

DuPage HSD 88

District Improvement Plan 2008

Local Board Approved	12/15/2008
Submitted	12/30/2008
Plan Resubmitted	
ISBE Monitoring Completed	6/24/2009

**PRELIMINARY INFORMATION**

RCDT Number	190220880160000		
District Name	DU PAGE HSD 88	Superintendent	DR STEVEN K HUMPHREY
District Address	101 W HIGH RIDGE RD	Telephone	6305303980
City/State/Zip	VILLA PARK,IL,60181 3205	Extn:	0
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**Is this for a Title I District ?** Yes

**Is this for a Title III District that did not meet AMAO ?** No

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2007-08 Federal Improvement Status	corrective action year 2
Is this District making AYP in Mathematics?	No	2007-08 State Improvement Status	academic watch status year 2

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.9	Yes	99.9	Yes	59.7		Yes	67.2		Yes			93.4	Yes
White	100.0	Yes	100.0	Yes	66.5		Yes	73.7		Yes				
Black														
Hispanic	99.4	Yes	99.4	Yes	41.3	53.7	No	45.8	55.9	No			91.7	
Asian/Pacific Islander	100.0	Yes	100.0	Yes	54.9		Yes	78.4		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	99.0	Yes	99.0	Yes	27.0	23.1	Yes	25.8	17.6	Yes			100.0	
Economically Disadvantaged	100.0	Yes	100.0	Yes	37.6	48.4	No	43.6	50.8	No			72.3	

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*

3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007. \*\* Safe Harbor Targets of 62.5% or above are not printed. \*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

Is this district meeting Annual Measurable Achievement Objectives (AMAO)?: Yes  
 English Proficiency Test Type : ACCESS for ELLs  
 Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	Yes

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
		95.9	249	119	47.8

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup.

1. At least 95.0% tested for Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.

2. At least 55.0% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 55.0% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.

3. At least 90.0% Attendance Rate for elementary school districts or at least 72.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/06.

Safe Harbor Targets of 55.0% or above are not printed

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

<b>District Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	92.3	91.2	92.5	92.5	91.5	91.4	88.8	91.0
Truancy Rate (%)	0.8	0.9	1.0	1.1	2.9	3.3	2.5	1.6
Mobility Rate (%)	14.1	11.4	11.0	12.5	9.7	11.7	9.9	8.3
HS Graduation Rate, if applicable (%)	85.0	84.5	85.1	91.0	86.9	86.3	93.3	93.4
HS Dropout Rate, if applicable (%)	5.4	5.4	6.2	7.0	4.5	3.8	3.6	3.8
District Population (#)	3783	3922	3909	4017	4055	4057	4082	4019
Economically Disadvantaged (%)	13.7	15.2	16.8	18.7	18.2	19.9	19.9	24.4
Limited English Proficient (LEP) (%)	7.1	7.0	6.2	5.9	5.5	5.9	5.6	5.4
Students with Disabilities (%)								
White, non-Hispanic (%)	73.3	72.2	71.8	72.0	68.2	63.9	60.7	58.0
Black, non-Hispanic (%)	2.9	2.8	2.6	3.0	3.5	4.4	5.3	6.0
Hispanic (%)	17.8	19.1	19.6	18.9	21.8	23.8	26.2	28.9
Asian/Pacific Islander (%)	5.9	5.9	6.0	6.1	6.2	5.8	5.3	5.1
Native American or Alaskan Native(%)	0.1	0.1	-	-	-	0.1	0.2	0.2
Multiracial/Ethnic (%)	-	-	-	-	0.2	1.9	2.3	1.8

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>D I S T R I C T</b>	1999	76.2	2.6	15.3	5.8	0.1	-
	2000	74.2	2.8	16.3	6.5	0.1	-
	2001	73.3	2.9	17.8	5.9	0.1	-
	2002	72.2	2.8	19.1	5.9	0.1	-
	2003	71.8	2.6	19.6	6.0	-	-
	2004	72.0	3.0	18.9	6.1	-	-
	2005	68.2	3.5	21.8	6.2	-	0.2
	2006	63.9	4.4	23.8	5.8	0.1	1.9
	2007	60.7	5.3	26.2	5.3	0.2	2.3
	2008	58.0	6.0	28.9	5.1	0.2	1.8
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>D I S T R I C T</b>	1999	8.3	12.6	91.7	92.4	12.8	33	0.9	6.1	79.8
	2000	6.5	12.5	98.2	92.1	13.8	40	1.2	6.8	83.4
	2001	7.1	13.7	92.0	92.3	14.1	29	0.8	5.4	85.0
	2002	7.0	15.2	92.3	91.2	11.4	34	0.9	5.4	84.5
	2003	6.2	16.8	93.0	92.5	11.0	39	1.0	6.2	85.1
	2004	5.9	18.7	94.5	92.5	12.5	43	1.1	7.0	91.0
	2005	5.5	18.2	95.5	91.5	9.7	115	2.9	4.5	86.9
	2006	5.9	19.9	98.0	91.4	11.7	125	3.3	3.8	86.3
	2007	5.6	19.9	98.0	88.8	9.9	100	2.5	3.6	93.3
	2008	5.4	24.4	98.0	91.0	8.3	61	1.6	3.8	93.4
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>D I S T R I C T</b>	1999	3581	-	-	-	-	-	-
	2000	3703	-	-	-	-	-	-
	2001	3783	-	-	-	-	1	876
	2002	3922	-	-	-	-	-	971
	2003	3909	-	-	-	-	-	866
	2004	4017	-	-	-	-	-	979
	2005	4055	-	-	-	-	-	1008
	2006	4057	-	-	-	-	-	1009
	2007	4082	-	-	-	-	-	1007
	2008	4019	-	-	-	-	-	992
<b>S T A T E</b>	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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

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

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
<b>D I S T R I C T</b>	1999	226	17	66281	24	76	-	17	-	-
	2000	228	17	69479	24	76	-	18	-	-
	2001	237	15	67672	34	66	-	18	-	-
	2002	246	14	68315	35	65	-	18	-	-
	2003	243	14	70654	33	67	0.0	18	-	-
	2004	240	13	71897	31	70	0.0	19	-	-
	2005	243	13	75676	27	73	0.0	19	-	-
	2006	247	12	75832	26	74	0.0	19	1	-
	2007	254	11	76224	28	72	0.0	18	0	-
	2008	250	11	80702	26	74	-	18	-	-
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
2008	131488	12	60871	47	53	18	18	1	1	

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

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

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	59.4	56.7	61.2	61.8	57.7	58.3
White	63.6	63.5	64.7	66.6	62.0	66.6
Black	18.8	26.7	12.5	29.7	36.4	31.0
Hispanic	41.9	30.8	43.7	46.9	46.7	38.6
Asian/Pacific Islander	60.7	56.4	82.3	64.8	70.8	55.4
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	63.3	64.2	64.7
LEP	-	-	-	-	-	23.1
Students with Disabilities	12.9	13.7	9.6	12.2	10.8	20.9
Economically Disadvantaged	37.1	36.0	35.3	42.6	37.7	34.9

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	62.1	56.2	56.7	62.4	61.6	65.4
White	66.4	62.0	61.5	67.3	67.0	73.5
Black	18.8	16.7	12.5	13.5	27.3	31.0
Hispanic	44.3	31.6	34.4	51.5	52.7	42.7
Asian/Pacific Islander	64.7	69.1	75.8	70.4	72.9	76.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	56.7	42.8	76.4
LEP	-	-	-	-	-	23.1
Students with Disabilities	14.1	9.1	6.0	9.2	4.8	19.8
Economically Disadvantaged	39.1	40.4	25.8	40.0	44.8	41.3

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

**Data** - What do the District Report Card data tell you about student performance in your district? What areas of weakness ,if any, are indicated by these data? What areas of strength are indicated?

**Strengths:**

- Attendance rates are up 3%. from 2007
- Truancy rates are down 9% from 2007
- Mobility rate is down 1.6% from 2007 - from 2001 - 14.1% to 8.3% (5.8%)
- Graduation rate is up .1% from 2007 - from 2001 - 85% to 93.4% (8%)
- Students with Disabilities were a subgroup that made the greatest gains. In Reading, the increase of students meeting and exceeding went from

10.8% in 2007 to 20.8% in 2008. In Math, the gains in students meeting and exceeding was 15% with 19.8% of students meeting the standards in 2008, over the 4.8% meeting and exceeding in 2007.

- District 88 met its AMAO's for the Spring of 2008 testing with 95.9% of its LEP students meeting proficiency and 47.8% of its LEP students making progress.

**Challenges:**

- Hispanic students are a subgroup that is not making the learning targets as set by NCLB for reading and math in 2008. Hispanic student population grew by 2.7% from 2007 (overall growth of 13.6% from 2001). Reading showed a decrease of 8.1% from 2007 with 2008 data showing 38.6% meeting state standards. Math also showed decreased achievement for Hispanic students of 10% from 2007, with 42.7% of students meeting state standards.

- Economically disadvantaged students showed decreases in both reading and math as well. Low income student population grew by 4.5% from 2007, with an overall 11.8% gain from 2001. In 2007, 37.7% of economically disadvantaged students met state standards in reading, whereas in 2008, 34.9% of that student subgroup met state standards. Slight decreases were seen in 2008 in mathematics with 41.3% of economically disadvantaged students meeting state standards down from the 44.8% who were meeting during the 2007 testing year.

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

- Attendance rates may have improved due to the implementation of PBIS and clear expectations of attendance and tardies for students.
- Graduation rates may have improved due to student intervention programs designed to keep students "on track" for graduation success.
- Gains in achievement levels in reading and math for students with disabilities can be attributed to the structures which were collapsed ("Basic" level content area courses eliminated) to allow them access to core curriculum. Intensive staff development in meeting the needs of students with disabilities in the inclusive classroom has also contributed.
- Achievement gains by LEP students, as defined by AMOA's, can be attributed to the focus on WIDA skills and knowledge of ACCESS testing.
- Hispanic decreases in achievement could be attributed to the fact that in the Spring of 2008 students who would normally have been utilizing the IMAGE test were assessed using the PSAE. Most of our Hispanic students are also our ELL students. They also have a large representation in our Economically Disadvantaged student subgroup which would also contribute to the declines in achievement of that subgroup as well.

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

- The District 88 PBIS initiative has been very successful and has contributed to the increase in attendance by students. District 88 should continue to process student behavior and school climate issues utilizing the PBIS framework. Continued staff development for PBIS should be supported by the District.
- District 88 concluded that access to core curriculum was a top priority for students with disabilities was a positive change and every effort should be made to continue that practice. Curricular changes in self-contained special education courses will need to be made to allow students with disabilities access to core curriculum in modified versions, adaptable for those students. Regular education teachers will continue to need staff development opportunities to meet the

instructional needs of these students. Rtl needs by the buildings speak to this issue directly. Continued staff development in assessment literacy, differentiation of instruction, technology literacy, and "Understanding by Design" curriculum frameworks should be supported by the district.

- Parent outreach programs will need to be expanded and refined to include classes for parents on a variety of educational and social subjects.
- Due to increases in student success, intervention programs for students will continue to be monitored and supported at the building level.
- The staff development on District 88's "at risk" population will continue to be offered and monitored for effectiveness. Changes in instructional delivery and assessment, as well as individualized instruction, will continue to be the focus of staff development for the next three years.
- District 88 must continue to review ELL local assessments and curriculum with ACT college readiness standards to determine focus for learning and effectiveness on local measurements of achievement.

### 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, if any, are indicated by these data? What areas of strength are indicated?

#### **EPAS Local Testing**

DuPage High School District 88 utilizes the EPAS testing system by ACT to locally assess students at both high schools. Students are given the EXPLORE assessment in their second semester of 8th grade as an entrance test. Freshman students are assessed in the Fall and Spring with the PLAN assessment. Sophomores and Juniors are given a Fall and Spring practice ACT. Students are assessed in the areas of English, mathematics, reading, and science. Some reading and math data from local assessments for Junior students in 2007-2008, with a focus on our Hispanic and Economically Disadvantaged students were:

- The composite average ACT score for Hispanic students in the Class of 2009 on **local pre-test** ACT was 15.2, with a scaled math average score of 16.3, and a scaled reading average score of 14.0. Sub-skills in math showing deficiencies were plane geometry (triangles with 37.2% correct) and elementary algebra (FOIL with 29.0% correct). The **local post-test** ACT composite score for this same group of students was 15.7 – an increase of .5. Their sub -skills in triangles increased in plane geometry by .2% and elementary algebra FOIL skills by 15.7%. Reading skills that were deficient on the pre-test were inference, point of view, and comparisons, with 31% correct on the pre-test. The post-test reading portions showed gains in inference (36% correct), point of view (44.3% correct), and comparisons (37.1% correct).
- The composite average ACT score for Economically Disadvantaged students in the Class of 2009 on **local pre-test** ACT was 16.5, with a scaled math average score of 17.3, and a scaled reading average score of 15.2. Sub-skills in math showing deficiency were elementary algebra -symbol/functions with 18.2% correct and FOIL with 32.6% correct. The **local post-test** ACT composite score for this same group of students was 16.1 – a decrease of .4. Their sub-skills in elementary algebra symbols/functions increased by 21.4%, and FOIL skills by 15.7%. **Reading skills that were deficient on the pre-test** were comparison (34.5% correct) and details (29.4% correct. The **post-test** reading portions showed gains in comparison (44.3% correct) and details (33.3% correct).

#### **Stanford Diagnostic Data (SDRT)**

DuPage High School District utilizes the Stanford Diagnostic Reading Test (SDRT) to provide additional data on reading proficiencies. Students are given the SDRT in the second semester of 8<sup>th</sup> grade and all students are assessed three times in their freshman year with testing in September, December, and May.

This reading data is utilized to ensure accurate placement of 8<sup>th</sup> graders and other reading interventions, if necessary. This data is also utilized by classroom teachers to determine changes to instruction and/or curriculum.

<b>SDRT Comprehension - Skills Analysis</b>	<b>% Below in Sept. 07</b>	<b>% Below in May 08</b>
<b>Textual</b>	40	28
<b>Initial Understanding</b>	38	24
<b>Interpretation</b>	22	16
<b>Scanning</b>	22	16

**Rtl District Self Evaluation Data:**

<b>III. Research-Based Assessment Practices</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b>	<b>INDICATOR IS PRESENT IN SOME DAILY PRACTICE</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>
A universal screening system (e.g., curriculum-based measurement of skills or behavior) is in place and used by the district to assess the strengths and challenges of all students in academic achievement and			X	

behavior.				
Teams (e.g., district, school, grade or student level) analyze data in structured, collaborative discussions designed to inform instructional decisions.			X	
Data from continuous progress monitoring drives instructional decisions throughout the three-tier process.		X		
Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.		X		
A data collection and management system is in place for the purposes of screening, diagnostics and progress monitoring for academics and behavior.			X	

<b>IV. Student Intervention/Problem Solving Team</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS</b>	<b>INDICATOR IS PRESENT</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>
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Process		BEGUN	IN SOME DAILY PRACTICE	
Responsibility is shared among all educators (e.g., general education, special education, related service personnel, ELL, Title I) for the academic progress of all students.			X	
Parents are involved in the decision-making process across all tiers.	X			
The team uses data-driven decision-making and problem-solving processes at the school, classroom and individual student levels to make educational decisions.			X	
Data from universal screening and targeted assessments are used to inform instruction.			X	
Progress monitoring data results are used to inform instruction.		X		
Policies and procedures that comply with state		X		

regulations are defined regarding the use of RtI to determine special education eligibility.				
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V. Intervention Strategy Identification	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
Universal screening and other assessment data have been reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.				X
Students receive increasingly intense research-based interventions targeted at assessed skill deficits <b>in addition to</b> standards-aligned core curriculum and instruction.			X	

<p>A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place.</p>			<p>X</p>	
<p>A system is in place to continually verify that interventions are implemented with fidelity.</p>			<p>X</p>	
<p>A system utilizing progress monitoring is in place to move students among tiers as needed (e.g., students making acceptable progress in Tier 2 return to Tier 1, students not making acceptable progress may be transitioned to Tier 3).</p>			<p>X</p>	
<p>Parents are informed and invited to</p>			<p>X</p>	

participate in the three-tier process as soon as their children begin tiered supports.				
Parents are informed of their right to request a special education evaluation at any time during the Rtl process.		X		

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

- Inadequate teacher focus on essential learning standards in literacy and numeracy may be a cause in low test scores. Curriculum and/or delivery may not address ACT College Readiness skills as assessed on EPAS assessments. Teachers may not be using EPAS/SDRT data to change instruction for students.
- Teachers may not know how to meet the academic needs of our Hispanic, or Economically Disadvantaged students, nor may be implementing differentiation of instruction.
- Content area teachers may be unfamiliar with effective strategies to promote literacy in the content areas as well as progress monitoring.
- Rtl and PBIS are relatively new intervention systems - parents, students and staff may not be fully aware of the processes for student interventions.

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

- Small gains are being seen on EPAS assessments, but the gains are not consistent from year to year or across subgroups. Curricular course in the core areas must align to ACT College Readiness Standards and have common assessments in place to gauge student progress to ensure consistency in delivery of curriculum.
- Interventions for literacy and numeracy have been making an impact on student achievement in reading and mathematics on local assessments, but further data must be gathered on interventions to ensure effectiveness and integrity of implementation. Classroom teachers need a continued focus on the EPAS and SDRT data, and continued staff development on how to use the data to change instruction for students.

**Rtl Components:**

- RTI and PBIS problem solving needs to be formalized and incorporated into current Pupil Personnel Services team structure.

- Current academic interventions must be monitored and the district must establish the research basis for our interventions.
- System/process must be established to monitor instructional strategies across the curriculum.
- More clerical and technical (data analysis) support for RTI coaches needs to be provided by the district..

**Section I–C. Data & Analysis – Other Data  
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?

DuPage High School District 88 primarily encompasses the communities of Addison and Villa Park, IL. It consists of two high schools - Addison Trail and Willowbrook. Recently, District 88 passed its 104 million dollar building referendum to update the school's facilities for learning. As the communities of the district change demographically, the services and information that the schools in the district need to provide also changes. District 88 experienced a 2.7% increase in the Hispanic student population, and a 4.5% increase in the Economically Disadvantaged population from 2007 to 2008. District 88 has three feeder districts - Addison District 4, Villa Park's District 45, and Oak Brook Terrace's District 48. Addison Trail made AYP for the first time in the Spring of 2006, and then again in the Spring of 2007. Addison Trail did not meet its AYP targets in the Spring of 2008, and the school is not in status. Willowbrook High School had not made AYP for the fifth consecutive year in the Spring of 2007, but reached AYP targets in the Spring of 2008. The school is in restructuring status. Local assessment data has predicted that it will be a challenge for this group to achieve NCLB target goals for Spring 2009 testing. This poses a challenge for the district as both schools are working to improve student achievement.

Addison Trail High School is a grade 9-12 comprehensive high school with a population of 1,874 students. Located in the ethnically and financially diverse working and middle class community of Addison, Illinois, Addison Trail's population mirrors that of the village with its Hispanic (43.8%) and Economically Disadvantaged (28.5%) populations growing incrementally each year. While the immigrant population of Addison was 6,240 in 1990, it nearly doubled by 2000, increasing to 12,235 immigrant residents. District 4 is the primary feeder for Addison Trail and has mirrored the demographic changes stated above.

Willowbrook High School is a grade 9-12 comprehensive high school with a population of 2,145 students that serves Villa Park, Lombard, and Oak Brook Terrace, IL. These towns are ethnically and financially diverse and mirror the schools' population demographics. The communities are also financially diverse with homes ranging from under \$100,000 to over \$500,000 within same communities. District 45 and 48 are the feeders for Willowbrook High School, with District 45 primarily reflecting the changing demographics of the high school.

**Rtl District Self- Evaluation:**

<p><b>II. Standards-Based Curriculum and Research-Based Instruction</b></p>	<p><b>INDICATOR IS NOT PRESENT</b></p>	<p><b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b></p>	<p><b>INDICATOR IS PRESENT IN SOME</b></p>	<p><b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b></p>
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			DAILY PRACTICE	
Curriculum, instruction and assessments are aligned with the state standards.			X	
A method for assessing the effectiveness and implementation integrity of the core curriculum areas is established and implemented on a routine basis.		X		
Reading: Addresses all five components (phonemic awareness, decoding, fluency, vocabulary and comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration.		X		
Math: Addresses math content standards and all four of the essential domains (problem-solving, arithmetic skill/fluency, conceptual knowledge/number			X	

sense, reasoning ability).				
Behavior: Includes Positive Behavior Supports addressing expectations, defined, behavior curriculum developed and taught, acknowledgement system, on-going evaluation and tiered behavior supports to meet the needs of all students, expectations and reinforcements.			X	

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

Like many other large high schools, Addison Trail and Willowbrook High schools have experienced an increase in the number of students requiring assistance because they do not meet Illinois State Learning Standards. With the Latino student population increasing in both communities, the need for English language support has increased. These families do not speak English and our students are entering high school with little to no formal educational training. These students are also behind in their native language in the areas of reading and math, which provides a challenge to adequately meet their instructional needs. Many students come from single-parent homes, homes where English is not the spoken language, and homes where parents are working second or third shifts in order to provide for their families. Students are often taken out of school to care for younger siblings while parents are working. Students often hold full-time jobs in addition to their school day in order to help with finances in the home. As the Economically Disadvantaged student population increases, the need to support students from poverty and provide additional services as needed. While the Mobility rate has decreased slightly from 2007 to 2008 by 1.2%, it still presents an instructional challenge. Most students in the district have not attended the feeder schools and enter high school with various ranges of academic preparation. Students are under-prepared and without accurate records of academic achievement.

- PBIS has been implemented and both schools are encouraged by their success and the student participation. However, a more formalized process for referral and evaluation is necessary.
- Based on anecdotal teacher data and curriculum meeting minutes, a clear understanding of research based instructional delivery styles is necessary. More teachers expressed the need for staff development to meet the demands of many types of learners.
- While 43% of the staff has been trained in CRISS strategies, daily or weekly implementation is usual as reported by teachers informally. More data is necessary to determine if CRISS training has been successfully implemented in the classroom.

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

- As the educational needs of our student population changes, education and training is necessary to identify and effectively support instruction that will lead to success for district students. District 88 will continue to educate parents and the community about all student groups and the different educational needs of each subgroup. Traditional school structures will need to be re-examined for effectiveness in meeting the needs of our students in district schools.

**Rtl Components:**

- Content courses must establish the research basis for instructional delivery.
- CRISS strategies must be incorporated fully across the curriculum. A staff development survey reflecting implementation and training must be administered to the staff.
- PBIS Core teams are established including an External Coach, Internal Coaches at each building, and Core Team representation from the admin, instructional staff, PPS, teacher aides, clerical, and maintenance staff.
- District 88 has implemented Tier 1 and parts of Tier 2 and 3 of PBIS. School expectations have been established and taught. Acknowledgement systems are in place but need expansion. Tiered behavior support exists but the process of referral and evaluation must be formalized.

**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 tell you?*

- DuPage High School District has a majority of white teaching staff (93.6%) in 2008, with the next largest educator group being Hispanic at 4.8% (an increase of .5% in 2007). All teachers hired in District 88 are "highly qualified", and over 73.7% of the educators have Master's degrees. The average number of years experience for teachers in District 88 is 10.9 years, which is a decrease from 2007 at 11.1.

-New teachers are supported by a state-approved two year mentoring and induction program. All teachers new to the district are trained in CRISS strategies to support student learning.

- Staff development opportunities focus around the areas of curriculum structure, technology, assessment literacy, and differentiated instruction. These opportunities are available to staff in the form of Internal University credit courses offered by the district, Regional Office of Education (ROE) workshops/content area strands, and national/state professional conferences. The district offers tuition reimbursement for those individuals seeking additional degrees.

-Internal Rtl Coaches have been implemented during the 2008-2009 school year to support teachers in problem-solving areas of student deficiencies.

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

- Less experienced teachers may lack the skills necessary to meet the needs of our student subgroups.
- District 88 has more new staff to educate and acclimate to its student-centered environment due to teacher retirement, turn over or staffing increases in FTE.
- Student performance has increased due to cadres of teachers committing to implement new strategies within the classroom to meet the needs of our learners.
- Collegial coaching has fostered a more professional learning environment among staff and students.

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

- District 88 needs to continue mentoring inexperienced teachers to become excellent educators who can differentiate instruction accordingly.
- Data needs to be gathered to determine actual numbers of staff trained in new strategies vs. implementation monitoring data on the new strategies.
- Future planning for staff development requires an all-district survey of staff perceptions of needs.
- Collegial sharing and coaching opportunities should be embedded into the structure of the school day.

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

**Data** - *Briefly describe data on parent involvement. What do these data tell you?***District 88 Parent Involvement Data****- Addison Trail High School -**

2006 Parent Teacher Conference Data: 52% participation

2007 Parent Teacher Conference Data: 48% participation

2008 Parent Teacher Conference Data: TBA

2006 Open House Data: 41% participation

2007 Open House Data: 38.2% participation

2008 Open House Data: 21% participation

***(Parent Access to Grades)***

2006 PowerSchool Parental Accesses from 8/27 -10/23: 125.7

2007 PowerSchool Parental Accesses from 8/27 -10/23: 136.9

2008 PowerSchool Parental Accesses from 8/27 -10/23: 119.4

***Guidance Department Parent Information Sessions*** ( 5 sessions with a total of 102 parent participants)

**-Willowbrook High School-**

2006 Parent Teacher Conference Data: 49% participation  
2007 Parent Teacher Conference Data: 43% participation  
2008 Parent Teacher Conference Data: TBA  
2005 Open House Data: 38% participation  
2006 Open House Data: 42% participation  
2007 Open House Data: 29% participation  
2008 Open House Data: 35% participation

***(Parent Access to Grades)***

2006 PowerSchool Parental Accesses from 8/27 -10/23: 202.1  
2007 PowerSchool Parental Accesses from 8/27 -10/23: 281.3  
2008 PowerSchool Parental Accesses from 8/27 -10/23: 240.7

***Guidance Department Parent Information Sessions ( 8 sessions with a total of 341 parent participants)*****District 88 Parent Organizations in both Schools and District**

Every month several Booster groups and parent organizations meet to support the schools. The following represent these organizations:

- Athletic Booster
- Music Boosters
- Drama Boosters
- Principal's Citizen's Advisory Council (CAC)

2006 School Improvement Parent Advisory Meetings: 150 individuals present (over four meetings)  
2007 School Improvement Parent Advisory Meetings: 45 individuals present (over two meetings)  
2008 School Improvement Parent Advisory Meetings: 10 individuals present (Fall meeting )  
- 2007 Spring Parent University – 300 Participants  
- 2008 Fall Parent University – 210 Participants  
District 88 Curriculum Council – 3 parent members

**Rtl District Self -Assessment:**

I. Consensus Building and Collaboration	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
The district leadership and principal(s) provide strong support for systemic change through collaboration.			X	
A collaborative model which solicits input from and facilitates discussions among all district stakeholders is used to build consensus.			X	
A comprehensive plan exists to provide information about Rtl practices to internal and external stakeholders.		X		
District stakeholders (e.g., teacher,		X		

<b>I. Consensus Building and Collaboration</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b>	<b>INDICATOR IS PRESENT IN SOME DAILY PRACTICE</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>
paraprofessional and parent organizations) are included in plan development, implementation and fidelity monitoring.				
Parents are included in the planning and implementation of Rtl.	X			
The Rtl plan is integrated with other district initiatives (e.g., District Improvement Plans (DIP), Technology Integration Plans (TIP) and professional development plans).		X		
<b>V. Intervention Strategy Identification</b>	<b>INDICATOR IS NOT PRESENT</b>	<b>INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN</b>	<b>INDICATOR IS PRESENT IN SOME</b>	<b>INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE</b>

			DAILY PRACTICE	
Universal screening and other assessment data have been reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.				X
Students receive increasingly intense research-based interventions targeted at assessed skill deficits <b>in addition to</b> standards-aligned core curriculum and instruction.			X	
A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place.			X	
A system is in place to continually verify			X	

that interventions are implemented with fidelity.				
A system utilizing progress monitoring is in place to move students among tiers as needed (e.g., students making acceptable progress in Tier 2 return to Tier 1, students not making acceptable progress may be transitioned to Tier 3).			X	
Parents are informed and invited to participate in the three-tier process as soon as their children begin tiered supports.			X	
Parents are informed of their right to request a special education evaluation at any time during the Rtl process.		X		

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

- District 88 has a focus on offering a variety of ways parents can participate in student learning and creating a community learning environment. Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, the district provides a continuum of options for parent participation.
- School functions in which many different communication strategies are employed seems to increase parent attendance.
- Increases in achievement for minority student populations have been attributed to parent outreach efforts by District 88 Community Liaisons and continued opportunities for partnerships in the schools.
- Parents were not informed of their right to request a special education evaluation at any time during the Rtl process, nor are knowledgeable of Rtl terminology.
- Parent participation is low, despite minimal increases from for traditional information nights about curriculum and learning. Largest student population that is represented is the freshman level with participation dropping off as students advance levels.
- Power School (electronic access for parents and students to attendance and grading information) and Parent Portal has been instrumental in providing immediate information about student achievement
- All communication about parent information opportunities is usually distributed in English, with a few exceptions. Parents who do not speak English may not know or understand what opportunities exist for them for support.

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

- Parental involvement on many levels is necessary to ensure that, not only parents, but also community members, are informed about opportunities for education, partnerships, and support for students in DuPage High School 88. Articulation opportunities should be available for all parents of students who attend district schools, as minority or low-income parents are often underrepresented among the ranks of parents involved with the schools.
- DuPage High School District 88 is committed to providing many platforms for parents to communicate and become involved in their students education. Survey data from stakeholders (parents, community members) is necessary to gather data on satisfaction.

**Rtl Components:**

- Parents should be involved in the decision-making process across all Rtl tiers. The District will incorporate the RTI process in parent meetings and keep parents involved in the process
- RTI terminology must be incorporated into parent communication regarding interventions and supports.
- Parents are currently informed and invited to participate in the process of determining student eligibility and parent participation in Tier 2 and 3 supports (i.e. summer school, credit/skill recovery, reading classes, alternative programming).

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

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

- RTI and PBIS are process structures that have been implemented and acknowledged. Monitoring of these processes are essential to determine if we are supporting all students, particularly our Hispanic and Economically Disadvantaged students. Education of our staff in the needs of these students in order to be successful continues to be a focus for District 88.

**RTI Self Assessment - II. Curriculum and Instruction Related Action**

- Curriculum review cycle began in 2007-2008. Enacted Curriculum survey scheduled for 08-09 to check on alignment of instruction/curriculum to state standards.

- Remedial courses were collapsed during the 2007-2008 school year. Core level courses with support models were offered including Double Blocks of Algebra, Literacy Blocks, etc. Access to Core curriculum is offered to all students along with Tier 2 support and interventions to ensure success. Literacy coaches have been deployed into the core level content areas to assist with instructional strategies and differentiation of instruction. Continue monitoring of the the impact of these interventions is necessary.

- District 88 has Tier 2 interventions including a Reading courses for students that are behind grade level as well as summer intervention programs. All reading instruction encompasses the required components of reading for adolescents. Monitoring of these programs is necessary to evaluate their impact on student achievement.

- Content courses must establish the research basis for instructional delivery.

- CRISS strategies must be incorporated fully across the curriculum.

- District 88 has implemented Tier 1 and parts of Tier 2 and 3 of PBIS. School expectations have been established and taught. Acknowledgement systems are in place but need expansion. Tiered behavior support exists but the process of referral and evaluation must be formalized.

- PBIS Core teams are established including an External Coach, Internal Coaches at each building, and Core Team representation from the admin, instructional staff, PPS, teacher aides, clerical, and maintenance staff.

- Parent outreach efforts have shown to increase student engagement in the learning environment based on initial efforts. More comprehensive and district-wide efforts need to be developed and monitored for effectiveness.

**Section II-Action Plan**

Objective Number	Title	Deficiencies Addressed(AYP)	Deficiencies Addressed(AMAO)
1	Hispanic/Economically Disadvantaged Reading	1,3,	
2	Hispanic/Economically Disadvantaged Math	2,4,	
3	NA2		

**The following areas of deficiency have been identified from the most recent AYP report for your district.**

1	Hispanic students are deficient in Reading Meets and Exceeds
2	Hispanic students are deficient in Mathematics Meets and Exceeds
3	Economically Disadvantaged students are deficient in Reading Meets and Exceeds
4	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO report.  
This district is not accountable for AMAO for this year**

**Section II-A Action Plan - Objectives**

**Objective 1 Title :**

Hispanic/Economically Disadvantaged Reading

**Objective 1 Description :**

While current achievement in reading for Hispanic students in Grade 11 is 41.3%, and Economically Disadvantaged students in Grade 11 is 37.6% meeting/exceeding standards as defined by the 2008 District 88 Report Card, both subgroups will make AYP of at least 70% in 2009, and 77.5% in 2010, or attain the Safe Harbor Target.

**This objective addresses the following areas of AYP deficiency.**

1	Hispanic students are deficient in Reading Meets and Exceeds
3	Economically Disadvantaged students are deficient in Reading Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO report.  
This district is not accountable for AMAO for this year**

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

**Objective 1 Title :** Hispanic/Economically Disadvantaged Reading

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Reading teachers will identify and assess the essential learning standards and literacy performance descriptors as delineated by the Illinois Learning Standards and ACT College Readiness Skills, while working cooperatively with content area teachers to understand progress monitoring for Hispanic and Economically Disadvantaged students.	8/25/2008	6/14/2010	Before School	Title I	
Students who have been identified as reading two grade levels below will be enrolled in an individualized reading program or daily intervention (Learning Resources Centers).	8/25/2008	6/14/2010	Before School	Title I	325000
DuPage High School District 88 will collaborate with RADIANT LEARNING to administer pre/post ACT assessments to Hispanic and Economically Disadvantaged students in order to gauge skills readiness. Data analysis is provided to students, parents, counselors, classroom instructors, and administrators.	8/25/2008	6/14/2010	Before School	Title I	69000
Incoming Hispanic and Economically Disadvantaged freshman who have been identified as reading below grade level will be enrolled in a summer skills reading intervention program.	6/16/2008	6/21/2010	Before School	Title I	180000
CRISS strategies will be utilized by regular education teachers in their presentation of material to further student reading comprehension for Hispanic and Economically Disadvantaged students.	8/25/2008	6/14/2010	Before School	Title I	
Articulation opportunities between high school and junior high reading/English teachers at our "feeder" schools will increase to define curricular expectations and effective instructional practices for Hispanic and Economically Disadvantaged students	8/25/2008	6/14/2010	Before School	Title I	
Purchase new technology resources (research databases, reading collections)for the Media Centers in order to provide more appropriate reading materials for Hispanic and Economically Disadvantaged students.	8/25/2008	6/14/2010	Before School	Title I	10000
District 88 will continue its curriculum review cycle of departmental courses to ensure that core curriculum learning targets are refined and that access to courses is available for Hispanic and Economically Disadvantaged students.	8/25/2008	6/14/2010	Before School	Local Funds	40000
Pupil Personnel Services teams (including Rtl coaches) meet 1-3 times weekly to review struggling students and plan academic or behavioral interventions accordingly.	8/25/2008	6/14/2010	During School	Other	
Implementation of Smaller Learning Communities (SLC) to personalize the learning environment for Hispanic and Econmically Disadvantaged students.	8/25/2008	6/14/2010	During School	Other	

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

**Objective 1 Title : Hispanic/Economically Disadvantaged Reading**

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Reading/English department chair and teachers will be exposed to and utilize Stiggin's "Assessment for Learning" by attending workshops and collegial learning groups.	8/25/2008	6/14/2010	During School	Title I	15000
Reading/English department chair and teachers will be exposed to and utilize McTighe's and Wiggins's "Understanding by Design" concepts by attending workshops and working in collegial learning groups.	8/25/2008	6/14/2010	During School	Title I	15000
Reading/English department chair and teachers will be exposed to and utilize Tomlinson's "Differentiation of Instruction" concepts by attending workshops and working in collegial learning groups.	8/25/2008	6/14/2010	During School	Title I	15000
Project CRISS training for new/existing teachers in both Levels I & II.	8/25/2008	6/14/2010	After School	Title I	10000
Additional training for all teachers in the three major topics – assessment, curriculum design, and research-based instructional strategies for struggling students.	8/25/2008	6/14/2010	During School	Title I	20000
Co-teaching training for all reading and content area teachers.	8/25/2008	6/14/2010	During School	Other	25000
Technology training for new online resources and how they address the needs of Hispanic and Economically Disadvantaged students.	8/25/2008	6/14/2010	During School	Title II	35000
Cultural Diversity workshops to understand the needs of the Hispanic and Economically Disadvantaged learner.	8/25/2008	6/14/2010	During School	Other	25000
Continue to provide Rtl and PBIS training for coaches and teachers	8/25/2008	6/14/2010	During School	Other	15000

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

**Objective 1 Title : Hispanic/Economically Disadvantaged Reading**

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Parents are informed and invited to participate in the three-tier process as soon as their children begin tiered Rtl supports.	8/25/2008	6/14/2010	During School	Other	
Parents are informed of their right to request a special education evaluation at any time during the Rtl process.	8/25/2008	6/14/2010	During School	Other	
Parents of incoming freshman will attend an orientation session that will outline the summer intervention program and the expectations of that program.	3/27/2009	3/24/2010	After School	Title I	1500
Test prep meetings with parents to discuss the implications of NCLB and testing sequences and results interpretation.	10/17/2008	10/25/2010	After School	Local Funds	500

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Parent Compact meeting for Title 1 Programs – Discussion of program/compact and student skills and expectations/progress are reported.	8/25/2008	6/14/2010	After School	Title I	500
Parent Teacher Conferences in Fall and Spring to communicate student progress to parents and offer suggestions for interventions.	11/24/2008	11/26/2010	After School	Other	
Training on parent component of the District 88 Assessment Portal and Power School. Spanish Sessions added.	9/6/2008	9/8/2010	After School	Other	1200
Continuation of District 88 School Improvement Parent Advisory meetings.	8/25/2008	6/14/2010	After School	Other	
Community Laison informational meetings for Hispanic and Economically Disadvantaged parents.	8/25/2008	6/14/2010	After School	Title I	2000
Cultural diversity training for parents of District 88.	8/25/2008	6/14/2010	After School	Other	300

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

**Objective 1 Title :** Hispanic/Economically Disadvantaged Reading  
**Monitoring -** Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Student achievement data on standardized and local assessments, as well as curricular program success indicators, will be analyzed to determine if current teaching methodologies and curricular structures/content are effective. Quarterly meetings are held with the Department Chair, Principal, Asst. Principal, Director of Curriculum, Director of Learning Services and RESPRO agent to determine if the activities and strategies in the plan regarding this objective are being implemented and offer suggestion and direction for any changes.

**Rtl Component:**

Federal monies have been allocated to support Tier 1,2 , and 3 academic and behavior interventions. Large amounts of local monies have been re-allocated in designated areas for Tier 2 and 3 interventions (i.e. Reading programs, Tier 2 behavior supports, additional Social Workers, Tier 3 Intervention programs (DIRECTIONS, GOAL - ALOP programming).The Director of Learning Services will meet with Principal, Asst. Principal, and PPS Intervention teams to determine effectiveness of Rtl and PBIS implementation structures and intervention programs for students. Program analysis data, such as parent/student surveys, academic grades, scores from standardized testing, and behavioral data from the dean's office will be utilized to determine effectiveness.

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

Name	Title
Beth Yacobi	Director of Curriculum and Instruction
Jean Barbanente	Director of Learning Services

**Section II-A Action Plan - Objectives**

**Objective 2 Title :**

Hispanic/Economically Disadvantaged Math

**Objective 2 Description :**

While current achievement in mathematics for Hispanic students in Grade 11 is 45.8%, and Economically Disadvantaged students in Grade 11 is 43.6% meeting/exceeding standards as defined by the 2008 District 88 Report Card, both subgroups will make AYP of at least 70% in 2009, and 77.5% in 2010, or attain the Safe Harbor Target.

**This objective addresses the following areas of AYP deficiency.**

2	Hispanic students are deficient in Mathematics Meets and Exceeds
4	Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds

**No deficiencies have been identified from your most recent AMAO report.**

**This district is not accountable for AMAO for this year**

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

**Objective 2 Title :** Hispanic/Economically Disadvantaged Math

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Incoming Hispanic and Economically Disadvantaged freshman who have been identified as having skill deficiencies will be mandated to attend a skills based intervention summer school program to build the math skills necessary for high school success.	8/26/2008	6/21/2010	Summer School	Title I	180000

**DuPage HSD 88**

<b>Strategies and Activities</b>	<b>Start Date</b>	<b>End Date</b>	<b>Time Line</b>	<b>Fund Source</b>	<b>Amount (\$)</b>
Incoming Hispanic and Economically Disadvantaged freshman students who have been identified as lacking mathematical skills will be scheduled into double block math courses to give the extra time and resources to gain achievement.	8/26/2008	6/14/2010	During School	Local Funds	120000
DuPage High School District 88 will collaborate with RADIANT LEARNING to administer pre/post ACT assessments to Hispanic and Economically Disadvantaged students in order to gauge skills readiness in mathematics. Data analysis is provided to students, parents, counselors, classroom instructors, and administrators.	8/26/2008	6/14/2010	During School	Local Funds	30000
Articulation opportunities between high school and junior high math teachers at our "feeder" schools will increase to define curricular expectations and effective instructional practices for Hispanic and Economically Disadvantaged students.	8/26/2008	6/14/2010	During School	Other	
Purchase new technology resources (TI Navigator systems, tablets, online resources) for the math departments in order to provide more appropriate math materials for Hispanic and Economically Disadvantaged students	8/26/2008	6/14/2010	During School	Local Funds	30000
Hispanic and Economically Disadvantaged students who need math interventions will be scheduled into student resources centers.	8/26/2008	6/14/2010	During School	Title I	120000
Implementation of Smaller Learning Communities (SLC) to personalize the learning environment for Hispanic and Economically Disadvantaged students.	8/26/2008	6/14/2010	During School	Other	
District 88 will continue its curriculum review cycle of departmental courses to ensure that core curriculum learning targets are refined and that access to courses is available for Hispanic and Economically Disadvantaged students.	8/26/2008	6/14/2010	After School	Local Funds	40000
Pupil Personnel Services Teams (including Rtl coach) meet 1-3 times weekly to review struggling students and plan academic and behavioral interventions accordingly.	8/26/2008	6/14/2010	During School	Other	

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

**Objective 2 Title : Hispanic/Economically Disadvantaged Math**

<b>Strategies and Activities</b>	<b>Start Date</b>	<b>End Date</b>	<b>Time Line</b>	<b>Fund Source</b>	<b>Amount (\$)</b>
Math department chair and teachers will be trained and utilize Stiggin's "Assessment for Learning" by attending workshops and collegial learning groups.	8/26/2008	6/14/2010	During School	Title I	15000
Math department chair and teachers will be trained and utilize McTighe and Wiggin's "Understanding by Design" concepts by attending workshops and working in collegial learning groups.	8/26/2008	6/14/2010	Before School	Title I	15000
Math department chair and teachers will be trained and utilize Tomlinson's "Differentiation of Instruction" concepts by attending workshops and working in collegial learning groups.	8/26/2008	6/14/2010	Before School	Title I	15000

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Math teachers will be trained and work in collegial learning groups in conjunction with other regional schools in cadres designing lessons and assessments that reflect student learning.	8/26/2008	6/14/2010	Before School	Title I	10000
Project CRISS training for new/existing math teachers in both Levels I & II.	8/26/2008	6/14/2010	Before School	Title I	7000
Additional training for all math teachers in the three major topics – assessment, curriculum design, and research-based instructional strategies for struggling students.	8/26/2008	6/14/2010	Before School	Title I	15000
Technology training for new instructional resources and how they address the needs of Hispanic and Economically Disadvantaged learners.	8/26/2008	6/14/2010	Before School	Title II	35000
Cultural diversity workshops for math staff to understand the needs of Hispanic and Economically Disadvantaged learners.	8/26/2008	6/14/2010	Before School	Title I	7000
Continue to provide Rtl and PBIS training for internal coaches and math teachers.	8/26/2008	6/14/2010	Before School	Other	40000

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

**Objective 2 Title : Hispanic/Economically Disadvantaged Math**

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Parents of incoming Hispanic and Economically Disadvantaged students will attend an orientation session that will outline the summer intervention program and the expectations of that program.	3/27/2009	3/24/2010	After School	Title I	1200
Test prep meetings with parents to discuss the implications of NCLB and testing sequences and results interpretation.	10/17/2008	10/25/2010	After School	Local Funds	500
Parent Teacher Conferences in Fall and Spring to communicate student progress to parents and offer suggestions for interventions.	11/24/2008	11/26/2010	After School	Other	
Training on parent component of the District 88 Assessment Portal and Power School. Spanish sessions added.	9/10/2008	9/11/2010	After School	Title I	1200
Continuation of District 88 School Improvement Parent Advisory meetings.	8/26/2008	6/14/2010	After School	Other	
Cultural diversity training for parents of District 88.	8/26/2008	6/14/2010	After School	Other	300
Parents are informed and invited to participate in the three-tier process as soon as their children begin tiered Rtl supports.	8/26/2008	6/14/2010	During School	Other	
Parents are informed of their right to request a special education evaluation at any time during the Rtl process.	8/26/2008	6/14/2010	During School	Other	
Community Laison informational meetings for Hispanic and Economically Disadvantaged parents.	8/26/2008	6/14/2010	After School	Title I	2000

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

**Objective 2 Title :** Hispanic/Economically Disadvantaged Math

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

Student achievement data on standardized and local assessments, as well as curricular program success indicators, will be analyzed to determine if current teaching methodologies and curricular structures/content are effective. Quarterly meetings are held with the Department Chair, Principal, Asst. Principal, Director of Curriculum, Director of Learning Services and RESPRO agent to determine if the activities and strategies in the plan regarding this objective are being implemented and offer suggestion and direction for any changes.

**Rtl Component:**

Federal monies have been allocated to support Tier 1,2 , and 3 academic and behavior interventions. Large amounts of local monies have been re-allocated in designated areas for Tier 2 and 3 interventions (i.e. Reading programs, Tier 2 behavior supports, additional Social Workers, Tier 3 Intervention programs (DIRECTIONS, GOAL - ALOP programming).The Director of Learning Services will meet with Principal, Asst. Principal, and PPS Intervention teams to determine effectiveness of Rtl and PBIS implementation structures and intervention programs for students. Program analysis data, such as parent/student surveys, academic grades, scores from standardized testing, and behavioral data from the dean's office will be utilized to determine effectiveness.

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

Name	Title
Beth Yacobi	Director of Curriculum and Instruction
Jean Barbanente	Director of Learning Services

**Section II-A Action Plan - Objectives**

**Objective 3 Title :**

NA2

**Objective 3 Description :**

District 88 has incorporated the following Indicator 13 resources for the following purposes:  
 The FACTS Manual Instructions for Entry of Indicator 13 data and the Illinois SSP Indicator 13 checklist were thoroughly utilized in order to train staff and individually verify each FACTS record to ensure correct inclusion of the IEP transition data onto our FACTS sheets and into IEPOINT.  
 District 88 staff received training from the SASSED Transition Specialist on effective transition planning utilizing materials from the TOTAL project.

Additionally, District 88 staff will attend the ISBE sponsored Transition conference in November 2009. District 88 staff will receive on-going training from SASED Transition specialist to expand knowledge of and incorporate a wider variety of transition assessments in the 2009-2010 school year utilizing the NSTTAC Age - Appropriate Transition Assessment Guide.

**This objective does not address any AYP deficiency.**

**No deficiencies have been identified from your most recent AMAO report. This district is not accountable for AMAO for this year**

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

**Objective 3 Title : NA2**

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Case managers, related service staff and SPED Guidance counselors will work with students to identify post-secondary needs and interests.	7/1/2008	6/30/2010	During School	Local Funds	
Students will utilize career inventories to identify post-secondary interests.	7/1/2008	6/30/2010	During School	Local Funds	
Students will enroll in vocational course work to develop job-related skills and participate in work experience based on need as determined by the IEP team.	7/1/2008	6/30/2010	During School	Local Funds	
Eligible students will attend a Transition program to develop "adult living" skills in the areas of independent living and vocational training.	7/1/2008	6/30/2010	During School	Local Funds	
Eligible students will be referred to DRS. Linkages to additional transition agencies will be provided as necessary.	7/1/2008	6/30/2010	During School	Local Funds	
When appropriate students are enrolled in the DRS STEP program and are afforded work training opportunities and job development.	7/1/2008	6/30/2010	During School	State Funds	
Job coaching is provided for students by the district through Parents Alliance employment project.	7/1/2008	6/30/2010	During School	State Funds	
Students will complete vocational evaluations to identify strength areas according to need.	7/1/2008	6/30/2010	During School	Local Funds	
Transportation is provided to job training sites and competitive employment sites during the school day.	7/1/2008	6/30/2010	During School	Local Funds	
Students course of study and individualized curriculum are aligned with students post-secondary goals.	7/1/2008	6/30/2010	During School	Local Funds	
Students will participate in surveys related to transition planning each year.	7/1/2008	6/30/2010	During School	Local Funds	
Students will participate in college visits to meet with special needs staff on campus and other vocational/tech prep training	7/1/2008	6/30/2010	During School	Local Funds	

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Eligible students will participate in transportation access training through Ray Graham in order to increase community access.	7/1/2008	6/30/2010	During School	Local Funds	
Students will enroll in the Technology Center of DuPage to receive tech prep instruction related to post-secondary employment goals.	7/1/2008	6/30/2010	During School	Other	
District 88 will implement the American School Counselor Association (ASCA) developmental program for Guidance which involves heavy emphasis on Career development programming and post-secondary readiness for all students.	7/1/2008	6/30/2010	During School	Other	

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

**Objective 3 Title : NA2**

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Staff receives on-going training and technical assistance from SASED's Transition specialist	7/1/2008	6/30/2010	During School	Other	
Staff receives on-going training and assistance from District 88 Vocational Coordinators and Transition teachers in the area of effective transition planning and the inclusion of IEP goals related to transition	7/1/2008	6/30/2010	During School	Local Funds	
SPED staff attends Transition Planning Committee for DuPage County meeting to access more knowledge and support for effective transition planning.	7/1/2008	6/30/2010	During School	Local Funds	
Staff attends Transition conferences provided by ISBE, SASED, ARC, etc.	7/1/2008	6/30/2010	During School	Other	
Case managers and Guidance Counselors receive training in effective career and transition assessment strategies	7/1/2008	6/30/2010	During School	Other	
Staff receives on-going training and assistance on the development of effective measurable IEP goals in the areas of employment, education/training, and independent living,	7/1/2008	6/30/2010	During School	Other	
Guidance counselors will receive training on the American School Counselor Association (ASCA) developmental model for Guidance which includes heavy emphasis on career development and post-secondary readiness for all students.	7/1/2008	6/30/2010	During School	Local Funds	

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

**Objective 3 Title : NA2**

Strategies and Activities	Start Date	End Date	Time Line	Fund Source	Amount (\$)
Parent input is collected through transition surveys via interviews.	7/1/2008	6/30/2010	During School	Local Funds	
Parents are involved in IEP meetings and transition planning discussion on an on-going basis with case managers and SPED counselors	7/1/2008	6/30/2010	During School	Local Funds	
Vocational coordinators, Transition teachers, and case managers assist with links to adult agencies for eligible students.	7/1/2008	6/30/2010	During School	Local Funds	
Parentes are invited to attend meetings with Post-secondary agencies such as local colleges	7/1/2008	6/30/2010	During School	Local Funds	
Parents are invited to information sessions with outside agencies such as DRS, PACT, job coaching agencies, residential living agencies and adult service providers as appropriate.	7/1/2008	6/30/2010	During School	Local Funds	
District 88 has dramatically expanded parent programming and offers parent sessions all year long in English and Spanish on career development, post secondary planning and financial aide, testing for college, special needs support post-secondary, etc.	7/1/2008	6/30/2010	During School	Local Funds	
Parent group college visits are organized by the guidance department quarterly for parents to access information on local private, state, and community colleges.	7/1/2008	6/30/2010	During School	Local Funds	

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

**Objective 3 Title : NA2**

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

District personnel as well as SASED personnel will monitor District 88's FACTS data which indicates whether the Indicator 13 data is accurately reflected on the all students' IEPs.

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

Name	Title
Jean Barbanente	Director of Learning Services
Sam Bentsen	Asst. Principal for Pupil Personnel Services
Lisa Bollow	Asst. Principal for Pupil Personnel Services

### Section III - Plan Development, Review and Implementation A. 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 district improvement team or plan developers are identified here.

The stakeholders involved in the development of this plan represent many groups invested in District 88. Initially, the entire District 88 Leadership Team was involved in looking at the data of student achievement and identifying numeracy or literacy goals for based on student achievement data. Articulation between the feeder schools has been evolving, particularly in the area of math where numerous specific skills articulation meetings have taken place. Utilizing the TEAMS Cycle approach that has been in place for three years, meetings were held with the Director of Curriculum and Learning to validate data interpretations and brainstorm for best practices to meet the needs of student groups identified as struggling, particularly Hispanic and Economically Disadvantage students. Student focus groups were held with students by guidance counselors and administration to gather input about achievement levels on standardized testing and failure data. Students were also consulted on curriculum structures and intervention program effectiveness. Parent meetings were held in the early fall to discuss achievement data and glean suggestions for student improvement as well as to educate parents on the processes for improvement, expectations of NCLB, and the need for parental involvement. Support from higher education partners from DeVry University was sought and will continue to be a support in implementation of the DIP. RESPRO support for data retreats were necessary for analyzing the data and identifying goals that were measureable. Community input into student achievement and school issues was gathered from Business Partnerships groups, CAC (Citizen's Advisory Council), District 88 Curriculum Council, and the District 88 School Improvement Advisory Committee.

#### **Members of DIP Team:**

Dr. Steve Humphrey - Superintendent  
 Michael Welch - Asst. Superintendent of Business  
 Beth Yacobi - Director of Curriculum and Instruction  
 Jean Barbanente -Director of Learning Services  
 Sherri Anderson - Director of Community Relations  
 Karen Mack - Director of Technology  
 Scott Helton - Principal, AT  
 Adam Cibulka, Asst. Principal of Curriculum

Lisa Bollow - Asst. Principal of PPS  
Dan Krause - Princial, WB  
Ann Kimpton - Asst. Principal of Curriculum  
Sam Bentson - Asst. Principal of PPS  
Maggie Dickow - Math Department Chair -WB  
Steve Biddenger - Math Department Chair-AT  
Barb Wilson - ELL/Reading Department Chair -WB - Rtl Coach  
Ann Peters - Reading Department Chair - AT  
Kathy Smead - ELL Department Chair - AT - Rtl Coach  
Amelia Pena - Parent  
Marco Gasca - Community Laison - AT  
Dr. Susan Freidberg - DeVry University

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

#### B. 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 responsibilities include providing schools technical assistance that must include data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction. Districts are also responsible for revising the district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I ( NCLB, Section 1116 and 1120A).

DuPage High School District 88 has provided support of the DIP and TEAMS Cycle process in the form of "Late Start Monday" teaching/learning time, increased resources for assessment data acquisition, staff development opportunities for department chairs and teachers, supplemental programs for students identified as "at-risk", and technological tools and resources to meet the needs of students and parents. In addition, district grant monies support literacy programs with personnel and materials to increase literacy levels of struggling students.

TEAMS Cycle process has involved several sessions with school staff to educate them in the process of school and district improvement and the use of data to determine school priorities and trends in student achievement. "Late Start Mondays" provide the release time for teachers to examine student performance, define weaknesses, and develop strategies to address them. Departments then work to identify existing curriculum and assessments that support the essential standards/skills and develop additional ones if necessary. This curriculum work will utilize local curriculum dollars to provide opportunities to staff to develop skills-based assessments in the summer with an approximate budgeted amount of \$40,000.

The high schools communicated the fact that there was not specific enough data on our students as provided by the state from spring sssessments. District 88

collaborated with RADIANT LEARNING to administer pre/post ACT/PLAN tests for all Freshman, Sophomore, and Junior students to predict success on state achievement tests, and gauge skills and readiness. RADIANT LEARNING provides a more specific (skill based) data analysis on standardized assessments. The information from these assessments is provided to students, parents, counselors, classroom instructors, and administrators. In addition, District 88 contracted CATAPULT ACT COLLEGE PREP to train classroom instructors in ACT test taking strategies. These instructors will teach supplemental ACT prep classes. This reflects a \$10,000 increase to the district assessment budget from \$40,000-\$50,000.

Federal monies are also allocated to support Tier 1,2 , and 3 academic and behavior interventions. Large amounts of local monies have been re-allocated in designated areas for Tier 2 and 3 interventions (i.e. Reading programs, Tier 2 behavior supports, additional Social Workers, Tier 3 Intervention programs (DIRECTIONS, GOAL - ALOP programming). District 88 has also supported cadres of teachers and department chairs to attend staff development opportunities on "Assessment for Learning", "Differentiated Instruction", and "Understanding by Design". The majority of the district's federal grant monies is spent on professional development for staff. High level of training is available for staff through local, state, and national conferences, on-campus wisps and courses, ROE support, RESPRO, SASSED coop., etc. Additionally, tuition reimbursement is available for staffing pursuing course work. District 88 Literacy staff also participates in the IL Instructional Coaches Network.

Technological tools have also been provided in the terms of the skill based Nova Net software that focuses on diagnosis and remediation of student's skills. This software was purchased in 2008, utilizing district and grant funds totaling \$189,000. The student management system that the district utilizes allows student intervention tracking. This software also allows teachers to have alive "grade book" and can align assignments and assessments to the Illinois Learning Standards. Parents are also be able to monitor student progress utilizing our current software, PowerSchool. A home-grown "Assessment Portal" was created in order to provide teachers with local standardized test data in a quick, and easy fashion in order to help plan for differentiated instruction. In addition, human resources, in the form of our technology support team, provide the much needed assistance in utilizing the software on a daily basis.

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

#### C. State Responsibilities

**State Responsibilities** - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan. This may include ISBE technical assistance projects such as Positive Behavior Interventions and Supports (PBIS), Children Have Opportunities to Inclusive Community Environments and Schools (CHOICES), Illinois Autism Training and Technical Assistance Project (IATTAP), Parent Educator Partnership (PEP), Illinois Service Resource Center (ISRC), and Transition Outreach Training for Adult Living (TOTAL). ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

The DuPage ROE, along with the RESPRO support network, have provided DuPage High School District 88 with support in developing its DIP and SIPS and

also help us monitor our results. Dr. Hinterlong, our RESPRO agent, will be making and gathering observational data (i.e. Enacted Curriculum Survey, focus walks, data retreats). Teachers and department chairs are currently involved in cadres that address curriculum matching to Illinois Assessment Frameworks and ACT College Readiness standards to support the goals established in their SIPs. DuPage High School District 88 utilizes the established regional cadre network for area administrators, such as DCCD (DuPage County Curriculum Directors) and Code 2 Group (ELL), and Instructional Coaches Network to network and collaborate on "what works" while addressing student needs. Staff development opportunities focusing on "Differentiation of Instruction", "Assessment for Learning", and "Understanding by Design" will be attended systematically by cadres of teachers to support and build capacity within the core and elective departments. RESPRO funding has allowed numerous staff members to attend workshops on assessment, curricular design, standards based grading, and instructional coaching. Opportunities to attend both literacy and state assessment trainings will continue to be utilized.

**Section IV-A Local Board Action**

**Date Approved by Local Board: 12/15/2008**

**A. Assurances**

1. 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).
2. Technical assistance provided by the district serving its school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**B. Superintendent's Certification**

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

## ISBE Monitoring - Part I

## ANALYSIS OF DATA

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

## LOCAL ASSESSMENT DATA

Yes	Do these local assessment results add clarity to the state assessment data?
Yes	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

## OTHER DATA

Yes	Do the other data add clarity to the state assessment data?
Yes	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

## IDENTIFICATION OF KEY FACTORS

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

## CLARITY OF OBJECTIVES

Yes	Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
Yes	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?
Yes	Do the objectives address all areas of AYP and AMAO deficiency?
NA	Do the objectives address the areas of special education compliance?

## ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
Yes	Will the selected strategies and activities likely improve student learning and achievement?
Yes	Are the strategies and activities measurable?
Yes	Are the measures of progress for the strategies and activities clearly identified?
Yes	Are expectations for classroom behavior and practice related to the objectives clear?
Yes	Is professional development aligned with the strategies and activities for students?

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

**MONITORING**

Yes	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
Yes	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

**Part I Comments**

**Illinois State Board of Education**

**Grants and Programs**

**Corrective Action Conference**

**Date:** June 23, 2009

1:00-2:20 p.m.

**District:** Du Page HSD 88

**Participants:**

Beth Yacobi, Director of Curriculum and Learning - District

Jean Barbanente, Director of Learning Services - District 88

Scott Helton, Principal, Addison Trail High School

Adam Cibulka, Asst. Principal of Curriculum, Addison Trail High School

Sam Bentsen, Asst. Principal of PPS, Willowbrook High School

Ann K. Kimpton, Asst. Principal of Curriculum, Willowbrook High School

Sherri Anderson, Director of Cummunity Relations - District 88

**RESPRO:** Jack Hinterlong

**ISBE:** Jodi Fleck, Special Education and Carol Diedrichsen, Grants and Programs

**Meeting Overview:**

The purpose of this meeting was to provide district staff an opportunity to provide a progress report towards implementing the required curriculum option as related to the district's corrective action status. We focused our meeting on four different topics: shared responsibility for learning, equitable access to curriculum, supports for students, parents, and staff, and challenges facing the district. These topics were woven through updates provided by each district staff

member. Beth Yacobi facilitated the meeting for district staff. The district made gains in 2008 and are optimistic about 2009.

Jean Barbanente discussed the pyramid of supports that effectively describes the comprehensive tiers of academic and behavioral interventions for students. Staff is justifiably proud of the results in improved attendance, reduced truancy and referrals, and improved academic achievement. She indicated that the implementation of Response to Intervention should have significant impact on the identification of students for special education services. (Jean Barbanente emailed a Power Point presentation that outlines results and interventions well; I have saved it in the file for this school district. I will not restate all of these in this summary.)

What has contributed to the success?

- Flat staff structure: teamwork across the district; district staff provide technical support
- Removing barriers to student success and providing opportunities (e.g., eliminating lower level courses, pressing students to the highest level possible, CRISS strategies)
- Establishing positive interactions with students (e.g., implementing PBIS, diversity initiatives, small learning communities)
- Close attention to data and a commitment to continuous improvement
- Flexibility in implementing initiatives: paying attention to student differences and maintaining high standards for all (every student can opt for honors courses)
- Deliberate strategies to move students back on track (e.g., credit/skill recovery, double block courses, Thursday school, Math Resource Lab, and behavioral interventions)
- Proactive work within the community
- Multi-faceted support for parents including hands-on assistance for the college application process
- Well-oiled professional learning communities “changing the way (they) want high school to be.”
- Providing the resources so that staff can accomplish the work including scheduling “24/7” uses of the buildings for students, staff, and parents.

School representatives from each of the high schools provided a description of practice and school culture and an enthusiastic update on some of the highlights for the just completed school year. At Addison Trail, staff took each of the small learning community “houses” for a college visit to the University of WI. Greater numbers of students in the subgroups are taking Advanced Placement courses. For example, the number of economically disadvantaged students rose from 12 to 70 students taking Advanced Placement courses. The freshman failure rate has been significantly reduced. The success is evident across student subgroups as the result of hard work and concentrated effort. Sam Bentsen and Ann K. Kimpton talked about the literacy coaching to make all teachers of reading. They also talked about the focus on target skills and giving immediate feedback to students. Staff is not shying away from reviewing grading policies in this regard: the hope is that grades will stand for standards based achievement and skill mastery to foster motivation. Ten percent of the Willowbrook staff

participated in a RESPRO workshop with Rick Stiggins that has prompted a pilot grading project. The positive climate fostered by PBIS “permeates everything.” The freshman small learning community survey showed that 90% of the students were very positive about the school and their experience in it. The end of the year cookout for all students was a huge success (and a major undertaking!) The “stamp” program catching students doing the right thing resulted in 45,000 raffle tickets representing individual stamped incidents.

The district has a “great relationship” with the sending districts. The districts are working together to leverage resources for parent education, for example, to ease the bridge between them, and align expectations. District staff hopes that the feeders will ensure that all students are ready for Algebra at grade 9. Summer school provides students an opportunity to catch up or jump ahead to foster diagonal movement.

Partnerships with the business community are not superficial. Kindergarten through grade 16 representatives, small business owners, and community services organizations meet. The benefits are good for the community as a whole and for providing multiple opportunities and connections between home-school-community. One example staff noted is the targeted outreach for Latino parents sponsored by the owner of a Mexican grocery store and a local engineer. As the result of their community spirit, Latino families are having new ESL and parent resources made available. Listening to community members, the district has expanded the extra curricular offerings (e.g., establishing a gospel choir). Community members have donated significantly with career week activities. Community members open their homes for meetings of district staff and parents.

Jack Hinterlong is grateful for the opportunity to partner with this district as part of RESPRO support. He expects to see greater improvement in 2009 results. He discussed the district’s involvement with the Surveys of the Enacted Curriculum. Beth Yacobi said that district staff will review data and district interventions. They want to determine if interventions and delivery could be improved. The secondary effects of initiatives are challenging. (While it is wonderful for students and parents to have so many opportunities using the schools “24/7,” this has a ripple effect with custodial services, for example, among many other things.) Another challenge is continuously communicating the priorities and purposes for changing practices. Jodi Fleck and I encouraged the district to share its journey with other districts at statewide conferences. The district has been doing this already and was invited to be a part of a PBIS national forum.)

The district has been making significant strides in effecting change benefiting students. ISBE will continue to follow this district’s progress. The 2008 district improvement plan is current through 2010. The area RESPRO will work with any district school that remains in status that may need to revise or develop an improvement plan. The district has a cycle of improvement activities that should make compliance with academic planning requirements easy. I look forward to hearing about your 2009 results. Best wishes during continued implementation of your improvement plans. Do not hesitate to contact me. Carol Diedrichsen 217-524-1086 [cdiedric@isbe.net](mailto:cdiedric@isbe.net).

March 2009 Readers' Comments: Section 1:

Achievement gains were identified and described.

The underachievers were identified with specific data to support the statements made.

Page 14 -- The factors were written as hypotheses -- very effective -- you were posing questions to yourself about the results. The depth of analysis was obvious and the review was on-going. It was a very thorough. The conclusions were presented as "next steps" and clearly articulated.

Page 15 - Excellent presentation of local data - EPAS, Stanford Diagnostic (SDRT) and the Rtl self-assessment checklist. Using all of these data sources presented different perspectives related to the achievement issues. Collectively they present a good picture of performance and structure -- what is working and what needs to be reviewed. One area to continue to examine is the role of parents as decision-makers in this journey. Mostly one-way communication is the view for parent involvement.

Page 21 - The conclusions listed imply the planning needed for improvement. You celebrate the small gains at the same time using the data to garner future gains through structural changes. There are several data sources listed and much achievement data provided to the reader.

Pages 23-32 clearly outline where you want to go because of the data you have collected. Your analysis of the data suggests the paths you need to take. You articulate that path on page 33. This page outlines how your Action Plan will be written and the steps you will take. There is a match in the Action Plan strategies and activities to page 33 factors. You have clearly delineated what your plan will include.

Section II:

The two objectives state current level of performance as well as future targets. They align with the areas of deficiency. They are measurable.

Page 33 provides the guide for the reader as to what strategies and activities will take place. There is a one-to-one match. The summary of page 33 provides the map for the Action Plan. To make your strategies and activities stronger I would suggest you state the expectations you have for students, teachers, and parents. For example, as a result of providing CRISS training what do you expect teachers to be doing in their classrooms? Also, not all of the strategies have a measure to know if success has been reached. This could easily be enhanced.

The parent involvement strategies and activities align to the student section but at a very low level -- mostly one-way communication. There is nothing suggesting that parents are decision-makers. You have identified that as a need in your statements on page 32 and your Rtl self-assessment on page 18, but you have no strategies to address that weakness.

**METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

**STAKEHOLDER INVOLVEMENT**

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

**DISTRICT RESPONSIBILITIES**

Yes	Is it clear what support the district will provide to ensure the success of the plan?
Yes	If applicable, is it clear what corrective action the district is taking with this school?

**STATE RESPONSIBILITIES**

Yes	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
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**APPROVAL DATE OF LOCAL BOARD**

Yes	The plan indicates the approval date of this plan.
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**Part II Comments**

Section III and IV:

Pages 41-42 provide a detailed outline of how the various stakeholders were involved in the development of the DIP plan. Pages 43-44 outline how the district has changed structures to support this plan; the financial resources provided; the resources purchased to assist with the implementation and tracking of progress; etc. This is a well-designed supported plan showing partnership of the district with the schools

Board approval date is listed.

**Closing Comment: (March 10, 2009)**

The DuPage High School District 88 improvement plan is recommended for implementation with the assistance of your area RESPRO. No further updates to your improvement plan are necessary at this time. If you choose to revise or update your plan, you may request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record