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
Yes	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

**PART I - COMMENTS**

1/13/2009

Description of local assessment data and how it is or will be used is well documented. The amounts are not included for strategies and activities. These need to be added. No student strategies listed for Section II B Action plan, pg. 33, and pg. 37 has an incomplete statement "Evidence of this will come from...". Finish this statement. All members of the building leadership team need to be listed along with their titles. Also on pg. 32, the end dates states 2009. The plan **must** extend to 2010.

**PART II - SECTIONS III and IV OF THE PLAN**

**PARENT NOTIFICATION**

Yes	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? <font color="red">(Title I Schools Only)</font>
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**STAKEHOLDER INVOLVEMENT**

Yes	Does the plan describe how stakeholders have been consulted?
Yes	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

**PEER REVIEW**

Yes	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
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TEACHER MENTORING PROCESS	
Yes	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITIES	
Yes	Is it clear what support the district will provide to ensure the success of the plan?
Yes	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	
Yes	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
Yes	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
Yes	The plan indicates the approval date of this plan.

#### PART II - COMMENTS

1/13/2009

pg. 42, Section III C and D is very vague and should be specific to your school.

The plan is very strong in some areas.

Revisit sections that are indicated.

Over all -- Nice job.

1/16/2009

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