

**UNITY JR HIGH SCH EAST CAMPUS**  
School Improvement Plan 2008

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

<b>School Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)				95.7	95.2	95.4	94.8	95.6
Truancy Rate (%)				7.2	0.4	1.3	5.5	7.9
Mobility Rate (%)				15.6	24.0	20.5	13.0	18.0
HS Graduation Rate, if applicable (%)				-	-	-	-	-
HS Dropout Rate, if applicable (%)				-	-	-	-	-
School Population (#)				1423	1400	1385	1353	1332
Economically Disadvantaged (%)				77.0	89.7	86.2	90.5	91.4
Limited English Proficient (LEP) (%)				20.6	21.2	40.1	28.4	35.4
Students with Disabilities (%)								
White, non-Hispanic (%)				6.2	5.2	3.3	3.3	3.6
Black, non-Hispanic (%)				0.8	0.7	1.2	1.8	1.9
Hispanic (%)				92.8	93.9	95.2	94.5	94.1
Asian/Pacific Islander (%)				0.3	0.2	0.2	0.2	0.1
Native American or Alaskan Native(%)				-	-	-	-	-
Multiracial/Ethnic (%)				-	-	-	0.1	0.3

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

## UNITY JR HIGH SCH EAST CAMPUS

School Improvement Plan 2008

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/ Ethnic(%)
<b>S</b>	2004	6.2	0.8	92.8	0.3	-	-
	2005	5.2	0.7	93.9	0.2	-	-
	2006	3.3	1.2	95.2	0.2	-	-
	2007	3.3	1.8	94.5	0.2	-	0.1
	2008	3.6	1.9	94.1	0.1	-	0.3
	1999	9.6	0.7	88.9	0.7	0.1	-
<b>D</b>	2000	8.0	0.6	90.8	0.5	0.1	-
	2001	6.3	0.7	92.3	0.7	-	-
	2002	6.6	0.6	92.4	0.4	-	-
	2003	4.8	0.7	94.2	0.3	-	-
	2004	4.6	1.1	94.0	0.3	-	-
	2005	4.0	1.2	94.5	0.3	-	-
<b>I</b>	2006	2.9	1.6	95.1	0.2	-	0.2
	2007	2.5	1.7	95.4	0.2	-	0.1
	2008	2.4	2.1	95.1	0.2	-	0.2

## Unity Jr. High School East Campus - Cicero SD 99

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

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

Possible explanations for the lower scores in Reading and Mathematics for LEP and IEP students may be:

- Lower teacher expectations for these students
- Lower students' expectations of themselves
- Social importance of gangs in the community
- Student mobility
- Large class sizes during primary and intermediate years-due to budget constraints
- Late entry to the U.S. schools for LEP students
- Language delays for students learning in two languages
- LEP issues within regular division classes – due to lack of differentiation of instruction
- Lack of prior achievement for students with IEP's
- Delayed identification of students needing Special Education needs
- Lack of differentiation of instruction for students with IEP's
- Increased communication between teachers of IEP and mainstreamed students
- Low self-esteem of students with IEP's
- Low socio economic level of families

Most likely factors that lead to lower test scores in Reading and Mathematics are: 1) lower teacher expectations, 2) lower student expectations of themselves and 3) the lack of true differentiation of instruction by teachers.

Time-on-task is one area to be monitored during observations. Current observations indicate that as far as classroom behavior is concerned, students are generally well-behaved, with very few serious behavioral issues. The Student Mobility rate has been relatively steady in the junior high for some time now. Far more mobility is noted in the earlier grades. Regarding LEP students, the vast majority of students are now in English-dominant classes. This is much improved from several years ago when the bilingual students measured nearly half the junior high population of some of our schools. LEP students appear to be progressing into English more quickly but must be monitored until they meet or exceed the ISAT standards two years in a row.

Data Use

## Unity Jr. High School East Campus - Cicero SD 99

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

#### Item 1 - Attributes and Challenges

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

Continuity of Leadership – Unity enters its fifth year with a veteran Principal; the administrative leadership has set a positive tone in the building. The other administrators include four administrative assistants – one per floor- three of which are first year administrators. There is one principal and one Assistant Principal.

The "Schools within a School" concept provides for long-term teacher-student relationships and to achieve a climate of smallness; the school is divided into 8 schools within a school. There are two wings that consist of 4 houses (floors) and within each house, there are two clusters. Students receive their academic instruction from teams of five or six teachers who have common planning time. Students will spend the bulk of the day in their respective clusters except when they eat lunch and participate in physical education. To further provide for long-term relationships and to maximize the teacher's influence, students will loop for the two years they attend Unity Junior High. Unity is fortunate to have affiliations with outside agencies; this year we continued to have the BLAST program hosted by Northeastern University, a comprehensive after school "homework, social growth and physical activity program" for a large number of our students. The "D.A.R.E." dance program has also continued to service our students. These afterschool activities provide an opportunity for students to get additional academic support, a chance to develop leadership skills and create a feeling of belonging which is crucial at this adolescent stage. We also work with all the Police and Fire Departments through an intergovernmental agreement that enables enhanced communication and collaboration to keep the campus safe. Unity is also in the process of developing a viable working relationship with the Cicero P.D. Gang Tactical Unit; the gang issues continue to grow. This has enhanced communication between both administrations, teachers, parents and students.

Additional Educational Attributes – Unity East is in the first year of a two year loop with students. Research indicates that approximately six weeks of teaching time is gained through this pattern. The Positive Behavior Intervention Support (PBIS) Discipline management system is in place. The PBIS program places emphasis on optimizing academic instruction, teaching expected behaviors, modeling and practicing expected behaviors, reinforcing expected behaviors and pre-correcting to ensure expected behaviors. A "block-like" curriculum is available to the math and science classes; those classes are scheduled back to back so that either discipline could have a 90 minute block to add a special lab or activity.

One challenge in the school community is the educational level of Parents. Although we do not yet have detailed information about our specific parents, 48.2% of the families in town have a high school education while only 6.1% have a bachelor's degree. Another challenge in the Cicero community is that financial family support is limited due to parents' own educational levels and parents' long work hours.

## COMMUNITY

The town of Cicero is a large blue-collar suburb of Chicago and has experienced a rapid growth in population over the last fifteen years. The vast majority of the new residents are Hispanic with some representation of American Indian, Asian Pacific, and Eastern European immigrants. This has stabilized in the last five years. Many more families arrive at school to register with mortgage papers or apartment leases, instead of rent receipts. The town and its businesses appear to be experiencing some growth as streets and storefronts are resurfaced. Typical industry includes manufacturing, construction, transportation, finance, insurance, real estate, and wholesale trade. According to the 2000 U.S. Census Report, more than 85,600 people live in Cicero making it one of the largest communities in the state. The population was 77% Hispanic, 20% White, 0.79% Black, and 0.9% Asian. The overall population increase from 1990 to 2000 was 27%.

The population at Unity Junior High School is made up of a large portion of students from low-income families (86%) and 40% of the students are of Limited English Proficiency.

**Unity Jr. High School East Campus - Cicero SD 99**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 1

**Title : Improve Reading Scores for Limited English Proficient (LEP)and students with Disabilities. (IEP Students)**

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Issues of "Middle Years" are distributed monthly to support and enhance Literacy.(English and Spanish are distributed to parents)	Sept. 2007	June 2008	During School	Other	400.00
2. Parents will be encouraged to read regularly with students by distributing free books through the Reading is Fundamental (RIF)program. Volunteer Parents will help distribute the books	Sept. 2007	May 2008	After School	Other	No Funding is needed
3. Parents will be asked to commit to specific interventions established through the development of Individual Learning Plans (ILPs).	Nov. 2007	June 2008	After School	Other	No Funding is needed
4. A Parent Reading/Computer literacy group will be established.	Jan. 2008	May 2008	After School	Other	No Funding is needed
5. A web based homework site will be created affording parents access to check on student work.	Nov. 2007	June 2008	After School	Other	No Funding is needed

**Unity Jr. High School East Campus - Cicero SD 99**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Improve Math Scores for all students, students with disabilities (IEP) and Limited English Proficient students (LEP).**

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

Strategies & Activities	Time Line				Budget	
	Start Date	End Date		Fund Source	Amount	
1. Unity will conduct Family Math night programs.	Feb. 2008	Feb. 2008	After School	Other	200.00	
2. Monthly issues of Middle Years are distributed to support and enhance math concepts.	Oct. 2007	May 2008	After School	Title I	300.00	
3. A web based homework site will be created affording parents access to check on student work.	Nov. 2007	June 2008	After School	Other	No Funding needed	

## Unity Jr. High School East Campus - Cicero SD 99

### Section III - Development, Review and Implementation

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#### Part B - Stakeholder Involvement

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

The stakeholders: parents and community, students, teachers and administrators will provide the school with feedback dealing with the School Improvement Plan through informal interviews and formal surveys about the school, its climate, educational programs, etc. Our school is eager for parents and community to provide feedback on the school and district initiatives using existing avenues for input. Parents and community receive newsletters from the school and district which include information dealing with the implementation of the School and District Improvement Plans.

Regular updates on the newly redesigned district website: [www.cicd99.edu](http://www.cicd99.edu) keep interested community and educational organizations informed as to our progress. The Action Plan from each school's School Improvement Plan is posted on the district's website as well as being available in the school office in English and Spanish. Copies of our school and district report cards are sent home with students and posted on the website as well.

Our district has a large number of Hispanic families so all communication is sent home in both English and Spanish, and accommodations are made for conferences and parent meetings to have an interpreter available to assist in communication. The frequent communication with parents allows classroom teachers to relate performance targets, strategies, and school and district improvement activities to parents and families.

Parents and community members are given numerous opportunities to become involved with the school improvement process. They are invited to participate in the development, implementation and review of the plan. Understanding that our parents and community are vital to the success of the School Improvement process, we offer many opportunities for their involvement. The district's parent involvement policy is included in the Student Handbook which is distributed to each student at the beginning of the year.

Involvement with community organizations serves as forums for discussion on educational advances in the district. Through the schools, District 99 is involved with the community through a number of contacts. We work in partnerships with the Cicero Police Department, the Cicero Youth Task Force, the Cicero Educational Task Force, the Cicero Chamber of Commerce, the Cicero Fire Department, Interfaith Leadership Program and the GEAR UP Program through a grant from Northeastern University.

Our school and district administration continuously urges parents, staff, and community members to offer suggestions in order to make sure all stakeholders are invested in our school and district.

**CENTRAL HIGH SCHOOL - CHAMPAIGN CUSD 4**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Economically Disadvantaged students and African American students will meet AYP in Reading.**

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

Strategies & Activities	Start Date	End Date	Time Line	Fund Source	Amount	Budget	
1. Staff will provide parents with information about tutoring opportunities for students.	8/2008	5/2010	After School	Local Funds	0		
2. The principal will host monthly parent "coffee" and communicate with parents regularly through printed and electronic newsletters.	8/2008	5/2010	During School	Local Funds	0		
3. AVID staff will present program information through morning and evening parent meetings. They will also contact parents regularly regarding student performance.	8/2008	5/2010	After School	Local Funds	0		
4. Student services staff including deans, counselors, and the attendance specialist will routinely contact and meet with parents regarding student attendance and achievement issues.	8/2008	5/2010	During School	Local Funds	0		
5. The counseling staff will conduct a seminar specifically designed for parents of African American students. The purpose of the seminar is to provide information about Honors/AP courses and the supports available for students enrolled in those courses.	10/2008	10/2009	After School	Local Funds	0		
6. Teachers will contact parents regarding specific achievement issues as required by District policy.	9/2008	5/2010	During School	Local Funds	0		

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Teachers will invite parents who do not traditionally attend parent teacher conferences to do so.	11/2008	2/2010	During School	Local Funds	0

## **CENTRAL HIGH SCHOOL - CHAMPAIGN CUSD 4**

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

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#### **Part A - Parent Notification**

**Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.**

The PTSA is the primary conduit through which the improvement process is communicated to parents. The principal prepares and delivers a monthly report to parents as a standing agenda item during which he outlines the school's current efforts and activities. The principal also presents an annual Power Point presentation to the parents at the first PTSA meeting of the year, highlighting test scores, an overview of district academic performance, the results of student surveys, discipline statistics, and the school's goals for the year. The principal also utilizes electronic and printed newsletters to highlight important school improvement efforts. The school's School Improvement Plan and State Report Card are posted on the school's website, providing easy access for parents.