**Glenbrook South
High School**

Memo

To: Rosanne Williamson, Assistant Superintendent

From: Cameron Muir, Associate Principal for Curriculum & Instruction

Date: December 9, 2009

Re: School Improvement Plan for 2009-2011

Attached you will find a document that satisfies the requirement to submit a school improvement plan as stipulated by the Illinois State Board of Education. The writing of this plan is required of all schools that do not make adequate yearly progress in one or more subgroups for two consecutive years as specified by NCLB. Approval by the Board of Education is required prior to submitting the plan by the deadline of January 1.

This plan reflects the ongoing school improvement that already exists and is part of the continual process of analysis and evaluation of curriculum, instruction, and learning. Throughout the document Glenbrook South's organizational goals provide the main focus of the improvement plan. The goals are listed below.

I.   Amend curriculum and current interventions to support all students improving at least two College Readiness Standard levels in mathematics and reading.

   1. Recognize our own cultural identity, and increase our knowledge of other cultures to facilitate an improved learning climate for all students.
   2. Provide EPAS analysis (*GAINS GBS Data*) to teachers in the fall to identify specific areas for interventions that will be implemented during the 2008-09 school year to improve reading and mathematics.
   3. Identify additional measures based on discipline-specific professional standards and implement criteria-referenced assessments to improve reading and mathematics.
   4. Amending curriculum and current interventions utilizing College Readiness Standards & WorkKeys Skills to develop students' reading and mathematics for targeted purposes (e.g. information-gathering, technological, academic, functional, workplace, problem-solving, test-taking, visual, recreational) through the increased use of reading strategies by students across disciplines.
   5. Increase student reading beyond that which is assigned.

II. Incorporate new and evolving technologies to support the development of literacy.

The initial segment of the document provides data relative to the demographics, student achievement, and educational environment at Glenbrook South. Analysis of that data is then provided as it relates to student performance. The document then lays out possible factors, both external and internal, that contributed to those results. Conclusions were then drawn to lead the school in its next steps in improvement planning.

Plan Submission and ISBE Monitoring	
Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	140162250170002		
District Name:	Northfield Twp HSD 225	School Name:	Glenbrook South High School
Superintendent:	Dr Michael Riggle	Principal:	Brian Wegley
District Address:	1835 Landwehr Rd	School Address:	4000 W Lake Ave
City/State/Zip:	Glenview,IL 60026 1241	City/State/Zip:	Glenview,IL 60026 1239
District Telephone#:	Label 8474864700 **Extn:** 0	School Telephone#:	8474864559 **Extn:** 0
District Email:	mriggle@glenbrook.k12.il.us	School Email:	bkwegley@glenbrook.k12.il.us
Is this plan for a Title I School? ⌐ Yes ⌐ No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 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**	2009-**10 Federal Improvement Status** Choice	
Is this School making AYP in Mathematics?	**No**	2009-10 State Improvement Status Academic Early Warning Year 1	

Student Groups	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		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	75.1		Yes	79.5		Yes			99.0	
White	100.0	Yes	100.0	Yes	79.8		Yes	82.5		Yes				
Black														
Hispanic	98.1	Yes	98.1	Yes	44.4	36.3	Yes	40.0	38.2	Yes			97.9	
Asian/Pacific Islander	100.0	Yes	100.0	Yes	71.7		Yes	90.7		Yes				
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities	100.0	**Yes**	100.0	**Yes**	34.0	54.2	**No**	37.3	50.8	**No**			92.3
Low Income	98.8	**Yes**	98.8	**Yes**	45.9	41.0	**Yes**	50.7	54.0	**Yes**			95.6

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 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% 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.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION	
The Differentiated Accountability classification for the school is:	Focused

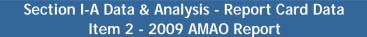|	
Is this school making AYP in the ALL subgroup in reading?	Yes
Is this school making AYP in the ALL subgroup in math?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assists in distinguishing between schools that need focused supports verse more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 AMAO Report

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

<table>
<tr><td colspan="9">**Section I-A Data & Analysis - Report Card Data**
Item 3 - School Information</td></tr>
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School Information								
	2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Attendance Rate (%)	94.7	95.6	94.2	94.9	93.9	94.0	94.5	94.7
Truancy Rate (%)	-	0.1	0.1	0.4	0.9	0.5	0.4	0.2
Mobility Rate (%)	4.7	4.8	4.8	6.2	3.9	3.8	3.5	4.7
HS Graduation Rate, if applicable (%)	95.0	94.5	95.7	95.7	98.8	98.1	99.6	99.0
HS Dropout Rate, if applicable (%)	0.3	0.3	0.2	0.6	0.1	0.2	0.1	0.1
School Population (#)	2,430	2,500	2,601	2,665	2,671	2,684	2,591	2,526
Low Income (%)	9.7	6.3	11.6	12.4	13.1	13.4	12.9	14.1
Limited English Proficient (LEP) (%)	4.5	4.8	4.6	4.8	4.9	4.8	4.9	4.8
Students with Disabilities (%)								
White, non-Hispanic (%)	76.1	76.8	75.6	74.6	72.6	71.4	72.0	70.8
Black, non-Hispanic (%)	1.7	1.8	2.1	2.4	2.6	2.5	2.4	1.8
Hispanic (%)	5.3	5.8	6.2	6.4	3.7	7.7	7.2	7.8
Asian/Pacific Islander (%)	16.6	15.4	15.9	16.2	12.2	17.2	16.6	17.5
Native American or Alaskan Native(%)	0.2	0.2	0.2	0.2	8.6	0.1	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	0.2	0.3	1.2	1.7	2.0

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 (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	1999	73.4	1.7	4.6	20.0	0.3	-
	2000	75.0	1.6	4.5	18.6	0.3	-
	2001	75.6	1.7	5.1	17.2	0.3	-
	2002	76.1	1.7	5.3	16.6	0.2	-
	2003	76.8	1.8	5.8	15.4	0.2	-
	2004	75.6	2.1	6.2	15.9	0.2	-
	2005	74.6	2.4	6.4	16.2	0.2	0.2
	2006	72.6	2.6	3.7	12.2	8.6	0.3
	2007	71.4	2.5	7.7	17.2	0.1	1.2
	2008	72.0	2.4	7.2	16.6	0.1	1.7
	2009	70.8	1.8	7.8	17.5	0.1	2.0
D I S T R I C T	1999	78.3	1.1	2.8	17.7	0.2	-
	2000	79.0	1.0	2.8	17.0	0.2	-
	2001	79.6	1.0	3.2	16.0	0.3	-
	2002	79.7	1.0	3.4	15.7	0.2	-
	2003	80.0	1.1	3.6	15.0	0.1	-
	2004	79.1	1.3	4.0	15.5	0.1	-
	2005	78.6	1.6	4.1	15.5	0.1	0.1
	2006	77.2	1.6	2.8	13.2	4.8	0.3
	2007	76.3	1.7	5.4	15.5	-	1.0
	2008	77.0	1.6	4.9	15.0	0.1	1.5

	2009	76.0	1.2	5.4	15.4	0.1	1.9
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	1999	5.0	-	98.2	94.0	6.2	6	0.3	0.6	97.3
	2000	4.9	10.5	96.4	94.5	6.0	5	0.2	1.2	94.6
	2001	4.1	11.5	93.5	93.4	6.5	3	0.1	1.0	94.3
	2002	4.5	9.7	92.0	94.7	4.7	1	-	0.3	95.0
	2003	4.8	6.3	95.0	95.6	4.8	2	0.1	0.3	94.5
	2004	4.6	11.6	94.8	94.2	4.8	2	0.1	0.2	95.7
	2005	4.8	12.4	94.9	94.9	6.2	11	0.4	0.6	95.7
	2006	4.9	13.1	95.1	93.9	3.9	24	0.9	0.1	98.8
	2007	4.8	13.4	96.2	94.0	3.8	14	0.5	0.2	98.1
	2008	4.9	12.9	97.4	94.5	3.5	10	0.4	0.1	99.6
	2009	4.8	14.1	97.4	94.7	4.7	5	0.2	0.1	99.0
D I S T R I C T	1999	3.5	0.9	97.6	93.1	4.6	8	0.2	0.4	96.9
	2000	3.2	6.4	96.5	93.3	4.9	12	0.3	0.7	94.7
	2001	2.7	6.9	93.7	92.4	4.9	13	0.3	0.6	95.1
	2002	2.9	5.7	92.5	93.6	4.1	5	0.1	0.4	96.6
	2003	3.0	4.2	95.1	95.5	3.8	11	0.2	0.2	95.3
	2004	2.9	7.3	94.9	95.1	3.8	8	0.2	0.1	96.3
	2005	3.3	7.6	94.9	94.0	4.6	27	0.6	0.4	95.1
	2006	3.5	8.2	95.1	93.6	3.1	48	1.0	0.1	99.0
	2007	3.4	8.3	96.3	93.7	2.9	39	0.8	0.1	98.1
	2008	3.3	8.0	97.3	94.1	2.7	33	0.7	0.1	99.3

	2009	3.5	9.2	97.3	94.3	3.6	18	0.4	0.1	99.2
S	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
T	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
A	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
T	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
E	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	1999	2,320	-	-	-	-	-	-
	2000	2,329	-	-	-	-	-	-
	2001	2,390	-	-	-	-	-	-
	2002	2,430	-	-	-	-	-	612
	2003	2,500	-	-	-	-	-	629
	2004	2,601	-	-	-	-	-	646
	2005	2,665	-	-	-	-	-	640
	2006	2,671	-	-	-	-	-	701
	2007	2,684	-	-	-	-	-	700
	2008	2,591	-	-	-	-	-	641
	2009	2,526	-	-	-	-	-	639
D I S T R I C T	1999	4,186	-	-	-	-	-	-
	2000	4,260	-	-	-	-	-	-
	2001	4,382	-	-	-	-	-	1,114
	2002	4,490	-	-	-	-	-	1,145
	2003	4,585	-	-	-	-	-	1,161
	2004	4,703	-	-	-	-	-	1,157
	2005	4,759	-	-	-	-	-	1,193
	2006	4,799	-	-	-	-	-	1,261
	2007	4,773	-	-	-	-	-	1,243
	2008	4,709	-	-	-	-	-	1,178
	2009	4,628	-	-	-	-	-	1,161

S T A T E	1999	1,962,026	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	287	17	72,637	18	82	-	16	-	-
	2000	297	17	72,223	20	80	-	16	-	-
	2001	313	17	73,821	19	81	-	16	-	-
	2002	324	16	77,862	20	80	-	16	-	-
	2003	327	16	80,209	19	81	-	16	1	-
	2004	332	15	81,916	20	80	-	16	0	-
	2005	342	15	83,160	24	76	-	16	1	-
	2006	342	14	83,130	24	76	-	16	0	-
	2007	339	14	87,423	22	78	-	16	1	-
	2008	346	14	91,384	16	83	-	16	-	-
	2009	353	14	94,149	17	83	-	15	1	-
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1

	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	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)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
AYP Benchmark % Meets + Exceeds	**40.0**	**47.5**	**47.5**	**55.0**	**62.5**	**70.0**
All	79.6	77.4	81.8	77.2	72.1	73.9
White	81.0	79.0	83.0	79.1	78.4	79.4
Black	-	-	33.4	50.0	38.1	50.0
Hispanic	45.8	50.0	50.0	53.9	28.6	41.7
Asian/Pacific Islander	87.5	85.0	92.6	79.9	73.3	69.3
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	54.6	62.6
LEP	-	-	-	-	26.3	22.2
Students with Disabilities	36.9	32.0	41.8	41.8	45.5	26.0
Low Income	43.1	40.5	61.3	55.9	34.4	43.0

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

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
AYP Benchmark % Meets + Exceeds	**40.0**	**47.5**	**47.5**	**55.0**	**62.5**	**70.0**
All	81.1	81.3	81.0	83.5	79.1	79.2
White	80.6	84.0	81.9	85.1	83.8	82.3
Black	-	-	40.0	43.8	47.6	40.0
Hispanic	58.3	40.0	41.2	57.7	28.6	41.6
Asian/Pacific Islander	93.8	88.8	94.2	90.8	89.6	90.5
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	63.7	50.0
LEP	-	-	-	-	60.5	77.8
Students with Disabilities	36.9	32.0	38.8	38.2	41.9	27.7
Low Income	55.1	45.2	53.2	58.8	50.0	51.3

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

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?*

The school report card student performance data were analyzed with respect to all juniors as well as for each of the five subgroups (White, Hispanic, Asian/Pacific Islander, LEP, and Students with Disabilities) for which AYP is measured.

The School Report Card indicates that in 2009 our Students with Disabilities subgroup did not demonstrate adequate yearly progress in both the areas of reading and mathematics. Our scores indicated that only 34% of our students met the target in reading and 37.3% met the target in mathematics.

Strengths:
When considering ALL students, Glenbrook South High School continues to make AYP in both reading and mathematics as it has from the time No Child Left Behind was enacted. In 2009, 79.5% of all students met or exceeded standards in mathematics and 75.1% in reading.

Reading

- Of the five subgroups assessed, Glenbrook South students achieved the minimum pass percentage or the required safe harbor percentage in four of the five subgroups (only the Students with Disabilities subgroup did not meet standards this year). Two of the subgroups that did not make AYP last year (Hispanic and Low Income), were able to meet minimum AYP under the safe harbor provision.

- The Asian/Pacific Islander subgroup had 71.7% of students meet or exceed standards in reading.

- 79.8% of our White subgroup was able to meet or exceed standards in reading.

Mathematics

- With regard to mathematics, of the five subgroups assessed, Glenbrook South students achieved the minimum pass percentage or the required safe harbor percentage in four of the five subgroups (only the Students with Disabilities subgroup did not meet standards this year). As with reading, two of the subgroups that did not make AYP last year (Hispanic and Low Income), were able to meet the minimum AYP under the safe harbor provision.

- With 70% being the minimum target for 2009, our Asian/Pacific Islander subgroup boasted a 90.7% pass rate in mathematics.

- Our White subgroup was able to achieve 82.5% of its students meeting or exceeding standards in mathematics.

Additional Areas of Strength from School Report Card Data & District Data
- For the ten years of school report card data analyzed, the past two years (2008 and 2009) have shown the highest graduation rate (99%).

- With 98% of Glenbrook South students attending college after graduation, 86% of our Hispanic subgroup attended college. These are the highest college attendance rates in the history of Glenbrook South.

Weaknesses:

Although ALL students and four of the five subgroups measured for AYP met standards (either by achieving minimum target percentage or through the safe harbor provision) in 2009, this was the first year that our Students with Disabilities did not meet standards. Student performance data in reading and mathematics for this subgroup and for others that are of concern are summarized below.

Reading

- The Students with Disabilities subgroup showed a drop in those who met/exceeded standards in reading from 55% to 38% from 2008 to 2009. Although not illustrated on the school report card, it was noted that only 2 of 11 of Students with Disabilities who attend our off-campus program meet standards in reading while 11 of 35 of our Students with Disabilities who attend Glenbrook South or other alternative placements met standards in reading.

- Our Students with Disabilities are performing better on the ACT reading portion of the PSAE as opposed to the WorkKeys reading portion. 23 of 51 met standards on the ACT, but only 13 of 51 (5 of whom met standards on the ACT) met standards on the WorkKeys portion.

- With respect to our Hispanic subgroup, 42% met/exceeded standards in reading. This percentage is up, however, from 29% in 2008.

- With respect to our Low Income subgroup, 43% met/exceeded in reading. It is encouraging to note that this is up from 34% during 2008, however.

Mathematics

o As was the case in reading, Students with Disabilities did not meet standards in math for the first time. These students demonstrated a drop from approximately 42% meeting standards in 2008 to 28% this past year.

o Our general population has 21% of ALL students failing to meet standards in mathematics. It is interesting to note, however, that while 80% of all students met standards on the WorkKeys only 67% of our students met standards on the ACT portion of the PSAE.

o Identical to the reading performance illustrated above, our Hispanic subgroup had only 42% meet standards in 2009 (which was up from 29% during 2008). Also worth noting, while 52% of our Hispanic students met standards on the ACT portion, only 26% of our Hispanic population met standards on the mathematics WorkKeys portion.

o With respect to the Low Income subgroup, 51% met/exceeded standards in mathematics. This was up only slightly from 50% during the previous year.

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

Economic Factor: The downturn in the economy has influenced a number of our families and added stress to our students within those families. The number (and percentage) of students in our low-income population has increased over the past year. While our students in this subgroup met standards, they did so by safe harbor. We recognize that many of our low-income students have additional priorities, such as jobs, that are taxing their time outside of the school day. Some of these students also have difficulty finding time for summer school due to work responsibilities or lack of transportation related to family financial need, thus finding it difficult to remediate during summer. The lack of access to and knowledge of technology is much more prevalent within our low-income Hispanic families compared to our general population.

Student 'Buy-in' to PSAE Day 2: All subgroups performed better on the reading ACT portion of the PSAE when compared to the reading WorkKeys portion. This may be caused by our students placing value the first day of PSAE but struggle in finding motivation to perform their best on the second day of testing. This is particularly true for our students with extended time for testing. Our school culture emphasizes college admittance and therefore much attention and energy is focused on ACT performance by our students which may diminish the focus on the WorkKeys portion of the PSAE for our students.

Professional Development Needs: We recognize the need to increase teacher access to and comfort level with the explicit instruction of reading strategies and the implementation of differentiated instruction strategies within the special education setting as well as the regular education classroom. We also recognize the need for increased communication between our regular education teachers and our special education teachers. We do not currently have a seamlessly integration of reading and

differentiation strategies between the regular education and special education teachers. Our desire is to make our existing professional development in the areas of content-relavent reading strategies and differentiated instruction strategies systemic and to have these supports impletmented consistently by special education and regular education teachers alike.

Language and Cultural Challenges: Many of our Hispanic parents lack an understanding of our educational system and struggle with the English language which results in a hesitancy to become involved in school sponsored activities for parents. Related to this, parental assistance with homework is often limited due to parental language challenges and work responsibilities. Many Hispanic students who were born here or who came to the United States at a very young age see themselves as Mexican due to personal background and societal influences. Though many have never even been to Mexico, some students feel that accepting American culture seems to be a betrayal of their origins. These issues can leave these students feeling caught between two cultures, which in turn impacts the way they present themselves in class, their willingness to seek help from faculty, and their ability to work well in group settings. Also, family relationships are often complicated for students whose parents are non-English speakers because these students need to take on increased responsibilities translating for parents and handling family finances in an English speaking community.

Lack of Access to Resources and Challenges to Further Schooling: The lack of access to resources and time for school involvement often results in the disenfranchisement of the many Hispanic students who feel isolated from the rest of the student body. Some Hispanic students who are undocumented find it very difficult to feel motivated about school because they see little hope of achieving the kind of future goals that most Glenbrook South students strive for throughout their high school years.

Test Fatigue Within Our Students with Disabilities: Since many of our students with disabilities are granted extended time on the PSAE or have the accommodation that the test is read to them, many of these students spend days and days working on this test because of these accommodations. While such accommodations are appropriate for these students, the number of hours spent working on the PSAE may lead to test fatigue which may have a significant negative effects on these students' abilitiy to focus and perform.

Benefits of the Focus on Subgroups Not Making AYP: Though the students being assessed from one year to the next are not the same set of students, the significant gains from 2008 to 2009 in the Low Income and Hispanic subgroups may be attributed in part to the fact that these two subgroups did not make AYP during the previous year. This realization and the attention that it brought to us as a school did result in additional supports being put into place--supports that benefited these two groups. (These supports will be discussed in another section of this report). An elevated awareness of these students not meeting standards has caused us as a school to expand our supports to these groups.

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

Supports Need to be Embedded within the School Day: While many of our students take advantage of the myriad of support that are provided outside of the school (such as before and after school tutoring or online resources that help student while at home), we recognize the need to continue to be creative in providing supports for our low income students (as well as all students) that are embedded within the school day.

Supports Can Make a Difference: It is important to note that supports can make a difference. We need to evaluate and refine our supports based on data. We need to collect data on a regular basis to identify which students are not meeting standards prior to their taking the PSAE so that supports targeted at their needs can be provided early in their high school experience both inside and perhaps outside the regular classroom.

The continued evolution of our Titan Learning Center (a literacy tutoring center) is one such example of a support that is growing in its effectiveness to help our students in a programmatic and continual way. With several thousand student visits last year alone, we are making significant strides to incorporate this support into our school culture.

A Focus on School-wide, Programmatic Reading and Mathematics Curricula and Supports: The next steps for improvement in reading and mathematics include the focused work on the development of programmatic reading and mathematics curricula and supports school-wide. Specific areas of focus include:

Reading

- Broader access to Read 180 for students--**there are currently only five sections of reading support that service approximately forty students**
- Access and training in the Keytrain programs for infusion in study skills classrooms and classrooms that support our LEP students
- Team teaching opportunities for special education experts to help support special education students within the regular education classroom
- Targeted individualized reading strategies to students that are on the borderline of meeting standards
- Further emphasis on reading strategies in DLS classrooms
- Examining the use of progress monitoring tools for Students with Disabilities as well as our general population

Mathematics

- Assessing the validity of an ACT Prep Math Course for students that did not meet standards
- Aligning self-contained special education courses with their corresponding core academic course
- **Researching and adopting a special education mathematics curriculum that parallels the general education curriculum**

- Use of Keytrain to support mathematics instruction in the study skills classrooms
- Creation of a special education math team to address student needs, program capabilities, and to evaluate the effectiveness of supports; this would also include the appointment of a math team leader to become the point person for all math curriculum decisions
- Additional emphasis placed on math strategies and math process in addition to content in the special education classroom

Ongoing Improvement of our Professional Development: Recognizing the need for our faculty to continue to learn and grow, we are taking steps to provide even more effective professional development in areas that will support student achievement. Specific areas of focus include:

- Our building leadership team and selected teachers receiving training on Response to Intervention so that they in turn can train our entire faculty in how RtI supports student achievement
- Continued expansion of our Content Area Reading Team (CART)
- Further professional development in reading support programs (i.e. Wilson Reading Program, Kansas Reading Strategies, Read 180)
- Professional development opportunities for case managers in mathematics
- Opportunities for course teams to analyze data relating to student achievement and work supporting the inclusion of College Readiness Standards into our daily curriclulum and instruction

Helping Students See the Importance of Both the ACT and WorkKeys Portions Is Important: It has been interesting to note that, particularly in reading, students typically performed better on the ACT (Day 1) portion of the PSAE compared to the WorkKeys (Day 2) portion. As both test contribute to a student's overall PSAE performance, it is very important that students do their best on both days. As a school, we need to find ways to continue to encourage students to take seriously both days and to do their very best on both portions of this examination.

Section I-B Data & Analysis - Local Assessment Data

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?

At Glenbrook South we employ many measures to analyze student performance and achievement.

  a. TERRA NOVA (reading and math subscores) - administered to 8th graders who will be entering both high schools to determine class placements and identify needed general

education supports (e.g., Guided Study classes, Team Program & Transition Studies).

b. EXPLORE administered to Glenbrook South 9th graders in fall - **used as a predictor for PSAE to identify subgroups that may be in need of further skill development in** content areas.

c. **PLAN test administered to all 10th graders in fall at Glenbrook South to further identify interventions needed in reading and mathematics, especially for students** predicted not to meet standards on PSAE.

d. ACCESS test data of incoming ELL students is used to pinpoint needed ELL services and placement into those programs and supports.

e. Prairie State Exam - summative data - used for Program Evaluation - data typically comes too late for immediate student programming changes.

f. Departmental placement tests (appeals tests) - used to identify accurate instructional placements for transfer students and to supplement information used in making instructional placements when Terra Nova or other assessment data are not sufficient for decision making.

g. Course Grades - used to determine need for supports, program changes and Special Education eligibility decision making.

h. Attendance Data - used in conjunction with academic data to determine appropriate student supports.

i. Qualitative Data - a variety of sources (e.g., teacher, guidance counselor, student, parent) provide input into decision making related to student programming and support.

RELATIVE STRENGTHS: a system exists that consistently uses the data indicated above and that has lead directly to student performance on state assessment measures that exceed overall state averages. In the past, transfer students earned an inordinately high percentage of the D's and F's (25%) in course grades and a disproportionate number of these students are in the either the Hispanic subgroup or low income subgroup; as of the Fall of 2009, this percentage changed to pecentages commensurate with the general student population.

RELATIVE WEAKNESSES:
Local assessment tools (Terra Nova, EXPLORE, PLAN) do help identify the lowest 15-20% of students who likely will struggle in mathematics and reading so that early intervention **strategies can be applied including course appropriate placement, pull out programs, tutoring and guided studies programs, but a focus needs to be developed so that data analysis related to low income, Hispanic and students with disabilities can be used to further develop needed supports and interventions specific to their needs.** As with our general population, progress monitoring tools need to be developed and implemented.

Hispanic students make up 7.8% of the GBS student population. As measured by PSAE, the academic achievement of this group is far below that of the vast majority of our students. While 76% of all juniors tested and 79% of white students met or exceeded standards, only 42% of Hispanics met or exceeded standards.

Thirty-seven of the 54 Hispanic juniors tested on PSAE also comprise part of the low income disaggregated group and three of those are also LEP (Limited English Proficient).

Of the 54 Hispanic juniors tested on PSAE, 37 are economically disadvantaged. Only 10 of those 37 students met standards for Reading. There were also 10 out of

37 who met standards for Math. Six of the students met for both. In each category, 24 GBS juniors did not meet or were on warning, and 3 students were enrolled in GBE.

Of the 54 Hispanic juniors tested on PSAE, 17 are not classified as low income. Of those 17, 9 students met or exceeded standards in Reading and Math. An additional student met in reading and another student in math.

Attributes

Bilingual guidance counselors have supported Hispanic students through *Anímate* and *Ganas* , two groups aimed at assisting the students in their adjustment to high school as freshmen and then supporting them as juniors and seniors by building their knowledge, facility and motivation to pursue college study.

The Latino Support Team, which comprised by a group of of faculty members and Guidance staff who interface with many Hispanic students, meets regularly to discuss issues and challenges faced by these students and follows up with interventions, referrals or other appropriate actions to assist individuals to overcome problems and situations which threaten their opportunities for success.

The Faculty Support RtI subcommittee is investigating systematic issues which impact students' access to resources for support; initiatives to remedy these issues are underway.

Ongoing professional development provided by the Intercultural Awareness Initiative assists faculty and staff in gaining insights and understanding concerning learning challenges of Hispanic, transfer and low-income students.

A series of evening programs for Latino Parent group facilitated by a bilingual guidance counselor serves to reach out to parents and educate them regarding school and parenting issues.

A Hispanic liaison is available to interface with families.

A new Guidance Dept process to make teachers more aware of student needs and situations through the new transfer student website was implemented this year and is ongoing.

In conjunction with the TBE (Transitional Bilingual Education) Program, Bilingual Parent Advisory Committee meets throughout the school year to inform and gain feedback from parents regarding initiatives and policies.

Challenges

Many Hispanic parents lack understanding of the educational system and struggle with the English language; this situation results in a hesitancy to become involved in school sponsored activities for parents.

Parental assistance with homework is limited due to language challenges and work responsibilities.

Students' time for homework is limited due to work responsibilities related to families' financial needs.

Students have difficulty finding time for summer school due to work responsibilities or lack of transportation related to family financial need, thus finding it difficult to remediate during summer.

The lack of access to and knowledge of technology is much more prevalent within our low-income Hispanic families.

Lack of access to resources and time for school involvement often results in the disenfranchisement of the many Hispanic students who feel isolated from the rest of the student body.

Many Hispanic students who were born here or who came to the U.S. at a very young age see themselves as Mexican due to personal background and societal influences. Though many have never even been to Mexico, some students feel that accepting American culture seems to be a betrayal of their origins. These identity issues can leave them feeling caught between two cultures, which in turn impacts their manner of presenting themselves in class, their willingness to seek advice from faculty and their ability to work well in group settings.

Some Hispanic students who are undocumented find it very difficult to feel motivated about school because they see little hope of achieving the kind of future goals that the most GBS students strive for throughout their high school years.

Family relationships are often complicated for students whose parents are non-English speakers because while the students take on increased responsibilities by translating for parents and handling family situations, the parents often become less effective at monitoring and disciplining their children as their roles become reversed.

AlsAlso, since the requirement that all LEP students must take the ACT as part of their PSAE assessment, we have seen a considerable drop in the students' performanc This is in large part due to their taking a test administered for the purposes of college acceptance in a language in which they are not proficient.

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

Glenbrook South High School will strive as an organization to:

I. **Amend curriculum and current interventions to support all students improving at least two College Readiness Standard levels in mathematics and reading.**

- Recognize our own cultural identity, and increase our knowledge of other cultures to facilitate an improved learning climate for all students.
- Provide EPAS analysis (GAINS GBS Data) to teachers in the fall to identify specific areas for interventions that will be implemented during the 2009-2010 school year to improve reading and mathematics.
- Identify additional measures based on discipline-specific professional standards and implement criteria-referenced assessments to improve reading and mathematics.
- Amending curriculum and current interventions utilizing College Readiness Standards & WorkKeys Skills to develop students' reading and mathematics for targeted purposes (e.g. information-gathering, technological, academic, functional, workplace, problem-solving, test-taking, visual, recreational) through the increased use of reading strategies by students across disciplines.
- Increase student reading beyond that which is assigned.

II. **Incorporate new and evolving technologies to support the development of literacy.**

- Within departmental groups, all Faculty collaborated to identify the essential skills which form the basis of efforts to facilitate our students' development of 21st Century

literacies.
- The results of this school-wide work were analyzed and discussed by the Council of Instructional Supervisors.
- The IS Council then identified five key skill areas which incorporate the essence of the cross-departmental efforts. These are communication, collaboration, citizenship, creativity and critical thinking.
- The next steps are to determine the process of 1) defining how these skills manifest themselves across departments and 2) sharing how to facilitate ongoing development of these skills by our students.

These organizational goals guide our school improvement planning and form the basis of our efforts over a mutli-year period.

Section I-C Data & Analysis - Other Data
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?

Glenbrook South as part of District 225 is a community with historical support for the schools. High expectations and achievement exist for the students of the community. A $94,000,000 referendum was passed in November 2006, which reflects the high degree of support for the high schools in the community.

A well-educated parent base and a strong professional environment create a community conversation revolving around educational expectations. As a result, our students consider higher education as a natural progression after they complete their high school experience.

In a community that is so supportive of academics and high quality education, it is often not as apparent to the community at-large that certain segments of our student population have a greater need than the general student population. Students with disabilities comprise 11% of our population, low income population comprises 14.1%, Hispanic 7.8%. While these percentages represent significant subgroups for AYP, the influence and visibility of these families within the community are marginalized.

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

District 225 has resources for adequate facilities, highly qualified staff, high quality professional development and a rich array of supportive services.

The conversation that is alluded to above instills a desire for students to succeed and to achieve at greater than average performance levels. Students not only desire to attend college, but also desire to attend those schools of higher learning that have a prestigious reputation. However, many of the students in the subgroups listed above lack the resources necessary to pursue those same aspirations. For these students, other life issues come to the forefront and press them for their attention. The demands on them begin early in their educational career and persist through high school. Because these groups are not as visible to the community at-large, there may not be as much as a perceived need for resources to be used to support these groups.

We will continue to strive that for all students to improve their performance regardless of the barriers that exist and seek to support them in addressing the demands that draw them from higher achievement.

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

While rich resources are available, several areas for improvement, not necessarily reflected in the above comments, do exist.

In general, examination of existing resources and allocation of these resources need to be considered in developing a systematized process for effectively utilizing assessment data to inform ongoing instructional intervention throughout a three-tiered model of educational support.

The most important step for improvement is to systematize intervention components related to academic and behavioral support. Many resources have been identified, but there is no systematic means of identifying student need and linking with existing resources; this process is highly individualized at present.

Glenbrook South then needs to identify tools/process that can be used to help determine effectiveness and implementation integrity.

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

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

Glenbrook South has a wealth of highly trained and credentialed faculty/staff. At Glenbrook South nearly 85% of the faculty have a master's degree or higher with another 10% working towards a master's degree. 92% of our faculty have five or more years of experience and 100% of our faculty are deemed highly qualified by NCLB standards.   The high-qualified nature of Glenbrook South's instructional staff indicated by this data reflects the high level of professionalism that is demonstrated within the classroom and by the active involvement in professional development opportunities provided by the school.

A teacher mentor program and ongoing professional development plan exist to support ongoing development of skills, improvement in student performance and meeting with district objectives.

The challenge for the school is to provide suitable and systematic opportunities for our staff that will continue to increase the efficacy of instruction and student learning.

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

New programs are supported through professional development activities. New and existing staff receive training for the implementation of existing programs. Glenbrook South is in the process of developing professional development related to Response to Intervention, Content Area Reading Teams, and College Readiness Standards for all staff. **Our staff plays** a critical role in curriculum development and the integration of The College Readiness Standards into courses.

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

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Building reading skills in our students is an initiative that is important to all staff within every department. Glenbrook South uses Content Area Reading Teams(CART) to assist teachers within each department to teach reading strategies directly within each each course. The initiatives include:

- Presenting reading instruction to faculty
- Presenting instructional methods at department meeting for Applied Tech, Music/Art, P.E./Health
- Holding 3 training sessions on different methods of instruction
- Assisting/collaborating with individual teachers
- Working with course-alike teams during common planning time
- Presenting reading and note-taking seminars to all freshman social studies classes
- Creating Moodle site for discussion and sharing resources among teachers
- Collaborating during interdisciplinary CART meetings throughout the year
- Providing course-alike specific assistance for teams in each department based on work in CART meetings
- Developing interactive online tool linking strategies to specific course lessons

Glenbrook South is in the process of integrating instruction that attends to the College Readiness Standards within the course curriculum for our students. These actions include:

- Defining curricular teams in which to work towards this goal this year and in future years
- Exposing the College Readiness Standards & Content Standards to teachers
- Analyzing student performance on different College Readiness Standards with current data
- Determining the standards that ought to be addressed explicitly by teachers within each course
- Developing a common language for our teachers and students for each course
- Identifying needed resources, learning the instructional strategies and determining the appropriate interventions
- Implementing the instructional strategies that address the standards (Review, Focus & Stretch) for each course
- Developing and implementing at least two assessment tools in addition to EPAS data to evaluate success
- Analyzing student performance on College Readiness Standards using the identified assessments
- Systematizing this work within all teams

As we evaluate our current status relative to the initiative of RtI, we are examining ourselves using four foundational questions:

1. Is our core program sufficient?

- Identify screening tools
- Identify proficiency cut scores
- Collect universal screening data
- Enter, organize, summarize and display data
- Determine the acceptable level of proficiency
- Rank order students, perform group comparisons
- What worked? What do we need to increase the number of students meeting set proficiency levels?

2. If the core program is not sufficient (80-85% successful) what led to this?

- Review assessment
- Review curriculum and standards
- Review instruction
- Review alignment of curriculum, instruction and assessment
- Consider other known factors

3. How will the needs identified in the core program be addressed?

- Determine needs
- Identify resources/training needed to address identified needs
- Develop an action plan
- Implement the plan
- Evaluate the impact of the plan on the core program

4. How will the sufficiency and effectiveness of the core program be monitored over time?

- Determine key indicators of success
- Determine baseline performance

- Establish desired goals
- Develop a data collection plan
- Make decisions about sufficiency and effectiveness of the core program

In addition to the above factors these specifically relate to our Special Education Department

- Review need to re-instate Special Education department annual baseline testing
- Implement University of Kansas Strategy Training department/building-wide
- Consider training staff in UK Strategies as Trainers for department/building/district
- Align IEP goals with State and College Readiness Standards
- Systematize IEP goal writing/goal assessment for students with disabilities
- Analyze and "profile" special education students not meeting standards
- Expand number and focus of collaborative teams meeting to support general and special education teachers working with students with disabilities

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

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

The data indicates that we have a 97.4 % parent involvement rate. Some of the ways in which parents can become involved in their student's education are listed below:

- District Special Education Parent -Staff Association monthly meetings
- Inclusion of parent representation on Transition Planning Committee (transition planning drives IEP which drives special education planning)
- **Increased parent**-teacher-student (with disabilities) meetings in addition to formal IEP meetings
- Hispanic parent nights offered in Spanish serve to reach out to parents to educate them on issues related to their student's success in school.
- Korean parent nights offered in Korean serve to reach out to parents to educate them on issues related to their student's success in school.

- A Bilingual Parent Advisory Committee
- Parent Advisory Panel
- Teacher Advisory Forum
- Special Education Parent Group - Parent nights offered throughout the school year focusing on success for students with disabilities.

Parents have been included consistently in meetings related specifically to their own child. The district would like to ensure that the broader parent voice is included in the planning around systems-level issues within the school environment. Special Education students need a greater amount of practice and reinforcement in addition to the direct teaching of skills for transfer and generalization. Parental support expedites this process and increases likelihood of student success.

Parent feedback obtained via informal conferences and at student IEP meetings will serve to direct future planning.

1. Need to develop method of integrating parents and outside providers/stakeholders into ongoing professional development and participation on leadership team.
2. Systematize manner in which parents/students are included in the problem-solving process.
3. Need to systematize manner in which parents are informed of problem-solving process and right to request a special education evaluation at any time during the problem-solving process.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), 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?

Expand number and focus of collaborative teams meeting to support general and special education teachers working with students with disabilities

   A two-fold tactic to better utilize our special education staff is being explored. The desire is to team special education teachers with general education teachers to improve the special education teachers' knowledge of core content areas, which will improve the rigor of self-contained courses. There is also a desire to improve instructional and accommodation strategies employed by general education teachers by using the expertise of the special education teacher.

Enhance professional development in the area of reading

   By utilizing our existing system of Content Area Reading Teams (CART) we can capitalize on resources already in place. A reading specialist should be dedicated to engaging content area teachers in learning reading strategies to apply to their students. In addition to working directly with teachers, the reading specialist will work with departmental liaisons to develop ways to inform teachers of strategies relevant to specific courses. The approach will include vocabulary, student engagement, and reading comprehension strategies.

Development of Differentiated instruction in the classroom

   As a result of continued study of RtI, the College Readiness Standards and implementation of CART, the instructional leaders of the building recognize the value of a more systematic approach to incorporate differentiated instructional strategies within the classroom. Again, the reading specialist will include the use of these strategies when teaching reading skills, but a more extensive approach needs to explored beyond when applied to reading strategies.

Continued explicit integration of the College Readiness Standards Alignment

   There was widespread acceptance among the faculty of the College Readiness Standards when they were examined. This came to the forefront of staff's attention when a greater number of students than expected were not meeting standards. The instructional leaders of the school examined data and identified particular courses where many students who did not meet standards were enrolled. Departments and staff adopted College Readiness Standard sections, i.e. Reading, Math, Science, English, Writing, that fit well with their discipline. We are currently assigning the prescribed scaffolded levels in the College Readiness Standards to courses. Item analysis of student performance and evaluation of specific standards mastered by classes and the ones needing greater amount of attention continue to be identified.

Examine present support systems and attend to the data we receive about student performance.

Glenbrook South is currently in the process of examining a multitude of data related to the RtI implementation. Deciding what data, among the myriad of data that is available, is the most informative to our process is proving to be a challenge. There have been great strides made in making use of the College Readiness Standards to assist in initial screenings, but we have discovered some limitations in using those tests in discerning all types of deficiencies in students. A high-quality grading system and making use of common assessments within courses are being explored as ways in which to monitor progress of all students.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Reading achievement for students with disabilities	1,
2	Mathematics Objective for our students with disabilities	2,

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

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

- 2. Students with disabilities are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Reading achievement for students with disabilities

Objective 1 Description

While our current achievement level is 34% for students with disabilities in reading, this subgroup will make AYP by reaching the Safe Harbor Target of 38% in the 2010 PSAE assessment.

This objective addresses the following areas of AYP deficiency:

♭ 1. Students with disabilities are deficient in Reading Meets and Exceeds

ė 2. Students with disabilities are deficient in Mathematics Meets and Exceeds

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

Reading achievement for students with disabilities

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	Broader access to Read 180 for students with disabilities.	01/19/2009	06/11/2010	During School	Local Funds	0
2	Access to Keytrain programs for infusion in study skills classrooms	01/12/2009	06/10/2011	During School	Local Funds	0
3	Integration of College Readiness Standards into self-contained classrooms	08/24/2009	06/11/2010	During School	Local Funds	0
4	Integration of University of Kansas strategies in reading and writing (written language development impacts reading skill acquisition)	01/18/2010	06/17/2011	During School	Local Funds	0

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

Reading achievement for students with disabilities

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	University of Kansas Strategy training - Reading	08/23/2010	06/17/2011	Before School	Title I	0
2	University of Kansas training - Writing	08/22/2011	06/15/2012	Before School	Title I	0
3	• Special education team time for Reading committee w/general and special education dually represented	08/24/2009	06/17/2011	Before School	Title I	0

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

Reading achievement for students with disabilities

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	Continue to collaborate with parents beyond that which is required through the annual review	08/17/2009	06/17/2011	Before School	Local Funds	0
2	Create opportunities for partnership with parents for home/community reading	06/18/2010	06/24/2011	Before School	Local Funds	0
3	Increased formal parental contact (i.e., on-line grades, use of Moodle or other teacher website)	08/24/2009	06/17/2011	Before School	Local Funds	0

Section II-E Action Plan - Monitoring

Reading achievement for students with disabilities

The interventions and strategies we employ at Glenbrook South High School will be implemented and monitored by the IS Council. The IS Council comprises of all of our Instructional Supervisors for each of our academic departments, the ELL Coordinator, Instructional Technology Coordinator, Assistant Principal for Student Services, RtI Coordinator, Principal, and Associate Principal for Curriculum and Instruction. This committee meets regularly to discuss curricular initiatives related to student achievement.

Glenbrook South makes use of the EPAS system as one tool to evaluate progress of students from one year to the next. In addition to the standard data that is provided through ACT, we contract with an outside vendor to provide item analysis to teachers of each course for the students that currently reside in their courses. This data provides details to the strengths and the weaknesses of the course related to the College Readiness Standards.

As a result of the work started with the College Readiness Standards and Response to Intervention, common assessments by course teams are being developed for additional information on how students are progressing in their skill development in both reading and mathematics. This data is reviewed by our RtI coordinator, Associate Principal for Curriculum and Instruction and Principal. Also data is provided to RtI Teams that focus their attention on mathematics, reading, or social-emotional skills. These committees review data to evaluate current programs and make recommendations for changes to existing programs or for additions to the program.

	Name	Title
1	Cameron Muir	Associate Principal Curriculum and Instruction
2	Brian Wegley	Principal
3	Gary Freund	Associate Principal Administrative Services
4	Mark O'Brien	Assistant Principal Student Services
5	Sue Levine-Kelley	Instructional Supervisor English
6	Phil Gartner	Instructional Supervisor Mathematics
7	Carol Buresh	Instructional Supervisor Special Education

Section II-A Action Plan - Objectives

Objective 2

Mathematics Objective for our students with disabilities

Objective 2 Description

While our current achievement level is 37% for students with disabilities in mathematics, this subgroup will make AYP by reaching the Safe Harbor Target of 41% in the 2010 PSAE assessment.

This objective addresses the following areas of AYP deficiency:

ė 1. Students with disabilities are deficient in Reading Meets and Exceeds

Ь 2. Students with disabilities are deficient in Mathematics Meets and Exceeds

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

Mathematics Objective for our students with disabilities

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	Access to KeyTrain programs for infusion in study skill classrooms	01/18/2010	06/18/2010	During School	Local Funds	0
2	Integration of College Readiness Standards into self-contained classrooms so students with disabilities receive comparable rigor as students in general education.	01/18/2010	06/18/2010	During School	Local Funds	0
3	Alignment of general and special education mathematics curriculum/materials so students with disabilities receive comparable rigor as students in general education.	08/22/2011	06/17/2011	During School	Local Funds	0
4	Integration of TI-84 calculator into math and study skills courses so students with disabilities receive comparable rigor as students in general education.	01/18/2010	06/17/2011	Before School	Local Funds	0

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

Mathematics Objective for our students with disabilities

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	Training for special education teachers in the use of KeyTrain programs.	01/18/2010	06/18/2010	During School	Local Funds	0
2	Integration of College Readiness Standards into self-contained classrooms	01/18/2010	06/18/2010	During School	Local Funds	0
3	Alignment of general and special education mathematics curriculum/materials	08/23/2010	06/17/2011	During School	Local Funds	0

4	Training for the integration of TI-84 calculator into math and study skills courses	08/23/2010	06/17/2011	During School	Local Funds	0
5	Special education teaming with Mathematics committee with general and special education dually represented	08/24/2009	06/17/2011	During School	Local Funds	0

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

Mathematics Objective for our students with disabilities

		TimeLine			Budget	
	Strategies and Activities	**Start Date**	**End Date**		**Fund Source**	**Amount($)**
1	Continue to collaborate with parents beyond that which is required through the annual review	08/17/2009	06/17/2011	During School	Local Funds	0
2	Create opportunities for partnership with parents for home/community reading	06/18/2010	06/24/2011	Before School	Local Funds	0
3	Increased formal parental contact (i.e., on-line grades, use of Moodle or other teacher website)	08/24/2009	06/17/2011	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Mathematics Objective for our students with disabilities
he interventions and strategies we employ at Glenbrook South High School will be implemented and monitored by the IS Council. The IS Council comprises of all of our Instructional Supervisors for each of our academic departments, the ELL Coordinator, Instructional Technology Coordinator, Assistant Principal for Student Services, RtI Coordinator, Principal, and Associate Principal for Curriculum and Instruction. This committee meets regularly to discuss curricular initiatives related to student achievement.

Glenbrook South makes use of the EPAS system as one tool to evaluate progress of students from one year to the next. In addition to the standard data that is provided through ACT, we contract with an outside vendor to provide item analysis to teachers of each course for the students that currently reside in their courses. This data provides details to the strengths and the weaknesses of the course related to the College Readiness Standards.

As a result of the work started with the College Readiness Standards and Response to Intervention, common assessments by course teams are being developed for additional

information on how students are progressing in their skill development in both reading and mathematics. This data is reviewed by our RtI coordinator, Associate Principal for Curriculum and Instruction and Principal. Also data is provided to RtI Teams that focus their attention on mathematics, reading, or social-emotional skills. These committees review data to evaluate current programs and make recommendations for changes to existing programs or for additions to the program.

	Name	Title
1	Cameron Muir	Associate Principal Curriculum and Instruction
2	Brian Wegley	Principal
3	Gary Freund	Associate Principal Administrative Services
4	Mark O'Brien	Assistant Principal Student Services
5	Phil Gartner	Instructional Supervisor Mathematics
6	Carol Buresh	Instructional Supervisor Special Education

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

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

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

A letter was sent to all parents regarding the status of the school. We have translations available in both Spanish and Korean. We also employ a service that translates documents for us for individual parents when requested the reports in their home language.

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

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

Our school's organizational goals serve as the foundation of the school improvement plan. It is the desire of the school administration to involve as many individuals and groups in the understanding and implementation of the school's organizational goals. In an effort to accomplish this, the school's goals were drafted by the staff development team, which is comprised of teachers, instructional supervisors, and school administrators. These goals then were communicated to the administrative council, teacher advisory forum, and the principal's parent advisory panel. Within each of these groups, there were opportunities given to provide feedback to the staff development team, and when appropriate, adjustments were made to the goals.

The goals were communicated to the entire staff in subsequent faculty meetings and as it applied to each department in department meetings. Also, staff development time has been allocated throughout the school year to address the goals so that curricular teams may develop the strategies for implementation.

The team invited parents Kathleen Cleven, Pat Buckley, and Bruce and Suzy Leinbach to review the plan and provide feedback.

	Name	Title
1	Cameron Muir	Associate Principal Curriculum and Instruction
2	Sue Levine-Kelley	English Instructional Supervisor
3	Jeff Rylander	Science Instructional Supervisor
4	Karen LeBlanc	English Teacher and ELL Coordinator
5	Julie Manning	Special Education Teacher, Transition Specialist
6		
7		
8		
9		

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

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.

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

The peer review process includes educators from Glenbrook South and the surrounding area. We have been in contact and conversation with our RESPRO coach numerous times and he has provided insight throughout this process. Administrators and teachers from a nearby school have also reviewed our plan and helped provide clarification. We continue to meet with other special educators from a nearby school to discuss the issues related to students with disabilities not meeting standards in reading and mathematics.

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

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

The mentor program at Glenbrook South begins with the formal training of new mentors in August. At that time new mentors join other experienced mentors from the district and receive professional development that will provide them with:

1) current research on the effects of mentoring for teachers new to a school district;

2) knowledge of adult learning characteristics and the best way to help individuals grow as learners and as teachers;

3) an understanding of and practice in active listening, modeling, and problem-solving techniques to help new teachers develop their skills;

4) and the means by which the district is using the Danielson Frameworks model as a touchstone for professional growth.

In addition, all mentors are required to attend and participate in all of our mentor training in August and throughout the year. During the New Teacher Orientation scheduled for the week prior to classes beginning in August, mentors have time to connect with their protégées **to help them get familiar with procedures, course material and departmental protocol.**

Mentors also establish regular meeting times with their protégée in order to provide support and encouragement during his or her journey through his or her first years in the Glenbrooks. Mentors and protegees are expected to work closely on lesson design strategies, visit each other's classrooms to observe, learn, and reflect upon these occasions. Mentors also keep a journal and a log which paints a picture of the types of activities they have engaged in with their protégée.

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

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

The district has designated resources and services toward the development and implementation of an RtI Plan. Reading and Mathematics are at the core of this plan. The district has allocated FTE for additional support in addition to contracting with the Northern Suburban Special Education District for the services of RtI consultation and support. IDEA funds have been identified for professional development activities related to RtI. The district has assigned administrators to oversee plan development. The district has an assessment plan in place and will continue to provide staff development to analyze data collected as a part of the RtI Plan. The district has a professional development plan that addresses the RtI Plan and is overseen by administrators. The district is committed to continuing and expanding the District Leadership Team and Building Level Leadership Teams to continually monitor progress.

Corrective Actions taken by a district for a Title I school that failed to meet AdequateYearly 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).

- è   Require implementation of a new research-based curriculum of instructional program;

- è   Extension of the school year or school day;

- è   Replacement of staff members relevant to the school's low performance;

- è   Significant decrease in management authority at the school level;

é   Replacement of the principal;

é   Restructuring the internal organization of the school;

é   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.

é   Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);

é   Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;

é   Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

é   Implementing any other major restructuring of the school's governance that makes fundamental reform in:

    é   governance and management, and/or

    é   financing and material resources, and/or

    é   staffing.

Section III - 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 school has benefited from access to Cathy Gustafson and Jim Marran, SOS Consultants (RESPRO #1 - NCISC) and subsequent recommendations generated from Jim related to this plan. Additionally, the school has utilized data generated from state assessments and the iirc website to inform decision making and planning.

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

	Name	Title
1	Jim Marran	RESPRO Coach
2	Cathy Gustafson	RESPRO Data Team Member

Section IV-A Local Board Action

DATE APPROVED by Local Board:

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 ○ No	Have the areas of low achievement been clearly identified? [C]
○ Yes ○ No	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]
○ Yes ○ No	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]
○ Yes ○ No	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

○ Yes ○ No ○ N/A	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
○ Yes ○ No ○ N/A	Do these local assessment results add clarity to the state assessment data?
○ Yes ○ No ○ N/A	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

○ Yes ○ No ○ N/A	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 ○ No ○ N/A	Do the other data add clarity to the state assessment data?
○ Yes ○ No ○ N/A	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 ☐ No	Have data or research been used to determine the key factors believed to cause low performance? [C]
☐ Yes ☐ No	Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES

☐ Yes ☐ No	Has the SIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan? [C]
☐ Yes ☐ No ☐ N/A	Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES

☐ Yes ☐ No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
☐ Yes ☐ No	Will the selected strategies and activities likely improve student learning and achievement? [C]
☐ Yes ☐ No	Are the strategies and activities measurable? [C]
☐ Yes ☐ No	Are the measures of progress for the strategies and activities clearly identified? [C]
☐ Yes ☐ No	Are expectations for classroom behavior and practice related to the objectives clear? [C]
☐ Yes ☐ No ☐ N/A	Is professional development aligned with the strategies and activities for students? [C]
☐ Yes ☐ No ☐ N/A	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 ☐ No ☐ N/A	Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

◉ Yes ◉ No ◉ N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
◉ Yes ◉ No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]

MONITORING

◉ Yes ◉ No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
◉ Yes ◉ No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

◉ Yes ◉ No ◉ N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]

STAKEHOLDER INVOLVEMENT

◉ Yes ◉ No	Does the plan describe how stakeholders have been consulted? [C]
◉ Yes ◉ No	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? [C]

PEER REVIEW

☐ Yes ☐ No	Is the peer review process described <u>and</u> 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? [C]

TEACHER MENTORING PROCESS

☐ Yes ☐ No	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? [C]

DISTRICT RESPONSIBILITES

☐ Yes ☐ No	Is it clear what support the district will provide to ensure the success of the plan? [C]
☐ Yes ☐ No ☐ N/A	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITES

☐ Yes ☐ No	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

☐ Yes ☐ No ☐ N/A	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? [C]

APPROVAL DATE OF LOCAL BOARD

☐ Yes ☐ No	The plan indicates the approval date of this plan. [C]

PART II - COMMENTS