

BREMEN CHSD 228

District Improvement Plan 2007

Board Approval Date:	1/22/2008
Plan Submission Date & Ref No:	1/28/2008 - DIP07 - 001026
ISBE Monitoring Started:	1/24/2008

BREMEN CHSD 228

PRELIMINARY INFORMATION

District Information

RCDT Code Number : 1401622800000

District Name: BREMEN CHSD 228

Superintendent: William Kendall

District Address: 15233 PULASKI RD

Telephone # : 708-389-1175 X: 2000

City/State/Zip: MIDLOTHIAN, IL 60445 3799

Email : bkendall@bhsd228.com

Is this for a Title I district? No

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

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Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Corrective Action
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	99.6	Yes	99.6	Yes	51.7		No	51.5		No			93.5	Yes
White	100.0	Yes	100.0	Yes	63.2		Yes	65.0		Yes				
Black	98.6	Yes	98.6	Yes	37.0	49.0	No	32.1	40.8	No			91.0	
Hispanic	100.0	Yes	100.0	Yes	43.6	51.3	No	44.4		No			85.3	
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	99.0	Yes	99.0	Yes	13.8	36.9	No	10.3	30.2	No			93.4	
Economically Disadvantaged	98.8	Yes	98.8	Yes	32.2	45.7	No	36.8	42.3	No			95.3	

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

SELECT * FROM AllDistrictsAMAO WHERE RCDZ = '140162280' AND Year = '2007'This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2007.

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Section I-A Data & Analysis - Report Card Data

Item 3 - District Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	93.4	93.1	93.0	93.0	93.9	92.9
Truancy rate (%)	3.0	3.6	3.6	2.3	2.6	2.4
Mobility rate (%)	11.7	12.4	17.8	10.3	12.4	12.1
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	84.8	85.3	85.4	89.8	91.9	93.5
HS dropout rate, if applicable (%)	2.5	2.7	3.3	2.8	2.5	2.5
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	4,660	4,692	4,857	4,957	5,194	5,239
Economically disadvantaged (%)	14.6	18.0	18.9	22.7	21.6	23.8
Limited English proficient (LEP) (%)	0.8	0.9	0.9	0.1	0.1	1.0
Students with disabilities (%)						
White, non-Hispanic (%)	58.0	55.7	53.7	50.3	47.3	44.9
Black, non-Hispanic (%)	34.2	35.0	35.5	36.8	37.6	38.8
Hispanic (%)	5.6	6.8	7.9	9.4	10.9	12.0
Native American or Alaskan Native (%)	0.2	0.2	0.4	0.4	0.4	0.2
Asian/Pacific Islander (%)	2.0	2.2	2.5	3.0	2.8	2.8

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
D I S T R I C T	2001	57.5	35.4	5.0	1.9	0.2	-
	2002	58.0	34.2	5.6	2.0	0.2	-
	2003	55.7	35.0	6.8	2.2	0.2	-
	2004	53.7	35.5	7.9	2.5	0.4	-
	2005	50.3	36.8	9.4	3.0	0.4	0.1
	2006	47.3	37.6	10.9	2.8	0.4	1.0
	2007	44.9	38.8	12.0	2.8	0.2	1.3
S T A T E	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

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

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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 (%)
D I S T R I C T	2001	0.6	14.0	96.3	93.6	8.6	108.0	2.5	3.5	87.5
	2002	0.8	14.6	95.6	93.4	11.7	138.0	3.0	2.5	84.8
	2003	0.9	18.0	98.8	93.1	12.4	161.0	3.6	2.7	85.3
	2004	0.9	18.9	97.9	93.0	17.8	166.0	3.6	3.3	85.4
	2005	0.1	22.7	98.1	93.0	10.3	113.0	2.3	2.8	89.8
	2006	0.1	21.6	98.9	93.9	12.4	134.0	2.6	2.5	91.9
	2007	1.0	23.8	98.6	92.9	12.1	121.0	2.4	2.5	93.5
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

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

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2001	4,641.0	-	-	-	-	1.0	1,079.0
	2002	4,660.0	-	-	-	-	-	1,133.0
	2003	4,692.0	-	-	-	-	-	1,163.0
	2004	4,857.0	-	-	-	-	-	1,164.0
	2005	4,957.0	-	-	-	-	-	1,176.0
	2006	5,194.0	-	-	-	-	-	1,315.0
	2007	5,239.0	-	-	-	-	-	1,281.0
S T A T E	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-
	2007	2,077,856.0	-	-	-	-	-	-

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

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	274.0	16.3	67,705	32.6	67.4	-	19.1	-	-
	2002	287.0	15.4	66,374	31.0	69.0	-	18.3	-	-
	2003	300.0	14.2	70,207	37.5	62.5	-	17.9	0.7	-
	2004	318.0	13.1	70,561	38.2	61.8	-	17.4	0.6	-
	2005	324.0	12.8	73,032	41.8	58.2	-	17.6	0.3	-
	2006	328.0	12.6	70,378	42.5	57.5	-	18.0	0.7	-
	2007	311.0	12.3	78,312	45.6	54.4	-	19.1	-	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

BREMEN CHSD 228**Section I-A Data & Analysis - Report Card Data**

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	43.9	53.9	55.2	62.9	50.9
White	52.1	60.1	63.2	75.2	62.8
Black	31.5	42.4	42.5	42.2	36.2
Hispanic	27.0	56.5	43.8	47.9	43.5
Asian/Pacific Islander	35.0	34.7	64.5	57.1	51.6
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	38.9
LEP	-	-	-	-	-
Students with Disabilities	14.1	15.8	14.8	24.6	5.9
Economically Disadvantaged	28.5	41.8	44.7	39.8	30.5

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Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	43.2	51.8	51.2	58.2	51.3
White	53.9	61.7	61.4	71.7	64.4
Black	23.4	30.5	29.0	31.9	32.0
Hispanic	36.5	52.1	57.8	49.3	47.8
Asian/Pacific Islander	45.0	56.5	64.5	67.9	54.8
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	50.0
LEP	-	-	-	-	-
Students with Disabilities	10.9	7.0	8.2	16.4	3.5
Economically Disadvantaged	19.3	37.4	31.9	34.6	39.8

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Section I-A Data & Analysis - Report Card Data

Data - What do your 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?

The district is very close to having 100% participation of its students during testing. We have seen increased growth district wide for the "All" category from 2003-2007 in reading (7% increase) and math (9% increase); however, this growth is not at the State's proposed rate for adequate yearly progress. Our economically disadvantaged students have shown an increase in math achievement from 19% in 2003 to 40% in 2007 even though we have seen an increase of 5.8% in their population size. The progress we have seen has been the result of targeting the specific needs of our students through a variety of initiatives.

While we have seen growth in our "All" category for reading and math, we are not making AYP or safe-harbor for all our subgroups: Black, Hispanic, special education, and economically disadvantaged. These subgroups have also seen an increase in their population size from 2003 to the present.

Our subgroups continue to maintain or increase their growth in scores over time. Our Black students have shown an increase of 6% in reading and a 9% increase in math from 2003-2007. Hispanic students have increased in reading 17% and in math 12% from 2003-2007; our economically disadvantaged students showed a 1% increase in reading and a 21% increase in math over five years. As a result of our efforts, more students are making AYP, except our special education subgroup.

The specific areas of weakness, in reading, as indicated by the report card data are as follows: All students in District 228 scored 51.7% in reading which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for reading. Black students are at 37% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for reading. The Hispanic subgroup is at 43.6%, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for reading. Special education students are at 13.8% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for reading. Economically disadvantaged students are at 32.2% for reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for reading.

The specific areas of weakness, in math, as indicated by the report card data are as follows. All students in District 228 scored 51.5% in math which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math. Black students are at 32.1% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math. The Hispanic subgroup is at 44.4% for math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math. Special education students are at 10.3% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math. Economically disadvantaged students are at 36.8% for math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math.

Bremen District 228 has not met the Annual Measurable Achievement Objective. Three standards must be met to secure AMAO. Students must make the English Proficiency Target, the Progress in English Target, and the AYP for LEP's. If any of the three targets are not met, AMAO is not met. Bremen District 228 does not have enough students for a subgroup, so the AYP target for LEP's and the Progress in English target does not apply to our Report Card Data. We are not making the Annual Measurable Achievement Objective because when tested with the ACCESS in 2006, 0% of the 39 students reached a 4.0 or above overall composite score. The ACCESS uses the four categories of Listening, Speaking, Reading, and Writing to assess each language domain. These four language domains then can be translated into interpretive scores, or proficiency levels ranging from 1 to 6. Each proficiency level is based on the World-Class Instructional Design and Assessment (WIDA) Consortium proficiency standards. Analysis of the ACCESS data uncovered strengths in the areas of the Listening and Speaking domains with weaknesses in the areas of the Reading and Writing domains of our English Language Learners.

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Section I-A Data & Analysis - Report Card Data

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

Numerous factors may have caused our subgroups to not meet AYP. Over the last five years, our district has seen a change in the number of students in poverty, enrollment in special education services, rate of students transferring into the district, and an increase in numbers of Hispanic students. The schools that feed into our district are another factor affecting our results as there is disparity between curriculums and the level of skills students bring into our high schools.

First, our district's poverty rate has increased from 18% in 2003 to 23.8% in 2007. We are finding that students who come from economically disadvantaged families tend to be academically behind their peers especially in reading and math, which is also supported by current research in education. These students often end up in application level courses because they are starting below grade level in high school.

Our population of special education students has also been on the rise from 2003-2007. While the Special Education Department is making strides in developing a more rigorous curriculum that mirrors regular education courses, these students are still reading well below grade level and have also not had the exposure to the necessary math courses that prepare them for the ACT and WorkKeys tests. When it comes time for special education students to take the PSAE, they find the reading passages and math problems beyond their functional ability level.

The Hispanic population has doubled in the last five years, and we are finding more of these students are having difficulty with reading, writing and speaking in English. In addition to having difficulty with writing and speaking English, these students are often not exposed to the level of lexilistic reading that appears on the PSAE reading assessments. Many of these students already completed their three year ELL coursework prior to entering high school, and as a result, they are struggling in their regular level courses. In addressing the factors that have contributed to the results of our Hispanic population, it must also be noted that approximately 5% of these students miss two or more weeks of instruction during the winter holiday season.

We are also finding that the students who transfer into our district are often not accustomed to the level of rigor within our courses. Many do not have the necessary skills in math and reading to be successful, as they are often one to two years below grade level. In addition to this, several students come to our district from schools on block-scheduling, so these students often lose one semester to a year of instruction.

Finally, the district has 21 feeder schools providing students to the four high school buildings. These feeder schools have diverse populations and economic backgrounds. Since we are not a unit district, there is no common curriculum among the feeder schools. Therefore there are inconsistencies among the buildings about the content taught in junior high school. Our district has been articulating with the feeder schools over the last six years in order to provide information about the skills students need upon entering high school. While many of our feeder schools have been making changes to their curriculum, we are still working towards closing the gap existing between the feeder and high schools.

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Section I-A Data & Analysis - Report Card Data

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

We want every student in the district to meet AYP and/or safe harbor. The district will continue to work with all students in reading and math, black students in reading and math, Hispanic students in reading and math, special education students in reading and math, and economically disadvantaged students in reading and math. We will also continue to address our Caucasian students in reading and math, as they are on the verge of not meeting AYP in the near future.

The factors discussed above explain why some of our district subgroups are not making AYP; however, our district is making academic progress in all areas. Evaluation of our EPAS data (local assessment data which includes the EXPLORE, PLAN, and ACT tests) will show this growth over time. The initiatives we have implemented (District Reading Strategies, Double Math, Summer Academy, math and English tutors, etc) over the last five years in reading and math have contributed to our continual growth. The district will continue to focus attention on reading and math for all subgroups.

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

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

In addition to the PSAE data which includes ACT and Work Keys, the District uses the Educational Planning and Assessment System (EPAS) to monitor student progress in cohort groups. The EPAS system for the class of 2008 includes the following assessments: 9th grade (fall) EXPLORE, 10th grade (fall) PLAN and 11th grade (fall) retired ACT. The culminating assessment is in the spring of 11th grade with the PSAE exams.

In an effort to obtain a more thorough evaluation of our students' academic progress, the following EPAS type assessments have been added and will be monitored: 8th grade Explore (fall), 9th grade retired PLAN (spring), and 10th grade retired PLAN (spring). The graduating class of 2011 will have the full gambit of testing data that will provide a stronger evaluation of students' progress. This information is also available to the parents of our students through the Parent Portal of PowerSchool, our student information system.

For the graduating class of 2008, all students, including each subgroup, showed growth over time. Analysis of the EPAS data tells us that many of our students begin their high school careers below grade level, therefore they are not initially prepared to start in grade-level classes and do not meet the prerequisite requirements for these classes. According to EXPLORE data, a weakness in students' reading and math skills exists at all four buildings. These students have EXPLORE scores in the range of 1-15.

Percentage of Students in the score range of 1-15 on ACTs College Readiness Standards:

School:	Math:	Reading:
Bremen	44%	70%
Hillcrest	64%	71%
Oak Forest	31%	49%
Tinley Park	38%	62%

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

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

As mentioned earlier, there are numerous factors that may have contributed to our PSAE scores. These include the number of feeder schools within our district, increase in the number of Hispanic, special education, and economically disadvantaged students. We have also many students who start high school below grade level.

Students in this district matriculate from over 26 different middle/junior high schools in seven different public districts and various private schools. There is not a common curriculum and some schools/districts have historically low ISAT scores.

Increasing Hispanic (LEP) populations have affected scores because students have difficulty reading, writing and speaking in English. Many of our LEP students do not qualify for ELL services because they have completed the maximum requirement prior to entering high school.

According to the local data, especially in math, all of our targeted subgroups (Black, Hispanic, special education, and economically disadvantaged) are making progress but start significantly below the grade/standard level that is set for traditional placement into freshman classes. Students that score below grade level may not be exposed to a rigorous enough curriculum to assure that they meet state standards. This should be monitored.

The number of economically disadvantaged students has increased, as well as the district's number of homeless students. These students need specific support to increase achievement.

Even though our district is faced with numerous challenges, we have been making progress with all students, including our subgroups, through a variety of initiatives. We have instituted Summer Academies and Math Academies at all four buildings to address students' needs in reading and math. For those students needing additional assistance in math during the school year, we have provided a Double Math course whereby students take two periods of math in order to catch up with their peers. All students have access to a certified math tutor in each building to receive additional support. To provide further assistance in reading, the English Department has been using the Read 180 program for the past few years. In order to ensure that all students continue to improve their reading comprehension, the district developed and initiated a district Reading Strategies Handbook that is used across the content areas. Finally, the district adopted the EPAS system in order to assess and monitor student progress during the year so teachers can adjust instruction to meet the needs of students.

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

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

It is imperative that we collaborate with our feeder schools to communicate the achievement levels of their students and where we need them to start high school in reading and math. As a district we do have some articulation, especially with our BASA group. This needs to be increased.

Targeted pre-high school interventions for students below grade level, as defined by the eighth grade EXPLORE score, include Summer Academies and Math Academies. These interventions would include many of our Black, Hispanic, economically disadvantaged and special education students. Additional high school interventions include articulation with the feeder schools, eighth grade Spanish and Algebra I, district Reading Strategies Handbook utilized by all staff, Double Math and Read 180.

Furthermore, we must ensure that staff is trained in interventions and instructional strategies for all students in the areas of reading and math. It is our goal to have all of our students exposed to the rigorous curriculum that will allow them to continue to move forward.

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

Item 1 - Attributes and Challenges

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

Two of the challenges that face District 228 are the high mobility rate and the number of students who register late (after the 10-day window). At two of our schools in particular (Bremen and Hillcrest), the data illustrates the high transfer rate and also a high withdrawal rate of students.

The data below is for all four District 228 schools - transfer in statistics

	Hillcrest	Tinley Park	Oak Forest	Bremen
2003-04	NA	42	43	94
2004-05	130	62	41	120
2005-06	148	39	42	89
2006-07	166	52	42	136
2007-08	58*			103*

*Current figures for this year

The data below is for all four District 228 schools - transfer out statistics

	Hillcrest	Tinley Park	Oak Forest	Bremen
2003-04	NA	38	50	136
2004-05	203	50	46	145
2005-06	160	81	66	204
2006-07	215	85	53	187

The data below is for the students who enroll after the 10-day period at the beginning of the school year.

	Hillcrest	Tinley Park	Oak Forest	Bremen
2006-07	71	67	14	41
2007-08	87	23	12	12

Homeless figures-District

2005- 8 total

2006-2 total

2007-52 total*

* A clearer definition, provided by the State, has resulted in the reclassification of students, whereby increasing in the number of our district students who are homeless.

Since it is the parent's responsibility to register their child/children for school on time, we must foster our relationship with our parents and continue to inform parents when to register students.

Inconsistent residency procedures in the past have caused the number of transfer students to increase. In the 07-08 school year, the district has recently implemented a more rigorous procedure to identify students who do not live within our district boundaries.

BREMEN CHSD 228

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

Item 1 - Attributes and Challenges

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

When this data is examined, one can see a significant mobility rate at two of the four high schools (Hillcrest and Bremen). Both of those high schools did not meet AYP in 2006-2007. This is an external factor that would be very difficult to control from a school's perspective. If these numbers continue to rise, it will be difficult to maintain academic progress due to the discontinuity of the curriculum with students who are consistently mobile.

When processing students, we again have a very high figure at one of the schools (Hillcrest) in terms of students who register after the ten-day registration deadline. Students at Hillcrest also have the highest percentage of students not living with either parent (about 40%). Tinley Park and Bremen already identified and addressed this challenge effectively, and Hillcrest started to implement changes this year. According to the data, Oak Forest does not have an issue with registering students beyond the deadline. Through publicity, our schools have attempted to better address this issue and encourage more parents to register their child/children on time. Hopefully, the schools will benefit from students being present the very beginning of the school year.

Students who transfer into our district have difficulty being successful in our rigorous curriculum. We also have difficulty placing students who come to us from block schedules; therefore, students often lose a semester/year of instruction in core subject areas. Because of the disparity between the curricula, many students need to receive additional support in order to maintain academic progress.

BREMEN CHSD 228

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

Item 1 - Attributes and Challenges

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

The District needs to establish specific assessment and placement guidelines for transfer students, especially for students who are arriving from neighboring "block-scheduling" school districts. Most of these students are only taking 3 classes and now have to take 5-6 classes at District 228, which maintains a traditional schedule.

The School District must continually reinforce to our many communities the importance of a stable educational environment. Transferring, withdrawals, and late registration of students all have a negative impact on student learning. Despite these external issues, which are difficult to control, many District students are still achieving and EPAS scores across the District are increasing. We must increase parent communication to ensure that more students register prior to the ten day drop, and start school on time.

BREMEN CHSD 228

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

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

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

All of our teachers are highly qualified.

The number of retirees over the last five years is 57, and we are expecting another 14 teachers to retire in 08-09. As a result, we have a younger staff due to our legacy teachers having retired and there is a need to adjust our induction program to ensure that the professional development needs of our new teachers are met. These new teachers require training in techniques that address student achievement and school improvement initiatives. Data is currently being gathered for the number of teachers who are working on their first master's degree.

BREMEN CHSD 228

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

Item 2 - Educator Qualifications

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

While the number of years of experience have decreased, all the staff maintain highly qualified status with the state. The number of staff with post-bachelor's degrees has dramatically fallen due to the number of retirements in our district. Our increase in student learning, as indicated by our local assessment data, is representative of our teachers' qualifications. As our staff changes, we are challenged with aligning professional development to our shifting needs due to retirement.

BREMEN CHSD 228

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

Item 2 - Educator Qualifications

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

We must align teacher professional development with the needs of new and current staff. For example there needs to be a focus on lesson planning, research-based instructional strategies (works of Marzano), Differentiated Instruction, incorporating technology and Response to Intervention (RtI). As a result of attending professional development, teachers need to incorporate research-based strategies and data driven decision making as they work to improve student learning.

Our current Induction Program for new teachers is a four year, sixty hour program. The first year incorporates Classroom Management Skills I, Roles of a Teacher and an introductory course on the District 228 student data system. Within the Roles of a Teacher workshop, the focus is on lesson planning and the delivery of instruction. For the second year, there are two areas of focus: writing and reading across the curriculum and content areas. During the third year, the emphasis is on an action research project and how this analyzes a current process within the delivery of instruction. Also during the third year, each teacher may choose six hours of professional development from the Veteran Staff Development offerings as well as technology offerings. The Induction Program culminates with workshops on peer coaching and collegial evaluation.

The Veteran Staff Development workshops for the current school year are Increasing Student Motivation and Responsibility, Dealing with Difficult Students and Parents, Differentiating Instruction in Mixed Ability Classrooms, Modifying the Curriculum for Exceptional and At-Risk Learners, Test Taking Strategies, Bullying in the Classroom, Changing the Learning Climate, Minority Student Achievement, Understanding by Design and Connecting with Kids.

A needs assessment completed by staff members begins the process of coordinating the staff development programs for the district. The Assistant Superintendent of Curriculum and Instruction then aligns the requests for these workshops based upon teacher needs. District 228 is studying this methodology to better meet the needs of the students as well as the staff.

Our evaluation process, as a tool, needs to be looked at as a means of supporting the school improvement process. The use of walk-throughs by building/district administration will also provide us with data that addresses our school improvement initiatives.

BREMEN CHSD 228

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

Item 3 - Parent Involvement

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

In District 228, parent involvement is considered a priority by all staff. From the 2007 District Report Card, parental contact is 98.6% compared to the state's percentage of 96.1%. The trend indicates that more parents are contacted each year. All four of the high schools in the district host two parent/teacher conference dates. There is one after the first quarter and one midway through the third quarter.

Each school also hosts an incoming freshman evening for parents and incoming freshman students, with a district average of 75% attendance rate. On this evening, test scores are distributed and parents and incoming students meet with each department chairperson. Another meeting is hosted for the incoming freshman and parents to meet with a counselor to answer any questions and determine course selection. This is done at three of the four buildings. Hillcrest combines the course selection and parent meeting into one session. These students and parents again are invited in late August or early September in the evening to prepare the students for their freshman year.

Sophomore, Junior and Senior parents receive information regarding scheduling and career decisions each year. Communication is made with Pupil Personnel Services staff regarding academic course selection.

At two of the buildings (Bremen and Hillcrest) a Parent Advisory Board has been established. Meetings are held monthly and membership is open to all parents and community members.

Parent Booster Clubs are present in all four buildings for academics and athletics. Parents volunteer to hold offices for each booster club and general membership is encouraged. Parents are highly involved in the fund raising programs.

Communication is also a priority for all staff members. Each school distributes a Parent Newsletter multiple times throughout the school year. Letters from each school's principal are mailed home at various times throughout the school year. These inform parents about upcoming activities and other information concerning the school. EPAS letters are sent out twice a year to update parents on their child's progress via standardized testing and the College Readiness Standards. Each school hosts an annual Financial Aid night where presentations are made to parents and students in regards to attaining scholarships and applying for college.

For the first time, district wide "coffee houses" were held in the fall of 2007. All community members in the four district high schools were invited to attend. In late November or early December, senior citizens are invited to come to their local high school for a holiday dinner, tour the school and be entertained by students. This is a huge success at all four schools.

A Parent Portal has been activated for parents to use the student data system via the Internet. Each student is given an identification number, and parents have the ability to access grades in progress, attendance and tardiness of their child. Currently, 52.9% of students have had their records accessed on PowerSchool, with an average of 509 outside accesses a day.

The district has purchased the "School Reach" program. This program allows the building principals and central office administrators to call or email parents regarding different subjects. This has been an overwhelming success.

There are four Strategic Planning committees consisting of parents, students, staff, support staff, and administrators. These committees focus on Community Relations, Finance, Curriculum and Instruction, and Student Services. Parents and students are encouraged to participate.

BREMEN CHSD 228

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

Item 3 - Parent Involvement

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

While we do not have quantitative data to illustrate the relationship between parent involvement and student achievement, research indicates that there is a positive correlation between parent involvement and student achievement.

BREMEN CHSD 228

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

Item 3 - Parent Involvement

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

There will be district level as well as individual building level efforts to work toward improving student achievement through the increase of parent involvement.

BREMEN CHSD 228

Section I-D Data & Analysis - Key Factors

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

Factors that we can change and/or seek to positively influence:

- * Residency - need to be more diligent about the students who can attend our district schools
- *Curriculum - expose more students to rigorous courses and move more students into regular education courses
- *Pre-high school initiatives - to address students who do not meet EPAS benchmarks; for example: Summer Academy and Math Academy
- *During school initiatives - to continue to address students who are struggling with reading and math; for example: Extended Algebra I, Extended Introduction to English, math and English tutors, Read 180, PSAT/ACT preparation activities, and Reading Strategies Handbook
- *Articulation - with the feeder schools to discuss expectations and College Readiness Standards and continue to develop a smooth transition between junior high and senior high school
- *Parent Outreach - continue communication with parents about registration, transferring/withdrawal procedures, and continual support of their child/children
- *Professional Development of Staff - address teacher needs in the areas of lesson planning, research based strategies, differentiation techniques, Rtl, and the evaluation process
- *Transfer students - develop better assessment/placement procedures, especially for dealing with students who were previously on block schedules, and provide support for their academic progress

BREMEN CHSD 228

Section II-Action Plan

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

1. District is deficient in Reading Meets and Exceeds
2. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
3. Students with disabilities are deficient in Reading Meets and Exceeds
4. Hispanic students are deficient in Reading Meets and Exceeds
5. Black students are deficient in Reading Meets and Exceeds
6. District is deficient in Mathematics Meets and Exceeds
7. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
8. Students with disabilities are deficient in Mathematics Meets and Exceeds
9. Hispanic students are deficient in Mathematics Meets and Exceeds
10. Black students are deficient in Mathematics Meets and Exceeds

BREMEN CHSD 228

Section II-Action Plan

Part A. Objective 1

Title : Increase Reading Achievement for All Students

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

The specific areas of weakness, in reading, as indicated by the report card data are as follows:

All students in District 228 scored 51.7% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or safe harbor for reading.

Black students are at 37% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or safe harbor for reading.

The Hispanic subgroup is 43.6% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or safe harbor for reading.

Special education students are at 13.8% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or safe harbor for reading.

Economically disadvantaged students are at 32.2% in reading, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for reading. For the 2008-2009 school year, our goal is to make AYP of 70% or safe harbor for reading.

BREMEN CHSD 228

Section II-Action Plan

Part A. Objective 1

Title : Increase Reading Achievement for All Students

This objective covers the following AYP deficiency areas.

1. District is deficient in Reading Meets and Exceeds
2. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
3. Students with disabilities are deficient in Reading Meets and Exceeds
4. Hispanic students are deficient in Reading Meets and Exceeds
5. Black students are deficient in Reading Meets and Exceeds

BREMEN CHSD 228

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Increase Reading Achievement for All Students

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Students who score below 12 on the 8th grade EXPLORE in reading will be highly encouraged to attend an academic summer program.	June 2007	June 2009	Summer School	Local Funds	\$80,000 for four buildings
2. Students who continue to demonstrate need will be expected to enroll in an Extended Introduction to English course during the school year.	July 2008	June 2009	During School	Local Funds	\$100,00.00
3. The amount and difficulty of technical reading (WorkKeys) will be increased in all subject areas at lower grade levels (9-10). This will include the appropriate technical reading strategies across the content areas.	Fall 2007	June 2009	During School	Other	none
4. Continue to evaluate and monitor the program Read 180 and expand its use to target struggling readers.	Fall 2007	June 2009	During School	Local Funds	\$25,000.00
5. Increase the use of higher order reading strategies and technical text book reading in 11th-12th grade curriculums.	Fall 2007	June 2009	During School	Other	none
6. Target at-risk students for academic study halls with Work Keys and other specific targeted interventions.	Fall 2007	June 2009	During School	Local Funds	\$2500.00 per school

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Implement a common reading/unit assessment for 9th grade English students to be administered 3-4 times a year. This would also be used to identify students for Rtl.	Fall 2008	June 2009	During School	Local Funds	\$2000.00 per school
8. Use research-based strategies and data-driven decision making to engage all learners such as the integration of technology into the classroom, cooperative learning, multiple intelligences, Differentiated Instruction, learning styles inventories, etc.	Fall, 2007	June, 2009	During School	Other	none

BREMEN CHSD 228

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Increase Reading Achievement for All Students

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Revise the Induction Program to include specific research-based strategies that increase student performance/best practice.	Fall 2008	June 2009	Before School	Title II	\$5000.00
2. Supervisors/evaluators, will partake in "train the trainer" instruction and will instruct teachers in best practices in delivery of instruction.	Fall 2008	June 2009	During School	Local Funds	\$5000.00
3. Data Retreats analyzing of EPAS, Reading test and other data to improve student achievement.	Fall 2007	June 2009	During School	Other	none
4. Revise the staff development program to include specific research-based practices to improve student learning and teacher instruction.	Fall 2008	June 2009	During School	Other	none
5. Staff development to train Summer Academy teachers on the use of Read 180.	Spring 2008	June 2009	During School	Title II	
6. Align curriculum for summer academies in reading.	Spring 2008	June 2009	During School	Title II	
7. Teachers will need training in the instruction of technical and non-fiction reading.	Fall 2008	June 2009	During School	Title II	
8. Develop a plan to train all teachers on the Rtl initiatives in order to identify and support at-risk students with targeted interventions.	Fall 2008	June 2009	During School	Title II	\$2,500.00

BREMEN CHSD 228

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Increase Reading Achievement for All 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. Send EPAS letters to parents to educate them about standardized tests and College Readiness Standards.	Fall 2007	June 2009	During School	Other	none
2. Coffee Houses/Instructional meetings to inform parents about school progress, reading strategies and testing.	Fall 2007	June 2009	After School	Local Funds	\$250.00 per school
3. Title I parent meeting to discuss student compacts.	Fall 2007	June 2009	After School	Other	none
4. All District 228 parents will have access to the Parent Portal, a web-based program through PowerSchool, where they can retrieve student grades and standardized test scores.	Fall 2007	June 2009	During School	Other	none

BREMEN CHSD 228

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Increase Reading Achievement for All Students

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

1. Students who score below 12 on the 8th grade EXPLORE in reading will be highly encouraged to attend an academic summer program.
 - The English Department and Special Education Supervisors will set the summer curriculum for incoming freshmen. Data will be collected at the end of the summer and reported to the Assistant Superintendent for Curriculum and Instruction.
 - The Supervisors will also provide staff training for the use of Read 180.
 - The Technology Department will provide technological support for the maintenance of the computers and software.
2. Students who demonstrate need will be expected to enroll in an Extended Introduction to English class during the school year.
 - The PPS Director of each school along with the English Supervisor will monitor placement/enrollment of Extended Introduction to English.
 - The English Department Supervisor, Technology and PPS Department will monitor the progress of Extended Introduction to English.
 - The English and Special Education Supervisors will provide staff development for the new course.
3. The amount of difficulty of technical reading (WorkKeys) will be increased in all subject areas at the lower grade levels (9-10). This will include the appropriate technical reading strategies across the content areas.
 - Beginning with the 2008-2009 school year, the 9th grade curricula of all department supervisors should reflect an increase in the amount of technical reading.
 - Department Supervisors and the Assistant Superintendent of Curriculum and Instruction will monitor the effectiveness of the implementation.
 - The Business Department will use WorkKeys to prepare the 9th grade students in WorkKeys Reading. The Business Supervisor will report WorkKeys progress to the Assistant Superintendent of Curriculum and Instruction.
 - Beginning in the Spring of 2008, WorkKeys exams will be administered to 9th and 10th grade students during the Spring testing. Data will be reported.
4. Continue to evaluate and monitor the program Read 180 and expand its use to target struggling readers.
 - The English and Special Education Supervisors will review quarterly reading reports using the Scholastic Reading Inventory. These reports will be used to review student placement within the Read 180 system, instructional effectiveness, and implementation effectiveness.
 - Annual reports will be given to the Assistant Superintendent of Curriculum and Instruction.
5. Increase the use of higher order reading strategies and technical reading in the 11th and 12th grade curricula.
 - The 12th grade curricula of all English classes will be revised to include writing which necessitates higher order reading strategies. All

curricula documents will reflect this change.

- All 11th grade classes should reflect content that prepares students for WorkKeys Reading.
- Data will be collected using WorkKeys Reading for Information.
- A listing of higher order reading strategies will be developed and distributed by the English Department Supervisor.
- Walk-through data will be collected by building administrators.
- Common assessments will be used which analyze student master of reading strategies.
- Teachers will show the use of higher order reading strategies during evaluations.

6. Target at-risk students for academic study halls with WorkKeys and other specific targeted interventions.

- Building administrators will target specific students for the academic study halls.
- Building administrators will also monitor the progress of all academic study halls.

7. Implement common reading assessments for 9th grade English students to be administered quarterly. This would also support the RtI initiative.

- The English and Special Education Supervisors will collect, analyze and monitor the common assessment data.
- The data will be reviewed with teachers and a semi-annual report will be given to the Assistant Superintendent of Curriculum and Instruction.

8. Use research-based strategies and data-driven decision making to engage all learners such as the integration of technology into the classroom, cooperative learning, multiple intelligences, Differentiated Instruction, learning styles inventories, etc.

- Walk-through and evaluation data will be collected by building administrators.
- Teachers will be surveyed at the end of each year to collect data on the frequency and type of strategies used in the classroom.
- Attendance and participation at professional development will occur along with follow-up surveys to determine the frequency and effectiveness of strategy implementation.

District administrators and building administrators will monitor the effectiveness of professional development and parental involvement initiatives. One of the methods of evaluating professional development practices will be the use of walk-through by building and district administrators. These walk-throughs will provide data to help monitor the effectiveness of staff development initiatives.

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

Name _____

Title _____

Marcia Mendenhall

Assistant Superintendent of Curriculum & Instruction

Maurice Young

English Department Supervisor

John Krapf

Special Education Department Supervisor

BREMEN CHSD 228

Section II-Action Plan

Part A. Objective 2

Title : Increase math achievement for all students

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

The specific areas of weakness, in math, as indicated by the report card data are as follows:

All students in District 228 scored 51.5% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math.

Black students are at 32.1% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math.

The Hispanic subgroup is at 44.4% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math.

Special education students are at 10.3% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math.

Economically disadvantaged students are at 36.8% in math, which is below the targeted 55%. For the 2007-2008 school year, our goal is to meet AYP of 62.5% or make safe harbor for math. For the 2008-2009 school year, our goal is to make AYP of 70% or make safe harbor for math.

BREMEN CHSD 228

Section II-Action Plan

Part A. Objective 2

Title : Increase math achievement for all students

This objective covers the following AYP deficiency areas.

6. District is deficient in Mathematics Meets and Exceeds
7. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
8. Students with disabilities are deficient in Mathematics Meets and Exceeds
9. Hispanic students are deficient in Mathematics Meets and Exceeds
10. Black students are deficient in Mathematics Meets and Exceeds

BREMEN CHSD 228

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Increase math achievement for all students

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Place incoming students in Extended Algebra I, who are at-risk, based on the EXPLORE math test. The course will be a period and a half in length and have the same curriculum as the single period Algebra I course. Students who are successful will be placed in Geometry as sophomores, on track with their peers.	Fall, 2008	June, 2009	During School	Local Funds	\$132,000.00
2. Place incoming 9th grade students who score in the 1-12 range on the EXPLORE math test in PreAlgebra. Students who are unsuccessful will not be allowed to repeat PreAlgebra unless recommended to do so by their PreAlgebra teacher. Students who take PreAlgebra as a freshman will be placed in Algebra I for Upperclassmen as sophomores. This continues our effort to eliminate lower level courses and provide all students with exposure to Algebra and Geometry concepts.	Fall, 2008	June, 2009	During School	Other	none

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Provide a Summer Academy program targeting incoming 9th grade students who score 15 or less on the EXPLORE math test. Students will be provided with instruction on PreAlgebra I topics in an effort to remediate skill deficiencies. At the end of the three-week or six-week program, student placement will be confirmed with the goal of moving students forward into Extended or regular Algebra I classes.	Fall, 2007	June, 2009	Summer School	Local Funds	\$80,000 for four buildings
4. Provide all freshman, sophomore, and junior students with PSAE preparation through warm-up activities. Specific materials and problem sets will be identified for these students based on the course in which students are enrolled and the ACT College Readiness Standard range of the students in each class.	Fall, 2007	June, 2009	During School	Other	none
5. Provide junior students with additional PSAE preparation through the administration of ACT and WorkKeys practice tests and item analysis of test results.	Fall, 2007	June, 2009	During School	Local Funds	\$5,000.00
6. Provide select students with additional WorkKeys preparation by scheduling them in study halls where KeyTrain computer software is available. Students will complete pre- and post-tests along with prescribed curriculum units related to their identified skill deficiencies.	Fall, 2007	June, 2009	During School	Local Funds	\$2,500 /per building
7. Provide select juniors enrolled in Geometry with additional ACT preparation through before or after school tutoring sessions that focus on Algebra II concepts. Eight one-hour sessions will be scheduled.	Fall, 2008	June, 2009	Before School	Local Funds	\$2,500.00
8. Provide students with access to a math tutor during all study/lunch periods. The math tutor will be scheduled for 110-115 days during the regular school year. The tutor will be a math teacher or have a degree in math or a related field.	Fall, 2007	June, 2009	During School	Local Funds	\$56,000.00

Strategies & Activities	Start Date	End Date		Fund Source	Amount
9. Provide all math teachers with EPAS data on their individual students at the beginning of the school year. Teachers will analyze the data and identify the appropriate ACT College Readiness Standard skills that need to be addressed in each of their classes. Teachers will focus their instruction to address the skills that students need to move forward to the next higher ACT score range.	Fall, 2007	June, 2009	During School	Other	none
10. Use research-based strategies and data-driven decision making to engage all learners such as the integration of technology into the classroom, cooperative learning, multiple intelligences, Differentiated Instruction, learning styles inventories, etc.	Fall, 2007	June, 2009	During School	Other	none

BREMEN CHSD 228

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Increase math achievement for all students

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Extended Algebra I teachers will attend a 2-day Kagan Cooperative Learning Workshop titled "Structures for Block Scheduling."	January, 2008	June, 2009	During School	Title II	\$8,000.00
2. Select high school and junior high math teachers will meet to articulate on a variety of topics including curriculum, instruction, and standardized testing including the PSAE, ACT and WorkKeys tests, and EPAS.	August, 2007	June, 2009	During School	Other	none
3. Select math teachers will attend ACT educators workshop.	Fall, 2007	June, 2009	During School	Other	none
4. Revise the Induction Program to include specific research-based strategies that increase student performance/best practice.	Fall, 2008	June, 2009	Before School	Title II	\$2,500.00
5. Supervisors/evaluators, will participate in "train the trainers" instruction and will instruct teachers in best practices for delivery of instruction.	Fall, 2008	June, 2009	During School	Local Funds	\$5,000.00
6. Data Retreats analyzing EPAS, math tests and other data to improve student achievement.	Fall, 2007	June, 2009	During School	Other	none
7. Revise the staff development program to include specific research-based practices to improve student learning and teacher instruction.	Fall, 2008	June, 2009	During School	Other	none

Strategies & Activities	Start Date	End Date		Fund Source	Amount
8. Develop a plan to train all teachers on the RtI initiatives in order to identify and support at-risk students with targeted interventions.	Fall, 2008	June, 2009	During School	Title II	\$2,500.00

BREMEN CHSD 228

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Increase math achievement for all 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. Send EPAS letters to parents to educate them about standardized tests and College Readiness Standards.	Fall, 2007	June, 2009	During School	Other	none
2. Coffee Houses/Instructional meetings to inform parents about school progress, reading strategies and testing.	Fall, 2007	June, 2009	After School	Local Funds	\$250.00 per school
3. Title I parent meeting to discuss student compacts.	Fall, 2007	June, 2009	After School	Other	none
4. All District 228 parents will have access to the Parent Portal, a web-based program through PowerSchool, where they can retrieve student grades and standardized test scores.	Fall, 2007	June, 2009	During School	Other	none

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Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Increase math achievement for all students

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

1. Place incoming students in Extended Algebra I, who are at-risk, based on the EXPLORE math test.
 - The district will keep data on individual students who participate in the Extended Algebra I, PreAlgebra and Summer Academy programs to determine the success of these initiatives.
2. Place incoming 9th grade students who score in the 1-12 range on the EXPLORE math test in PreAlgebra.
 - The district will keep data on individual students who participate in the Extended Algebra I, PreAlgebra and Summer Academy programs to determine the success of these initiatives.
3. Provide a Summer Academy program targeting incoming 9th grade students who score 15 or less on the EXPLORE math test.
 - The district will keep data on individual students who participate in the Extended Algebra I, PreAlgebra and Summer Academy programs to determine the success of these initiatives.
4. Provide all freshman, sophomore and junior students with PSAE preparation through warm-up activities.
 - Teachers will keep logs noting the frequency and content of PSAE preparation warm-ups.
 - The Math Department Supervisor will collect and analyze teacher logs.
5. Provide junior students with additional PSAE preparation through the administration of ACT and WorkKeys practice tests and item analysis of test results.
 - English, Math, Science and Social Studies Department Supervisors will document the PSAE practice test activities scheduled for junior students. This documentation will be sent to the Assistant Superintendent of Curriculum and Instruction.
6. Provide select students with additional WorkKeys preparation by scheduling them in study halls where KeyTrain computer software is available.
 - Individual building administrators will collect data on students who participate in KeyTrain study halls to determine individual student growth and initiative success.
 - Building administrators will target specific students for the academic study halls.
 - Building administrators will also monitor the progress of all academic study halls.
7. Provide select juniors enrolled in Geometry with additional ACT preparation through before or after school tutoring sessions that focus on

Algebra II concepts.

- Individual building administrators will keep data on students who participate in the Algebra II before/after school tutoring sessions to determine individual student growth and initiative success.
- Building administrators will target specific students for the academic study halls.
- Building administrators will also monitor the progress of all academic study halls.

8. Provide students with math tutoring during all study/lunch periods.

- The Math Department Supervisor will collect data on the number of visits that students make to the math tutor.
- The Math Department Supervisor will also coordinate the administration of an end-of-the-year survey for students who utilized this resource.
- The data will be sent to the Assistant Superintendent of Curriculum and Instruction.

9. Provide all math teachers with EPAS data on their individual students at the beginning of the school year.

- The Math Department Supervisor will document the EPAS information that is provided to teachers and the activities that are scheduled for analyzing the data.
- The building administration and PPS Departments will compile and distribute the EPAS results to the staff.

10. Use of research-based strategies and data-driven decision making to engaged all learners such as the integration of technology into the classroom, cooperative learning, multiple intelligences, Differentiated Instruction, learning styles inventories, etc.

- Walk-through and evaluation data will be collected by building administrators.
- Teachers will be surveyed at the end of each year to collect data on the frequency and type of strategies used in the classroom.
- Attendance and participatio at professional development will occur along with follow-up surveys to determine the frequency and effectiveness of strategy implementation.

District administrators and building adminstrators will also monitor the effectiveness of professional development and parental involvement initiatives. One of the methods of evaluating professional development practices will be the use of walk-through by building and district administrators. These walk-throughs will provide data to help monitor the effectiveness of staff development initiatives.

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

Name _____

Marcia Mendenhall

Rhonda Cracco

Title _____

Assistant Superintendent of Curriculum & Instruction

Math Department Supervisor

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Section II-Action Plan

Part A. Objective 3

Title : English Language Learner students will meet the Annual Measurable Achievement Objective by making the English Proficiency Target.

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

In 2006, 0% of English Language Learners reached a 4.0 and above composite proficiency score on the ACCESS assessment. Ten percent of ELL students will meet the proficiency standards on the ACCESS for the 2007-2008 school year to meet AMAO. Students will continue to progress to ensure AMAO is reached for the 2008-2009 school year through continued growth to at least safe harbor status.

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Section II-Action Plan

Part A. Objective 3

Title : English Language Learner students will meet the Annual Measurable Achievement Objective by making the English Proficiency Target.
This objective covers the following AYP deficiency areas.

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Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : English Language Learner students will meet the Annual Measurable Achievement Objective by making the English Proficiency Target.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. ELL students will be exposed to a curriculum based on the ELL state standards with emphasis on specific needs of students.	July, 2007	June, 2009	During School	Other	none
2. ELL students will participate in a test preparation program addressing the ACCESS test.	July, 2007	June, 2009	During School	Other	none
3. ELL students will be participate in hands-on activities as part of the WorkKeys Reading training program.	Fall, 2008	June, 2009	During School	Other	none

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Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : English Language Learner students will meet the Annual Measurable Achievement Objective by making the English Proficiency Target.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. ELL staff will attend the state Bilingual Conference and incorporate best practice strategies into the curriculum.	July, 2007	June, 2009	During School	State Funds	\$2,000.00
2. ELL staff will attend workshops hosted by the IRC with special attention given to workshops on ELL state standards, reading and writing.	July, 2007	June, 2009	During School	State Funds	\$600.00
3. ELL staff will re-write curriculum to align courses to state standards.	July, 2007	June, 2009	Summer School	State Funds	\$2,000.00

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Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : English Language Learner students will meet the Annual Measurable Achievement Objective by making the English Proficiency Target.

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. The Bilingual Advisory Board will meet quarterly to evaluate this objective and strategies for improvement.	July, 2007	June, 2009	After School	State Funds	\$700.00
2. Home visits will be made to parents of each ELL students to establish positive relationships with parents and discuss areas in need of improvement to meet AMAO.	July, 2007	June, 2009	Summer School	State Funds	\$1,000.00

BREMEN CHSD 228

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : English Language Learner students will meet the Annual Measurable Achievement Objective by making the English Proficiency Target.

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

1. ELL students will be exposed to a curriculum based on the ELL state standards and with emphasis on specific needs of students.
 - Reading and math teachers will evaluate student progress and adjust instruction to meet ELL and State Standards.
 - The ELL Program Director will monitor the revisions of the reading and math curriculum.
2. ELL students will participate in a test preparation program addressing the ACCESS test.
 - The ELL staff will investigate and implement best practice ACCESS test preparation techniques.
3. ELL students will participate in hands-on activities as part of the WorkKeys Reading training program.
 - The ELL microcomputer teacher will administer pre- and post-tests to evaluate student progress and determine lessons to build student knowledge.

District administrators and building administrators will monitor the effectiveness of professional development and parental involvement initiatives.

The state will also monitor progress of our activities through grants that are submitted annually.

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

Name _____

Title _____

Anthony Edison

Assistant Superintendent of Personnel

Patricia DiGangi

ELL Program Director

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Section III - Development, Review and Implementation

Part A - Stakeholder Involvement

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

As part of the District's Strategic Planning Committee, the Academic Achievement Committee meets with parents, students, and staff to discuss changes in the District Improvement Plan and also to evaluate the current state of affairs within our district.

The District Improvement Team this year is composed of building and district administrators and staff. All four buildings are represented within this team. We have also been fortunate to have Jerry Vrshek, from the ISC4, to guide and mentor us through this process.

The District Improvement Plan has been reviewed with the District's Curriculum Council, which is comprised of the four building principals and the Superintendent, and the Assistant Superintendent of Curriculum and Instruction. This plan has also been reviewed with the Curriculum and Instruction Committee, made up of three board members and the Assistant Superintendent of Curriculum and Instruction. All objectives and strategies have been reviewed by the committees and suggested changes have been communicated to the District Improvement Plan Team.

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Section III - Development, Review and Implementation

Part B - District Responsibilities

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

The district has provided a variety of services and resources while we are currently revising the District Improvement Plan. They have provided time and support to gather administrators and teachers together for this process. Technical assistance has been provided in order to gather the necessary local data for analysis. Both the state and local data have been analyzed by each building's School Improvement Team. This data has also been shared with the staff within the buildings resulting in a comprehensive analysis of the data. Recommendations for improvement in reading and math at each building have been shared with the District Supervisors and also the District Improvement Team. These areas of improvement match the needs of our subgroups as indicated by the state data.

In order to effectively implement the strategies within the District Improvement Plan (DIP), the district will provide numerous future services and resources. All district curriculum supervisors will analyze future EPAS and PSAE data and focus on those areas in need of improvement. The Supervisors, under the guidance of the Assistant Superintendent of Curriculum and Instruction, will use research-based strategies and "train the trainer" methods to disseminate those strategies to the entire staff via individual departments. Educational consultants may be used to assist with this effort. As outlined within the DIP, the Supervisors and Assistant Superintendent of Curriculum and Instruction will gather appropriate data in order to monitor the progress of the DIP. The Assistant Superintendent of Curriculum and Instruction will work with the Superintendent and the Assistant Superintendent of Finance to revise the budget considering the new expenditures set forth by the DIP. The Assistant Superintendent of Curriculum and Instruction is in the process of revising the District's Staff Development and Induction Programs to reflect the needs of our DIP as well as incorporating researched-based strategies that will help improve student achievement. The Director of Technology will investigate new software that will gather and monitor data efficiently and provide administrators and staff with the opportunity to chart student progress. A needs assessment should be developed to survey the staff to prioritize staff development and training needs. Finally, a community assessment should be developed to determine the needs of parents, students and community members with regards to the progress of its high school.

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Section III - Development, Review and Implementation

Part C - State Responsibilities

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

Representatives from the State Board of Education have provided us with direction on our plan via a conference call with our District Improvement Plan Team. They have given us specific areas to target as we revise and build our new plan. The state has also provided us with the necessary data to analyze in order to determine those factors that may have contributed to our lack of meeting adequate yearly progress.

Our local RESPRO, the ISC4, has provided a mentor, Jerry Vrshek, who has given us wonderful feedback and guidance throughout this whole process. He has helped us keep our focus on the greatest areas of need and engaged us in conversations about how to improve many of the procedures we currently follow in our district. The ISC4 also provides our district administrators and staff with professional development opportunities focusing on student achievement and growth.

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Section IV-A Local Board Action

DATE APPROVED by School Board : 1/22/2008

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 the 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 reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

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

Signature of LEA Superintendent

BREMEN CHSD 228

ISBE Monitoring - Part I

ANALYSIS OF DATA

REPORT CARD DATA

Have the areas of low achievement been clearly identified? Does the DIP include analysis of report card data that clarifies the areas of weakness? Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

LOCAL ASSESSMENT DATA (OPTIONAL)

If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness? Do these local assessment results add clarity to the state assessment data?

OTHER DATA (OPTIONAL)

If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities? If included, do the other data provide clear direction for the selection of strategies and activities?

CLARITY OF OBJECTIVES

Has the DIP team stated measurable objectives that clarify the present areas needed for improvement?

Do the objectives address all areas of deficiency on the AYP sheet?

IDENTIFICATION OF KEY FACTORS

Have data or research been used to determine the key factors believed to cause low performance?

Are the key factors within the district's capacity to change or control?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Will the selected strategies and activities likely improve student learning and achievement?

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ISBE Monitoring - Part I

Is professional development aligned with the objectives?

Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?

Do the parent involvement strategies and activities clearly align with the objectives?

Will these parent activities positively affect the factors contributing to low achievement?

Are timelines reasonable and resources coordinated to achieve the objectives?

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?

PART I - COMMENTS

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ISBE Monitoring - Part II

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

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

DISTRICT RESPONSIBILITIES

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

STATE RESPONSIBILITIES

Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

APPROVAL DATE OF BOARD

The plan indicates the approval date of this plan.

PART II - COMMENTS