

WAUBONSIE VALLEY HIGH SCHOOL

School Improvement Plan

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 190222040260001

District Name: INDIAN PRAIRIE CUSD 204

Superintendent: HOWARD CROUSE

District Address: 780 SHORELINE DR

City/State/Zip : AURORA, IL 60504

District Phone : (630) 375-3000

District Email : www.ipspd.org

School Name : WAUBONSIE VALLEY HIGH SCHOOL

Principal :JIM SCHMID

School Address : 2590 OGDEN AVE

City/State/Zip : AURORA, IL 60504

School Phone : (630) 375-3300

School Email : jim_schmid@ipspd.org

Is this for a Title I School? No

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2006

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2006-07 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2006-07 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		47.5			47.5			89.0		67.0	
All	98.0	Yes	98.0	Yes	72.6		Yes	66.7		Yes			98.5	Yes
White	98.3	Yes	98.3	Yes	77.2		Yes	73.8		Yes				
Black	97.6	Yes	97.6	Yes	39.3		Yes	22.5	36.5	No			97.2	
Hispanic	96.1	Yes	96.1	Yes	58.7		Yes	47.6		Yes				
Asian/Pacific Islander	95.6	Yes	95.6	Yes	93.2		Yes	89.2		Yes				
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	94.3	Yes	94.3	Yes	26.2	22.3	Yes	21.5	21.1	Yes			97.8	
Economically Disadvantaged	97.3	Yes	97.3	Yes	44.9		Yes	26.0	26.9	Yes			98.0	

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2006

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

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	94.8	95.3	95.2	93.9	90.6	90.7
Truancy rate (%)	0.6	0.4	0.7	0.3	0.9	1.1
Mobility rate (%)	7.4	6.2	6.3	7.2	7.6	12.9
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	94.4	95.4	95.9	94.7	98.9	98.5
HS dropout rate, if applicable (%)	1.1	1.1	1.4	1.2	0.9	0.8
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,563	2,757	2,969	3,156	3,324	3,489
Economically disadvantaged (%)	1.1	1.6	2.9	4.4	6.4	8.4
Limited English proficient (LEP) (%)	5.0	6.9	6.4	7.9	3.9	3.3
Students with disabilities (%)						
White, non-Hispanic (%)	76.3	73.4	70.2	68.5	66.7	64.7
Black, non-Hispanic (%)	9.6	10.9	12.1	13.2	14.0	14.8
Hispanic (%)	5.3	6.1	7.5	8.4	7.9	8.1
Native American or Alaskan Native (%)	0.0	0.1	0.3	0.2	0.2	0.3
Asian/Pacific Islander (%)	8.7	9.5	9.9	9.7	10.3	10.6

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2000	76.3	9.8	5.5	8.2	0.1	-
	2001	76.3	9.6	5.3	8.7	-	-
	2002	73.4	10.9	6.1	9.5	0.1	-
	2003	70.2	12.1	7.5	9.9	0.3	-
	2004	68.5	13.2	8.4	9.7	0.2	-
	2005	66.7	14.0	7.9	10.3	0.2	0.8
	2006	64.7	14.8	8.1	10.6	0.3	1.5
D I S T R I C T	2000	80.9	6.8	4.0	8.1	0.2	-
	2001	79.9	6.7	4.3	8.9	0.2	-
	2002	77.5	7.0	4.8	10.4	0.2	-
	2003	75.6	7.7	5.3	11.2	0.2	-
	2004	73.5	8.6	5.9	11.8	0.2	-
	2005	70.5	8.4	5.8	12.9	0.2	2.3
	2006	68.0	8.6	6.1	14.2	0.1	2.9
S T A T E	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

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment(under construction)

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	2,388.0	-	-	-	-	-	-
	2001	2,563.0	-	-	-	-	-	-
	2002	2,757.0	-	-	-	-	-	642.0
	2003	2,969.0	-	-	-	-	-	712.0
	2004	3,156.0	-	-	-	-	-	765.0
	2005	3,324.0	-	-	-	-	-	808.0
	2006	3,489.0	-	-	-	-	-	-
D I S T R I C T	2000	21,092.0	-	-	-	-	-	-
	2001	22,608.0	2,067.0	1,995.0	1,888.0	1,737.0	1,615.0	1,275.0
	2002	23,786.0	2,120.0	2,056.0	2,014.0	1,745.0	1,763.0	1,375.0
	2003	25,068.0	2,311.0	2,149.0	2,105.0	1,955.0	1,793.0	1,483.0
	2004	26,147.0	2,324.0	2,327.0	2,190.0	2,111.0	1,969.0	1,624.0
	2005	27,057.0	2,243.0	2,342.0	2,333.0	2,145.0	2,133.0	1,733.0
	2006	27,813.0	-	-	-	-	-	-
S T A T E	2000	1,983,991.0	-	-	-	-	-	-
	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2000	1,335.0	8.5	41,107	57.9	42.1	19.3	17.2	-	-
	2001	1,515.0	8.5	41,608	56.1	43.9	18.4	16.5	-	-
	2002	1,668.0	8.7	49,646	50.9	49.1	17.6	16.5	0.4	0.4
	2003	1,674.0	9.6	52,905	50.3	49.7	18.5	17.4	0.3	-
	2004	1,732.0	9.8	55,603	47.1	52.9	18.5	18.2	0.4	-
	2005	1,664.0	10.0	57,790	44.7	55.3	19.3	17.9	0.7	-
	2006	1,669.0	10.2	60,450	42.1	57.9	19.9	18.2	0.6	-
S T A T E	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4

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

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	67.8	66.4	68.6	70.4
White	72.8	71.9	74.8	76.7
Black	43.0	41.9	38.5	34.3
Hispanic	61.4	42.6	54.5	56.4
Asian/Pacific Islander	67.1	76.1	82.4	90.7
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	47.0	42.3	-	-
Student with Disabilities	26.9	19.5	10.1	16.9
Economically Disadvantaged	41.1	26.0	20.4	30.7

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Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	66.0	64.6	64.9	65.5
White	70.9	70.8	72.6	74.1
Black	36.7	26.0	28.4	20.0
Hispanic	50.0	42.6	41.8	46.7
Asian/Pacific Islander	80.0	85.9	85.3	89.4
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	53.1	76.9	-	-
Student with Disabilites	17.9	11.7	10.1	15.5
Economically Disadvantaged	41.2	17.3	20.5	20.8

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-A Data & Analysis - Report Card Data

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

Based on review of 2006 School Report Card data, areas of identified weakness include mathematics achievement among African-American students relative to state standards. Additional subgroups of concern include Hispanic-American students, students with disabilities, and students of economic disadvantage.

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Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results?

Hypothesized factors that contribute to these results include increased economic and ethnic diversity, increased mobility rate, decrease attendance rate, decreased exposure of transfer students to standards aligned instruction.

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Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

School improvement conclusions drawn from this data include alignment of curricular content with instructional gaps for students demonstrating identified math deficits, adjustment of instructional pedagogy to meet needs of underachieving students in the area of mathematics, improve capacity of staff to initiate and sustain supportive interpersonal relationships with identified students, and build family involvement supporting academic achievement.

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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 (if any) are indicated by these data?

The Prairie State Achievement Examination scores are the primary source of assessment data used to determine adequate yearly progress. Data tells us that we are moving in a positive direction for the overall school in Reading and Math, but our Black students' scores in Reading and Math are significantly lower than the other racial subgroups.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results?

Hypothesized factors that contribute to these results include increased economic and ethnic diversity, increased mobility rate, decrease attendance rate, decreased exposure of transfer students to standards aligned instruction.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

We need to more closely analyze additional assessment data to have a clearer understanding of the effect of our strategies. During the 2007-08 school year, our school improvement team will collect and analyze additional local assessment data:

* we will analyze the EXPLORE, PLAN, and ACT scores for Black and Hispanic students for the 2007 and 2008 junior level students.

* we will analyze English, Math, and Reading scores/grades (if enrolled in Reading classes) for our Black and Hispanic, 10th and 11th grade students to provide us with local formative information.

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

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

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Data - Briefly describe data on educator qualifications. What do these data tell you?

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications contributed to student performance results?

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

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?

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

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Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

To summarize, key factors that are within the school’s capacity to change include the curriculum (scope and sequence), time allocated to instruction, instructional techniques and pedagogy, level and type of support provided for students identified as at-risk, course placement and sequence, distribution of staff assignments and resources considering expertise and experience, exposure to staff development opportunities, teacher contact time with families, teacher mentoring opportunities, increase understanding of culturally-responsive and relevant instruction, quantity of instruction focused on standardized test preparation, integration of literacy instruction across the math curriculum, increase availability of materials and resources for struggling students, and increase support services for at-risk students and families. Most importantly, as a K-12 district, increase early exposure to academically rigorous instruction prior to high school for all students.

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Section II-Action Plan

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

1. Black students are deficient in Mathematics Meets and Exceeds

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

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section II-Action Plan

Part A. Objective 1

Title : Increase mathematics achievement for African-American students.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current level of achievement within the area of mathematics among African-American students based on the 2006 report card data is 22.5% meets or exceeds, this subgroup will make Adequate Yearly Progress of at least 55% in 2007 and 62.5% in 2008 or meet Safe Harbor targets as measured by the Prairie State Achievement Examination.

Reflections on 2006-07 -

- * Thirteen administrators and teacher leaders attended a "Gaining on the Achievement Gap" conference in June, 2006. From this conference we developed a teaching/learning contract to be visible in every classroom, emphasizing the four cornerstones of each lesson taught to our students - Rigor, Relevance, Relationships, and Reflection in addition to student responsibilities of Being Ready, Being Respectful and Being Responsible. All formative evaluative discussions have addressed the use of these elements in the lesson.
- * Also based on this conference, teachers are expected to have a specific bell ringer and closure activity to summarize each lesson.
- * We have redesigned our Algebra 1 Part 2 instruction to reflect instructional methods similar to Algebra 1 Part 1 - significantly more hands on exercises, additional exposure to Geometry, and the use of graphing calculators.
- * A 3rd year of Math was added as a graduation requirement. Math 300 was developed through school and county level collaboration to meet this requirement, affording an additional year of Math to students who typically only took two years.
- * The Math Department piloted a block approach to Algebra Part 2 and Geometry Survey. The hand-selected students, who fell just below state standards on previous exams, are taking these classes for two successive periods looped with the same teacher.
- * Math instructors and Department Chair Jackie Palmquist have been active participants throughout the year in the DuPage County Region discussions about enhancing Math teaching and learning. From these discussions and presentations, the instructional changes in Algebra Part 1 and 2 evolved into a more systemic change, the development of a 2 period block class that would allow a student to complete the Part 1 and Part 2 sequence in one year - thus allowing Geometry at the 10th grade level and Algebra 2 at the 11th grade level. This increased exposure to higher level math should provide students a much better opportunity to meet state standards.

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Section II-Action Plan

Part A. Objective 1

Title : Increase mathematics achievement for African-American students.

This objective covers the following AYP deficiency areas.

1. Black students are deficient in Mathematics Meets and Exceeds

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

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Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Increase mathematics achievement for African-American students.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Establish double period Algebra block class meeting Algebra I standards (typically a two year course). The purpose of this is to accelerate mathematics achievement for at-risk learners.	08/07	06/08	During School	Local Funds	TBD
Establish a mathematics oriented test preparation class for approximately 60 identified African-American students taught by an African American mathematics teacher emphasizing skill development toward decreasing the achievement gap relative to peers and improve PSAE mathematics performance.	08/07	06/08	During School	Local Funds	TBD
Students with disabilities, who are deficit in Math, are given weekly deficit instruction through Performance Series, a software program designed to provide remedial assistance.	08/07	06/08	During School	Local Funds	TBD
Based on attendance at a "Gaining on the Achievement Gap" conference in June, 2006, all teacher evaluations contain language about relevancy of instruction and relationships with students, with particular emphasis on meeting the needs of Black students. In addition, class introduction and closure activities are evaluated in written fashion.	08/06	06/08	During School	Local Funds	No cost

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Algebra 1 Part 2 instruction was redesigned based on DuPage Regional Office involvement and Math teachers where "best practice" was shared and implemented, emphasizing hands on activities, Geometry integration and calculator usage.	08/06	06/08	During School	Local Funds	TBD
The Math Department piloted a "Block class" approach to Algebra Part 2 and Geometry Survey with excellent results. Students were hand selected and looped with the same teacher	08/06	06/08	During School	Local Funds	No cost
A 3rd year of Math is now a graduation requirement, starting with the 2006 9th grade class, for IPSD #204. Math 300 was developed through district and county collaboration with a focus on practical application skills.	08/06	06/09	During School	Local Funds	TBD
Investigate the feasibility of purchasing KeyTrain WorkKeys Prep and ACT On-Line licensing to support the math and reading curriculum, especially for students with deficits in these areas	08/07	06/08	During School	Local Funds	TBD

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Increase mathematics achievement for African-American students.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Algebra teachers will attend "Engaging Algebra Activities" at Hinsdale Central during June, 2007. Emphasis will be on gaining scientifically based practical application instructional techniques designed for the Algebra block class.	June, 2007	June, 2007	Summer School	Other	\$1400
Algebra teachers will participate in staff development training for implementation of the Algebra block class.	June, 2007	June, 2007	Summer School	Other	\$1825
Teachers involved with the new test prep class for our junior level black students will plan and write curriculum.	June, 2007	July, 2007	Summer School	Other	\$6300
Consultant Lourdes Ferrer, DuPage ROE administrator, will present all day workshops to WVHS staff on "Culturally Responsive Instruction" at the Building Articulation Day.	August, 2007	August, 2007	During School	Other	\$750
WVHS Math instructors and Department Chair Jackie Palmquist have been active participants in on-going seminars about Math "best practices" related to teaching and learning sponsored by the DuPage County Regional Office of Education. Instructional modifications in Algebra	August, 2006	June, 2008	During School	Local Funds	\$400

Parts 1 and 2 were a direct result of these efforts.

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Increase mathematics achievement for African-American students.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
On-line grade access, named "Pinnacle", is available for parent access at all times.	January, 2007	Continuous	During School	Local Funds	TBD
The Math Department will host an "Algebra Block" night to present and discuss goals and parental support for the new class.	September, 2007	September, 2007	After School	Local Funds	\$100
Math Teacher Natalie Johnson, the teacher responsible for the math test preparation class, will present and discuss curriculum and expectations to parents of our junior level black students who are interested in registering for the class.	May, 2007	May, 2007	After School	Local Funds	\$100

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Increase mathematics achievement for African-American students.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

- * Course level leaders and their team members within the math department meet monthly to evaluate student progress and discuss curriculum, instruction, and assessment. Particular attention in the 2007-08 school year will be paid to the evaluation of black students in the Algebra and Geometry classes.
- * Parallel assessments are given across all alike math courses at the chapter and semester levels to ensure consistency of curriculum and evaluation of student performance. Formative evaluation is on-going.
- * In the test preparation class, retired ACT Math sections will be used for formative evaluation and to assess student learning.
- * EXPLORE and PLAN math scores for Black students will be analyzed for prediction and intervention.
- * In addition, ACT scores will be analyzed for our 2007 and 2008 Junior level Black students to review impact of math strategies.
- * Quarter and semester grades for Black and Hispanic students will be analyzed by a sub-committee of the School Improvement Team.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Jackie Palmquist	Math Department Chair
Rebecca Schreiber	Assistant Principal
Natalie Johnson	Math Teacher

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section III - Development, Review and Implementation

Part A - 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.

- * The WVHS School Report Card, School Improvement Plan and notification of the school's current status are posted on the district web site.
- * WVHS also uses an electronic list serve that highlights School Improvement Day activities and information.
- * The WVHS Partners Newsletter, mailed or received electronically, also documents annual academic data.
- * The school offers two Minority Parents' Nights to interact with parents of our students of color. Academic, extra-curricular, and parenting information is exchanged at the meetings.

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Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

Many stakeholders were involved in the creation and development of the WVHS School Improvement Plan.

* Outside experts from the Regional Office were instrumental in providing direction, resources, and opportunities to share insights and activities with other math professionals in the region. Guy Todnem, Marjorie Cave and Lenore Johnson assisted from the DuPage ROE.

* From Indian Prairie #204, Kathy Duncan, Assistant Superintendent for Curriculum, Dr. Patrick Nolten, Director of Assessment, Dr. John Rhodes, Math Curriculum Director, all provided guidance, support, and direct assistance.

* WVHS Math Department Chair Jackie Palmquist and her liaisons Jerrine Roderique, Kevin Kennedy, and Jennifer Howe provided their background knowledge that led to the action strategies. They examined data from informal and formal assessments that drove our efforts. They also extended discussion and planning options to additional members of the WVHS Math Department to assist the planning and implementation strategies. Math Teacher Natalie Johnson emerged as a leader of the test preparation class with an emphasis on math skill development. Math staff members extended their learning to the Regional level by sharing their expertise with other math representatives from schools within the DuPage Region. This regional math group met monthly to work on redesigning Algebra curriculum and instruction into a "block period" approach.

* Principal Schmid used his Principal's Advisory Council to provide parental insights and perspectives about ways to increase our math scores for black students. PSAE data was also shared at the spring information meeting for minority parents. Community input was gathered at that time.

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section III - Development, Review and Implementation

Part C - 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

Based on consultation with the DuPage County Regional Office of Education, a peer review team from a high school demonstrating success in meeting the needs of African-American students in the area of mathematics will be assembled. This team consisted of administrators from Lane Technical High School in Chicago, Illinois. The purpose of the peer review process is to subject the plan to rigorous review ensuring that it has a high likelihood of success with respect to achieving Adequate Yearly Progress among black students in the area of mathematics. The Lane Technical High School Peer Review Team used the ISBE monitoring prompt as they reviewed the plan. The Indian Prairie Community Unit School District 204 Board of Education approved the Peer Review team and development process on Monday, May 21, 2007.

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section III - Development, Review and Implementation

Part D - 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.

* Teachers new to Indian Prairie #204 and WVHS participate in a week long "New Teacher Camp" prior to the beginning of the school year. The camp is led by veteran teachers and covers areas pertinent to WVHS culture, systems, departmental needs, curricular assistance, and time for individual assistance and relationship building.

* All novice teachers are assigned mentors within their department to facilitate their transition.

* WVHS also employs a full-time "coach" whose primary responsibility is to create meaningful staff professional development opportunities throughout the school year. Communication exists through a monthly newsletter highlighting opportunities, web sites, and relevant information to instruction and student accountability.

* The district also offers a full day of staff development in March and mandated School Improvement Days for collaboration, data analysis and staff development throughout the year.

* A significant district initiative to eliminate the predictable achievement gap between white students and students of color is underway. All administrators have spent at least four days in training over the course of the 2006-07 year. Teacher leaders were trained in May, 2007 and on-going training will continue throughout the 2007-08 school year. Collective staff training will follow the teacher leader training.

* Dr. Gary Elmen, former principal at WVHS, also sponsors monthly teacher professional development seminars for teachers new to the district.

* Specifically in the area of Math, Ms. Jackie Palmquist has monthly meetings with all 1st and 2nd year math teachers. Each teacher is teamed with two or three course leaders who have experience with course curriculum. On-going professional development and dialogue ensue throughout the year.

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section III - Development, Review and Implementation

Part E - 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). Identify corrective actions taken by the district if applicable.

The district office provides a variety of services and resources to facilitate the development and execution of this school improvement plan. With respect to funding, the district has provided grant money to support teacher mentoring, curriculum review and revision based learning standards and student achievement, and staff development opportunities for targeted areas during the summer and school year. In addition, funding for participation in the DuPage One mathematics initiative has been provided. Regarding academic intervention resources, the district has provided funding to support the purchase of materials and supplies and associated staff training/development to facilitate implementation. Lastly, the district continues to provide data collection, analysis, and interpretation services at the district, school, grade, and classroom level. Translation of data into interpretable information for school decision-making has been emphasized. The Indian Prairie Community Unit School District 204 Board of Education approved this plan on Monday, May 21, 2007.

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section III - Development, Review and Implementation

Part F - 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 DuPage Regional Office of Education has been very helpful in the development and review of this plan. In June, 2006, Guy Todnem organized a two day conference, "Gaining on the Achievement Gap" that was attended by thirteen WV staff members, including four who were directly responsible for curriculum and math instruction.

* Todnem also organized math department chairs from DuPage County to evaluate Algebra curriculum and instruction, ultimately offering strategies and systems changes to remedy deficit math scores for latino and black students.

* The ROE has sponsored two workshops to help us understand and meet the expected timelines related to the submission of the E - SIP.

* The ROE also helped us determine who should comprise our Peer Review Team. Officers have been accommodating and helpful whenever we have contacted them for input about the submission of the plan. In addition, officers have helped identify people who have expertise in providing professional development in the area of improvement of scores for specific sub-groups.

* We recently applied for and received a \$10,000 RESPRO grant through the DuPage ROE to assist with our planning and implementation of the school improvement plan.

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
Kathy Duncan	Assistant Superintendent for Curriculum, #204
Patrick W. Nolten, Ph.D.	Director of Assessment, #204
John Rhodes, Ed.D.	Math Curriculum Director, #204
Jim Schmid	Principal, Waubonsie Valley
Rebecca Schreiber	Assistant Principal, WVHS
Jackie Palmquist	Math Department Chair, WVHS
Guy Todnem	DuPage Regional Office
Dr. Gary Elmen	Distinguished Educator
Molly Owles	Math Department Liaison, #204
Natalie Johnson	Math Teacher , WVHS
Betty Sixsmith	Special Education Department Chair, WVHS

WAUBONSIE VALLEY HIGH SCHOOL - INDIAN PRAIRIE CUSD 204

Section IV-A Local Board Action

DATE APPROVED by School Board : 5/21/2007

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded 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 reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent