

PRELIMINARY INFORMATION

| | | | |
|---------------------|----------------------|-------------------|--------------------|
| RCDT Number | 090101160220001 | | |
| District Name | URBANA SD 116 | School Name | URBANA HIGH SCHOOL |
| Superintendent | Dr. PRESTON WILLIAMS | Principal | Dr. LAURA TAYLOR |
| District Address | PO BOX 3039 | School Address | 1002 S RACE ST |
| City/State/Zip | URBANA,IL,61803 | City/State/Zip | URBANA,IL,61801 |
| District Telephone# | 2173843600 Extn:0 | School Telephone# | 2173843505 Extn:0 |
| District Email | pwilliams@usd116.org | School Email | ltaylor@usd116.org |

Is this plan for a Title I School? False

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

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

| Student Groups | Percentage Tested on State Tests | | | | Percent Meeting/Exceeding Standards* | | | | | | Other Indicators | | | |
|----------------------------|----------------------------------|---------|-------------|---------|--------------------------------------|----------------------|---------|-------------|----------------------|---------|------------------|---------|-----------------|---------|
| | Reading | | Mathematics | | Reading | | | Mathematics | | | Attendance Rate | | Graduation Rate | |
| | % | Met AYP | % | Met AYP | % | Safe** Harbor Target | Met AYP | % | Safe** Harbor Target | Met AYP | % | Met AYP | % | Met AYP |
| State AYP Minimum Target | 95.0 | | 95.0 | | 62.5 | | | 62.5 | | | 90.0 | | 75.0 | |
| All | 100.0 | Yes | 100.0 | Yes | 58.6 | | Yes | 59.5 | | Yes | | | 92.0 | Yes |
| White | 100.0 | Yes | 100.0 | Yes | 74.2 | | Yes | 73.3 | | Yes | | | | |
| Black | 100.0 | Yes | 100.0 | Yes | 29.1 | 29.6 | Yes | 27.3 | 28.0 | Yes | | | | |
| Hispanic | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Native American | | | | | | | | | | | | | | |
| Multiracial /Ethnic | | | | | | | | | | | | | | |
| LEP | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Economically Disadvantaged | 100.0 | Yes | 100.0 | Yes | 37.2 | 37.9 | Yes | 33.3 | 34.8 | Yes | | | | |

| Four Conditions Are Required For Making Adequate Yearly Progress | |
|--|--|
| <p>1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.</p> <p>2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.</p> | <p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more. Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%. For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: $(100 - 20) = 80\%$ (performance gap) Step TWO: $(10\% * 80) = 8\%$ Step THREE: $20\% + 8\% = 28\%$ Safe Harbor Target = 28% In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p> |
| <p>* Includes only students enrolled as of 5/01/2007.</p> <p>** Safe Harbor Targets of 62.5% or above are not printed.</p> <p>*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p> | |

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

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

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

| School Information | | | | | | | | |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Attendance Rate (%) | 90.0 | 91.2 | 90.6 | 88.5 | 91.5 | 91.4 | 91.0 | 93.4 |
| Truancy Rate (%) | 2.4 | 7.8 | 6.8 | 12.7 | 14.9 | 14.4 | 15.5 | 4.8 |
| Mobility Rate (%) | 19.1 | 12.9 | 21.4 | 22.0 | 23.1 | 18.7 | 24.8 | 21.5 |
| HS Graduation Rate, if applicable (%) | 92.4 | 79.7 | 81.0 | 97.8 | 85.6 | 86.9 | 85.1 | 92.0 |
| HS Dropout Rate, if applicable (%) | 4.6 | 6.1 | 3.8 | 4.6 | 2.4 | 4.2 | 2.2 | 2.0 |
| School Population (#) | 1310 | 1345 | 1340 | 1320 | 1324 | 1256 | 1211 | 1095 |
| Economically Disadvantaged (%) | 25.2 | 22.9 | 28.1 | 32.0 | 36.5 | 40.2 | 48.3 | 50.4 |
| Limited English Proficient (LEP) (%) | 1.2 | 1.2 | 1.3 | 0.7 | 1.8 | 3.5 | 3.5 | 4.1 |
| Students with Disabilities (%) | | | | | | | | |
| White, non-Hispanic (%) | 67.3 | 64.1 | 64.0 | 61.2 | 59.2 | 58.2 | 54.3 | 52.2 |
| Black, non-Hispanic (%) | 25.0 | 28.0 | 27.5 | 30.5 | 29.1 | 29.3 | 32.4 | 31.5 |
| Hispanic (%) | 1.6 | 1.6 | 1.6 | 2.4 | 2.6 | 3.2 | 3.8 | 4.3 |
| Asian/Pacific Islander (%) | 6.0 | 6.2 | 6.8 | 5.6 | 6.2 | 5.7 | 5.5 | 5.8 |
| Native American or Alaskan Native(%) | 0.2 | 0.1 | 0.1 | 0.2 | 0.4 | 0.4 | 0.4 | 0.6 |
| Multiracial/Ethnic (%) | - | - | - | - | 2.6 | 3.3 | 3.6 | 5.5 |

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

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

| | Year | White(%) | Black(%) | Hispanic(%) | Asian/Pacific Islander(%) | Native American(%) | Multiracial/Ethnic(%) |
|--|------|----------|----------|-------------|---------------------------|--------------------|-----------------------|
| S C H O L | 1999 | 68.5 | 23.5 | 1.8 | 6.0 | 0.2 | - |
| | 2000 | 67.7 | 23.9 | 1.5 | 6.7 | 0.2 | - |
| | 2001 | 67.3 | 25.0 | 1.6 | 6.0 | 0.2 | - |
| | 2002 | 64.1 | 28.0 | 1.6 | 6.2 | 0.1 | - |
| | 2003 | 64.0 | 27.5 | 1.6 | 6.8 | 0.1 | - |
| | 2004 | 61.2 | 30.5 | 2.4 | 5.6 | 0.2 | - |
| | 2005 | 59.2 | 29.1 | 2.6 | 6.2 | 0.4 | 2.6 |
| | 2006 | 58.2 | 29.3 | 3.2 | 5.7 | 0.4 | 3.3 |
| | 2007 | 54.3 | 32.4 | 3.8 | 5.5 | 0.4 | 3.6 |
| | 2008 | 52.2 | 31.5 | 4.3 | 5.8 | 0.6 | 5.5 |
| D I S T R I C T | 1999 | 62.2 | 28.2 | 2.2 | 7.2 | 0.3 | - |
| | 2000 | 59.9 | 29.6 | 2.5 | 7.6 | 0.3 | - |
| | 2001 | 59.3 | 30.7 | 2.5 | 7.3 | 0.3 | - |
| | 2002 | 56.8 | 32.7 | 3.0 | 7.3 | 0.2 | - |
| | 2003 | 55.4 | 33.3 | 3.2 | 7.9 | 0.2 | - |
| | 2004 | 52.4 | 36.5 | 4.3 | 6.6 | 0.2 | - |
| | 2005 | 50.1 | 33.3 | 4.3 | 6.1 | 0.2 | 6.0 |
| | 2006 | 49.6 | 33.6 | 4.5 | 5.7 | 0.3 | 6.3 |
| | 2007 | 48.1 | 35.1 | 5.6 | 5.7 | 0.3 | 5.3 |
| 2008 | 45.4 | 33.8 | 6.3 | 6.2 | 0.4 | 7.9 | |

| | Year | White(%) | Black(%) | Hispanic(%) | Asian/Pacific Islander(%) | Native American(%) | Multiracial/Ethnic(%) |
|----------------------------------|------|----------|----------|-------------|---------------------------|--------------------|-----------------------|
| S T A T E | 1999 | 62.0 | 20.8 | 13.9 | 3.2 | 0.2 | - |
| | 2000 | 61.1 | 20.9 | 14.6 | 3.3 | 0.2 | - |
| | 2001 | 60.1 | 20.9 | 15.4 | 3.4 | 0.2 | - |
| | 2002 | 59.3 | 20.8 | 16.2 | 3.5 | 0.2 | - |
| | 2003 | 58.6 | 20.7 | 17.0 | 3.6 | 0.2 | - |
| | 2004 | 57.7 | 20.8 | 17.7 | 3.6 | 0.2 | - |
| | 2005 | 56.7 | 20.3 | 18.3 | 3.7 | 0.2 | 0.7 |
| | 2006 | 55.7 | 19.9 | 18.7 | 3.8 | 0.2 | 1.8 |
| | 2007 | 54.9 | 19.6 | 19.3 | 3.8 | 0.2 | 2.2 |
| 2008 | 54.0 | 19.2 | 19.9 | 3.9 | 0.2 | 2.7 | |

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

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

| | Year | LEP(%) | Low Income(%) | Parental Involvement(%) | Attendance(%) | Mobility(%) | Chronic Truants(N) | Chronic Truancy(%) | HS Dropout Rate(%) | HS Graduation Rate(%) |
|--|------|--------|---------------|-------------------------|---------------|-------------|--------------------|--------------------|--------------------|-----------------------|
| S C H O O L | 1999 | 1.1 | 27.3 | 100.0 | 91.0 | 16.9 | 19 | 1.8 | 5.5 | 89.2 |
| | 2000 | 2.2 | 24.0 | 90.5 | 90.0 | 15.3 | 49 | 3.6 | 2.2 | 92.2 |
| | 2001 | 1.2 | 25.2 | 100.0 | 90.0 | 19.1 | 29 | 2.4 | 4.6 | 92.4 |
| | 2002 | 1.2 | 22.9 | 100.0 | 91.2 | 12.9 | 100 | 7.8 | 6.1 | 79.7 |
| | 2003 | 1.3 | 28.1 | 100.0 | 90.6 | 21.4 | 83 | 6.8 | 3.8 | 81.0 |
| | 2004 | 0.7 | 32.0 | 100.0 | 88.5 | 22.0 | 160 | 12.7 | 4.6 | 97.8 |
| | 2005 | 1.8 | 36.5 | 100.0 | 91.5 | 23.1 | 187 | 14.9 | 2.4 | 85.6 |
| | 2006 | 3.5 | 40.2 | 100.0 | 91.4 | 18.7 | 173 | 14.4 | 4.2 | 86.9 |
| | 2007 | 3.5 | 48.3 | 100.0 | 91.0 | 24.8 | 180 | 15.5 | 2.2 | 85.1 |
| | 2008 | 4.1 | 50.4 | 100.0 | 93.4 | 21.5 | 53 | 4.8 | 2.0 | 92.0 |
| D I S T R I C T | 1999 | 6.2 | 41.2 | 97.0 | 93.4 | 25.5 | 59 | 1.4 | 5.5 | 89.2 |
| | 2000 | 6.2 | 40.7 | 92.5 | 93.1 | 22.7 | 107 | 2.3 | 2.2 | 92.2 |
| | 2001 | 5.6 | 40.1 | 100.0 | 93.0 | 21.9 | 68 | 1.5 | 4.6 | 92.4 |
| | 2002 | 4.9 | 40.4 | 99.9 | 93.1 | 21.8 | 185 | 4.2 | 6.1 | 79.7 |
| | 2003 | 6.5 | 43.7 | 100.0 | 93.1 | 27.1 | 120 | 2.8 | 3.8 | 81.0 |
| | 2004 | 5.5 | 47.2 | 99.8 | 92.4 | 28.3 | 184 | 4.3 | 4.6 | 97.8 |
| | 2005 | 5.5 | 51.6 | 99.7 | 93.0 | 21.6 | 234 | 5.6 | 2.4 | 85.6 |
| | 2006 | 7.3 | 55.3 | 100.0 | 92.7 | 24.9 | 237 | 5.9 | 4.2 | 86.9 |
| | 2007 | 8.5 | 58.9 | 100.0 | 92.7 | 22.9 | 251 | 6.3 | 2.2 | 85.1 |
| | 2008 | 9.2 | 60.3 | 100.0 | 93.8 | 20.7 | 84 | 2.2 | 2.0 | 92.0 |
| S | 1999 | 6.4 | 36.1 | 96.1 | 93.6 | 18.1 | 43332 | 2.3 | 5.9 | 81.9 |
| | 2000 | 6.1 | 36.7 | 97.2 | 93.9 | 17.5 | 45109 | 2.4 | 5.8 | 82.6 |
| | 2001 | 6.3 | 36.9 | 94.5 | 93.7 | 17.2 | 42813 | 2.2 | 5.7 | 83.2 |
| | 2002 | 6.7 | 37.5 | 95.0 | 94.0 | 16.5 | 39225 | 2.0 | 5.1 | 85.2 |

| | Year | LEP(%) | Low Income(%) | Parental Involvement(%) | Attendance(%) | Mobility(%) | Chronic Truants(N) | Chronic Truancy(%) | HS Dropout Rate(%) | HS Graduation Rate(%) |
|----------------------------|------|--------|---------------|-------------------------|---------------|-------------|--------------------|--------------------|--------------------|-----------------------|
| T A T E | 2003 | 6.3 | 37.9 | 95.9 | 94.0 | 16.4 | 37525 | 1.9 | 4.9 | 86.0 |
| | 2004 | 6.7 | 39.0 | 96.3 | 94.2 | 16.8 | 40764 | 2.1 | 4.6 | 86.5 |
| | 2005 | 6.6 | 40.0 | 95.7 | 93.9 | 16.1 | 43152 | 2.2 | 4.0 | 87.4 |
| | 2006 | 6.6 | 40.0 | 96.6 | 94.0 | 16.0 | 44836 | 2.2 | 3.5 | 87.8 |
| | 2007 | 7.2 | 40.9 | 96.1 | 93.7 | 15.2 | 49056 | 2.5 | 3.5 | 85.9 |
| | 2008 | 7.5 | 41.1 | 96.8 | 93.3 | 14.9 | 49858 | 2.5 | 4.1 | 86.5 |

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

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

| | Year | School(N) | Grade 3(N) | Grade 4(N) | Grade 5(N) | Grade 7(N) | Grade 8(N) | Grade 11(N) |
|--|------|-----------|------------|------------|------------|------------|------------|-------------|
| S C H O O L | 1999 | 1185 | - | - | - | - | - | - |
| | 2000 | 1308 | - | - | - | - | - | - |
| | 2001 | 1310 | - | - | - | - | - | - |
| | 2002 | 1345 | - | - | - | - | - | 339 |
| | 2003 | 1340 | - | - | - | - | - | 317 |
| | 2004 | 1320 | - | - | - | - | - | 324 |
| | 2005 | 1324 | - | - | - | - | - | 286 |
| | 2006 | 1256 | - | - | - | - | - | 248 |
| | 2007 | 1211 | - | - | - | - | - | 274 |
| 2008 | 1095 | - | - | - | - | - | - | |
| D I S T R I C T | 1999 | 4371 | - | - | - | - | - | - |
| | 2000 | 4551 | - | - | - | - | - | - |
| | 2001 | 4410 | 348 | 335 | 368 | 379 | 339 | 327 |
| | 2002 | 4424 | 361 | 344 | 324 | 328 | 361 | 339 |
| | 2003 | 4369 | 343 | 351 | 340 | 344 | 321 | 317 |
| | 2004 | 4309 | 324 | 332 | 345 | 328 | 357 | 324 |
| | 2005 | 4264 | 313 | 319 | 322 | 328 | 341 | 286 |
| | 2006 | 4128 | 313 | 292 | 305 | 355 | 322 | 248 |
| | 2007 | 4054 | 322 | 313 | 293 | 315 | 330 | 274 |
| 2008 | 3752 | - | - | - | - | - | - | |
| S T | 1999 | 1962026 | - | - | - | - | - | - |
| | 2000 | 1983991 | - | - | - | - | - | - |
| | 2001 | 2007170 | 164791 | 161546 | 162001 | 151270 | 148194 | 123816 |
| | 2002 | 2029821 | - | - | - | - | - | - |
| | 2003 | 2044539 | - | - | - | - | - | - |

| | Year | School(N) | Grade 3(N) | Grade 4(N) | Grade 5(N) | Grade 7(N) | Grade 8(N) | Grade 11(N) |
|----------------------|------|-----------|------------|------------|------------|------------|------------|-------------|
| A T E | 2004 | 2060048 | - | - | - | - | - | - |
| | 2005 | 2062912 | - | - | - | - | - | - |
| | 2006 | 2075277 | 136123 | 139619 | 146935 | 153566 | 154856 | - |
| | 2007 | 2077856 | - | - | - | - | - | - |
| | 2008 | 2074167 | - | - | - | - | - | - |

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

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

| | Year | Total Teacher FTE(N) | Average Teacher Experience (Years) | Average Teacher Salary(\$) | Teachers with Bachelor's Degree(%) | Teachers with Master's Degree(%) | Pupil-Teacher Ratio (Elementary) | Pupil-Teacher Ratio (HighSchool) | Teachers w/ Emergency/ Provisional Credentials(%) | Classes not taught by Highly Qualified Teachers(%) |
|--|--------|----------------------|------------------------------------|----------------------------|------------------------------------|----------------------------------|----------------------------------|----------------------------------|---|--|
| D I S T R I C T | 1999 | 355 | 14 | 39591 | 37 | 63 | 16 | 16 | - | - |
| | 2000 | 359 | 15 | 40364 | 38 | 62 | 16 | 18 | - | - |
| | 2001 | 366 | 14 | 40868 | 40 | 60 | 15 | 18 | - | - |
| | 2002 | 359 | 15 | 44308 | 38 | 62 | 16 | 18 | 0.0 | 0.0 |
| | 2003 | 356 | 15 | 46348 | 39 | 62 | 16 | 18 | 0 | 0.0 |
| | 2004 | 330 | 16 | 49719 | 35 | 65 | 17 | 19 | 0.0 | 0.0 |
| | 2005 | 317 | 16 | 50858 | 38 | 63 | 17 | 20 | 1 | 0.0 |
| | 2006 | 329 | 16 | 51684 | 40 | 60 | 16 | 18 | 1 | 0.0 |
| | 2007 | 326 | 15 | 53545 | 42 | 58 | 15 | 18 | 3 | 0.0 |
| | 2008 | 337 | 14 | 52350 | 44 | 56 | 14 | 16 | 2 | 0.0 |
| S T A T E | 1999 | 119718 | 15 | 45337 | 53 | 47 | 20 | 18 | - | - |
| | 2000 | 122671 | 15 | 45766 | 53 | 47 | 19 | 18 | - | - |
| | 2001 | 125735 | 15 | 47929 | 54 | 46 | 19 | 18 | - | - |
| | 2002 | 126544 | 14 | 49702 | 54 | 46 | 19 | 18 | 2 | 2 |
| | 2003 | 129068 | 14 | 51672 | 54 | 46 | 18 | 18 | 3 | 2 |
| | 2004 | 125702 | 14 | 54446 | 51 | 49 | 19 | 19 | 2 | 2 |
| | 2005 | 128079 | 14 | 55558 | 50 | 49 | 19 | 18 | 2 | 2 |
| | 2006 | 127010 | 13 | 56685 | 49 | 51 | 19 | 19 | 2 | 1 |
| | 2007 | 127010 | 13 | 58275 | 48 | 52 | 19 | 19 | 2 | 3 |
| 2008 | 131488 | 12 | 60871 | 47 | 53 | 18 | 18 | 1 | 1 | |

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

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

| PSAE - % Meets + Exceeds for Reading for Grade 11 | | | | | | |
|---|------|------|------|------|------|------|
| Groups | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | 53.9 | 66.5 | 66.0 | 59.8 | 52.2 | 54.6 |
| White | 66.9 | 80.5 | 77.7 | 76.3 | 64.7 | 72.2 |
| Black | 28.3 | 39.0 | 31.9 | 17.7 | 22.2 | 25.4 |
| Hispanic | - | - | - | - | - | - |
| Asian/Pacific Islander | 40.0 | 57.9 | 55.6 | 75.0 | 60.0 | 57.9 |
| Native American | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - |
| LEP | 53.6 | - | - | - | - | - |
| Students with Disabilities | 5.9 | 10.7 | 18.7 | 18.5 | 9.7 | 27.8 |
| Economically Disadvantaged | 27.3 | 38.6 | 41.6 | 35.0 | 31.3 | 34.1 |

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

| PSAE - % Meets + Exceeds for Mathematics for Grade 11 | | | | | | |
|---|------|------|------|------|------|------|
| Groups | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| AYP Benchmark % Meets + Exceeds | 40.0 | 40.0 | 47.5 | 47.5 | 55.0 | 62.5 |
| All | 46.5 | 58.5 | 57.3 | 55.0 | 44.1 | 56.3 |
| White | 61.7 | 72.8 | 65.5 | 69.5 | 54.2 | 73.0 |
| Black | 11.7 | 23.4 | 21.3 | 17.7 | 15.9 | 22.4 |
| Hispanic | - | - | - | - | - | - |
| Asian/Pacific Islander | 46.6 | 78.9 | 83.3 | 75.0 | 80.0 | 73.6 |
| Native American | - | - | - | - | - | - |
| Multiracial/Ethnic | - | - | - | - | - | - |
| LEP | 57.2 | - | - | - | - | - |
| Students with Disabilities | 8.8 | 7.1 | 12.5 | 15.8 | 7.3 | 22.2 |
| Economically Disadvantaged | 20.0 | 27.2 | 30.0 | 31.3 | 25.3 | 30.8 |

Section I-A Data & Analysis - Report Card Data

Data – *What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

When looking at trend data from the past six years, student performance has remained relatively unchanged with the exception of some notable increases during the 2007-2008 school year. Students at UHS scored the highest ever since AYP monitoring in the areas of - all students in math, low income students in math, African American students in math, special education students in math, and special education students in reading. UHS students achieved double digit increases in the areas of - all students in math (15.4%), African American students in math (11.4%), white students in math (17.0%), special education students in math (16.0%), and special education students in reading (20.3%). All areas under AYP monitoring increased from the 2006-2007 school year to the 2007-2008 school year. Although improvement has been made, there continues to be a significant achievement gap between white students and their African American counterparts and students who have economic advantages and those that are identified as low socioeconomic status. Areas of weakness continue to be in reading and math for African American, special needs, and students of low socioeconomic status.

Improvement was also seen in attendance, truancy, and graduation rates during the 2007-2008 school year. There was an increase in the overall graduation rate of 6.9%, an increase in the graduation rate for African American students of 9.4%, and an increase in the graduation rate for special education students of 15.9%. The attendance rate increased 2.4% and the truancy rate decreased 10.7%.

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

There are several factors that we believe contributed to the positive results we achieved last year. These factors are outlined in detail on the existing UHS School Improvement Plan 2006-2008. Below please find a list of some of the school improvement initiatives implemented during the past two years believed to have the greatest impact on student achievement:

- Elimination of all remedial courses – heterogeneous grouping with high expectations for all students- Opportunity to Learn
- All students start with Algebra I or higher
- New English curriculum aligned to Illinois Learning Standards
- Academic Learning Support Classes
- Advocates for students
- More special education students included in regular education classes via expansion of team teaching

- Alignment to math frameworks in Alg. I, Alg. II, and Geometry
- The use of ThinkLink test data to inform instruction
- Attendance, truancy, and discipline initiatives
- Alternative methods of discipline instead of suspension
- On-going staff development focusing on student learning
- Becoming a true professional learning community

This particular group of students scored higher on the PLAN assessment in math than any other incoming class. This indicates that they were better prepared upon entering UHS. Our attendance, truancy, and discipline initiatives were extremely successful last year and can most likely be linked to student achievement. See comparative data below:

| | 2006-2007 | 2007-2008 | |
|-----------------------------------|-----------|-----------|-------------------|
| Graduation Rate | 85.1 | 92.0 | increase of 6.9% |
| African American Graduation Rate | 73.0 | 82.4 | increase of 9.4% |
| Special Education Graduation Rate | 71.1 | 87.0 | increase of 15.9% |
| Attendance Rate | 91.0 | 93.4 | increase of 2.4% |
| Truancy Rate | 15.5 | 4.8 | decrease of 10.7% |
| Dropout Rate | 2.2 | 2.0 | decrease of 0.2% |
| Suspensions | 310 | 248 | decrease of 20% |
| Fights | 27 | 10 | decrease of 63% |

While we have made improvements, we clearly need to make more progress in order to meet the needs of all of our students. There are several factors that continue to make this a challenge for the educators at UHS. The preparation of students entering UHS is inconsistent and the current junior class scored the lowest ever on the PLAN assessment their sophomore year. In addition, the data provided from the State for the incoming 8th graders does not help us in terms of preparing students for the EXPLORE/PLAN/PSAE because the ISAT does not correlate to the PSAE. In fact, according to the University of Chicago Consortium Study (2008) "The bottom-line finding is that just meeting standards on the ISATs leaves a student with virtually no chance of scoring a 20 or above on the ACT. . . . research points to a major misalignment between the standards set by the state ISAT tests in elementary school and the college-readiness standards expected of all juniors in Illinois high schools as measured by the ACT". This causes us to delay action on interventions until we have data from the EXPLORE or PLAN assessments.

The mobility rate for UHS has remained high and static for the past five years. During 2005-2006 it was 18.7%, 2006-2007 it was 24.4%, and for 2007-2008 it was 21.5%. The state mobility rate during the 2007-2008 school year was 14.9%.

The low income rate for students at UHS continues to rise each year surpassing the state for the 2007-2008 school year by 9.3%. During the 2005-2006 school year the low income rate was 40.2%, 2006-2007 it was 48.3%, and for 2007-2008 it was 50.4%.

As with the rest of the country, the white students at UHS are outperforming the African American students academically and are over-represented/under-represented in several critical areas. While progress was clearly made last year and continues into the 2008-2009 school year, African American students are still under-represented in the weighted classes, are over-represented in special education classes, and constitute a disproportionate amount of discipline referrals.

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

School improvement efforts should continue with current initiatives and should additionally focus on providing more academic and social support for African American and low-income students in the areas of reading and math. We need to continue with our professional development efforts to get all teachers to recognize themselves as reading teachers, and to shift their focus from teaching to student learning. The entire faculty should be willing to collectively take ownership of all children. Efforts should be made to continue to expand the possibilities of teacher collaboration to improve teacher instruction and subsequently student learning.

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 are indicated by these data? What areas of strength are apparent?*

Common Course Final Exams – The data from the final exams from each course is used to determine department goals for improvement. Each department is charged with coming up with strategies to decrease the failure rate on the final exams each year. The results of the final exams are analyzed and teams of teachers make instructional adjustments based on these results. In the case where one teacher has a failure rate that is not in –line with the other teachers, administrators work with that person to ensure best practice strategies are being utilized. In some cases, the failure rate for an entire course across all teachers is extremely high. In this case, school administrators work with the department to make any necessary adjustments. Finals were aligned with state standards a few years ago. Any adjustments to existing finals must be submitted to the administration for review.

ThinkLink Data – The ThinkLink data will continue to be utilized to inform instructional practices. However, we are concerned with whether or not this data correlates to the PSAE. During this school year, we will analyze both our EXPLORE and PLAN data to see if there is a correlation between the results and ThinkLink. At the end of this school year, our plan is to complete a correlation analysis with our current junior class to see if the ThinkLink data is truly predictive of achievement on the PSAE. ThinkLink data yielded the following results as of October 15, 2008:

The percentage of students in the 9th grade below standards in reading is 77%.

The percentage of students in the 9th grade below standards in math is 10%

The percentage of students in the 10th grade below standards in reading is 39 %

The percentage of students in the 10th grade below standards in math is 39%

The percentage of students in the 11th grade below standards in:

Vocabulary development is 20%

Reading comprehension is 51%

Literary Elements and Techniques is 45%

Number Sense is 44%

Measurement is 40%

Algebra is 33%

Geometry is 44%

Data Analysis and Probability is 52%

The EXPLORE will be administered to all 9th grade students this year and the PLAN is administered to all 10th grade students. The data from the assessments is used to identify students who are on the cusp of meeting or exceeding standards. Specific attention is given to the UHS sub-groups identified as not meeting state standards.

Student Survey - Following the PSAE last year, all juniors were given a survey that solicited their perceptions of how they were prepared for the PSAE. The most significant data indicated that there was a great difference in terms of how they felt they were prepared for science when compared to math, English, reading, and writing. The students clearly did not feel that UHS had prepared them for the science portion(s) of the PSAE with just over 20% reporting they felt prepared. Over 55% of the students felt prepared for the math and English portions, just over 50% for the writing, and over 65% for the reading.

Instructional Practices Inventory – According to our ROE, "The Instructional Practices Inventory (IPI) provides observational data about the nature of teaching practices across the school. An observer systematically observes classes throughout the school, obtaining more than 100 observations of teaching practices during a typical school day. A profile of the practices is provided for the staff. The six categorizations of teaching practices are: active learning/active teaching,

teacher-led conversation, teacher-led instruction, student seatwork/teacher engaged, student seatwork teacher disengaged, and total disengagement." The first IPI was conducted at UHS on November 13, 2008. The following baseline data was established for UHS:

| Category | Core Raw | Core % |
|---------------------------------------|-----------------|---------------|
| Student Active Engaged Learning | 11 | 6.75% |
| Student Learning Conversations | 1 | 0.61% |
| Teacher-Led Instruction | 70 | 42.94% |
| Student Work with Teacher Engaged | 49 | 30.06% |
| Student Work with Teacher not Engaged | 8 | 4.91% |
| Complete Disengagement | 24 | 14.72% |
| Total | 163 | 100% |

| Category | Noncore Raw | Noncore % |
|---------------------------------------|--------------------|------------------|
| Student Active Engaged Learning | 21 | 14.29% |
| Student Learning Conversations | 2 | 1.36% |
| Teacher-Led Instruction | 37 | 25.17% |
| Student Work with Teacher Engaged | 49 | 33.33% |
| Student Work with Teacher not Engaged | 18 | 12.24% |
| Complete Disengagement | 20 | 13.61% |
| Total | 147 | 100% |

| Category | Total Raw | Total % |
|---------------------------------------|-----------|---------|
| Student Active Engaged Learning | 32 | 10.32% |
| Student Learning Conversations | 3 | 0.97% |
| Teacher-Led Instruction | 107 | 34.52% |
| Student Work with Teacher Engaged | 98 | 31.61% |
| Student Work with Teacher not Engaged | 26 | 8.39% |
| Complete Disengagement | 44 | 14.19% |
| Total | 310 | 100% |

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

Disciplinary Consequences – There has been progress made in the area of discipline in that overall suspensions decreased by 40% over the past two years.

| Total Number of Suspensions | African American | White |
|-----------------------------|------------------|------------------------------|
| 2004-2005 | 369 | 238 (64.52%) 112 (30.52%) |
| 2005-2006 | 407 | 268 (65.85%) 101 (24.82%) |
| 2006-2007 | 316 | 213 (67.72%) 75 (24.05%) |
| 2007-2008 | 248 | 173 (70.16%) 52 (21.32%) |

216 of the 248 suspensions (2007-2008) were for less serious offenses such as disrespect to staff, disruptive behavior, or profanity. 54 of the same students were responsible for 147 of the suspensions. Fights decreased by 63% over the past school year. While there clearly remains a gap between the percentage of African American students being suspended and the number of white students being suspended, the decrease was more substantial for the white students which caused an increase in the percentage for African American students. The overall population of white students has decreased from 59.2% in 2005 to

52.2% in 2008 and the overall population of African American students has increased from 29.1% in 2005 to 31.5% in 2008. Given this data, we are pleased that our number of suspensions for both African American and white students are decreasing and will continue efforts to decrease the disciplinary gap.

Some progress has been made in another common gap area. The percentage of African American students taking AP Prep courses has increased from 7.0% in 2005 to 13.1 % this current school year. The number of African American students in AP courses has been sporadic over the years 2005 – 6.3%, 2006 – 9.3%, 2007 – 3.4% and 2008 – 4.2%. It is hoped that by getting more African American students into the underclassmen level AP Prep courses we will increase the number of African American students in the AP courses during the junior and senior year.

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

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

Item 1 - Attributes and Challenges

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

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

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

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?*

The core classes and non-core classes are being taught by teachers who meet the highly qualified requirements identified in NCLB. Six UHS teachers are nationally board certified and we have one math coach and one literacy coach. Approximately 50% of UHS teachers have been trained in Project CRISS – Creating Independence Through Student-Owned Strategies. We have recognized the need for content area literacy training for the entire faculty, and subsequently all professional development focuses on content area literacy/instructional strategies and their impact on student learning. The “language” of the building is shifting from one of focusing on what the teacher is doing, the instruction, to what the student is learning. There is a clearer commitment from the UHS teachers to making sure that students are successful. They are moving away from the notion of being the providers of information –“if the student gets it,

they get it, if they don't, I taught what I was supposed to teach" – to taking responsibility for the learning of each student. We are at the beginning of the path to becoming a school that does whatever it takes to ensure that all students learn at high levels.

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

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

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?*

The most accurate predictor of a student's achievement in school is the extent to which the student's family is able to:

1. Create a home environment that encourages learning
2. Communicate high, yet reasonable, expectations for their children's achievement and future careers
3. Become involved in their children's education (DuFour & Eaker, 1998)

Parents can provide schools with specific skills and expertise, can help increase available resources, can provide knowledge about their own child, can help educators view the school from a different perspective (paying customer) and can advocate for school improvement efforts. Educators and parents often struggle to define parent involvement. Parents acknowledge the importance of involvement, but they often do not act on that knowledge. In addition, parental involvement declines dramatically as students move from elementary through middle and high school.

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

Dependent upon what one coins parent involvement, there are many places where parent involvement could have impacted the academic progress of our students. Parents who insist that students complete their homework, hold both teachers and students accountable for progress, have family dinners, and support school initiatives can all impact the achievement of students. If parents do not feel comfortable coming in to see the administration or a teacher about a concern, then it is possible that their student will not receive the type of service necessary to be successful. Parents who are unfamiliar with the "school workings", meaning grading systems, support offerings, appeal processes, etc. – the general way to navigate schools successfully – are at a disadvantage in terms of what will or will not be offered to their student.

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

As with many high schools across the country, Urbana High School struggles to obtain and maintain parent involvement. Particular sub-groups of parents are more involved than others, and efforts have been made to solicit involvement from under-represented groups. We need to continue to spread our efforts to involve parents of color and to prove to our African American families that we are approachable. This school improvement plan contains many new efforts to increase parental and community involvement at UHS, which are outlined in the action plan portion of this plan.

Section I-D Data & Analysis - Key Factors

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

Disciplinary Consequences – Continue efforts to decrease suspension rates by teaching the students appropriate behavior and providing alternative consequences to misbehavior. These alternatives will always strive to keep students in school in the learning environment.

Instructional Delivery/Teacher Expectations – It is imperative that we improve the instructional practices of teachers and increase their expectations of student capability and achievement. Teachers can learn best from one another through collaboration and teaming. Professional development should be work embedded with opportunities for teachers to observe and learn from others, to implement what is learned, and to reflect upon said implementation.

Support for Struggling Learners/Commitment to Student Success – Resources such as time, teaching assignments, and money should go to supporting struggling learners, specifically students from sub-groups that have not been making adequate yearly progress. There needs to be a continuum of services available for students, getting more intensive for students with greater learning and social needs. A system wide process of interventions has been put in place for when students are not successful.

Action Plan Objectives and Deficiencies

| Objective Number | Title | Deficiencies Addressed |
|------------------|---|------------------------|
| 1 | While our current achievement in reading for the grade 11 low income subgroup is 37.2% meeting/exceeding on the PSAE, this subgroup will make AYP of at least 47.2% in 2009 and 57.2% in 1010. | |
| 2 | While our current achievement in reading for the grade 11 African American subgroup is 29.1% meeting/exceeding standards on the PSAE, this subgroup will make AYP of at least 39.1% in 2009 and 49.1% in 2010 | |

| | | |
|---|---|--|
| 3 | While our current achievement in math for the grade 11 low income subgroup is 33.3% meeting/exceeding on the PSAE, this subgroup will may AYP of at least 43.3% in 2009 and 53.3% in 2010. | |
| 4 | While our current achievement in math for the grade 11 African American subgroup is 27.3% meets/exceeds in math on the PSAE, this subgroup will make AYP of at least 37.3% in 2009 and 47.3% in 2010. | |

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

No deficiencies have been identified from your most recent AYP Report.

Section II-A Action Plan - Objectives

Objective: 1

While our current achievement in reading for the grade 11 low income subgroup is 37.2% meeting/exceeding on the PSAE, this subgroup will make AYP of at least 47.2% in 2009 and 57.2% in 1010.

Objective 1 Description:

This objective focuses on improving the reading of low income students, or over 50% of the students at Urbana High School. Strategies include professional development in content area reading, specific content area literacy instruction for many students, and extra time for support in classes.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : While our current achievement in reading for the grade 11 low income subgroup is 37.2% meeting/exceeding on the PSAE, this subgroup will make AYP of at least 47.2% in 2009 and 57.2% in 1010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|---|-----------|----------|---------------|-------------|--------|
| 1 | Academic Learning Support: As determined by a triangulation of data, low achieving 9th grade students are required to take 1 to 3 years of the academic support class. Aligned to both the English and math courses, students are provided with 50 minutes each day of support specific to their individual needs in the two core content areas. 10th and 11th grade students are required to take ALS based on performance the previous semester. If a student is failing either their English or math course at any of the three progress marking periods, they are placed in an ALS class if they do not already have one. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|-----------|----------|---------------|-------------|--------|
| 2 | Study Support Classes: All 9th and 10th grade students are placed in a 25 minute guided study support class each day. Students are required to log assignments and homework in planners provided by the school to be checked on by their study support teacher. Students are given the opportunity to meet with teachers certified in their area of need on any given day during this period to work on assignments and homework. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 3 | Community Teams: All 9th and 10th grade students are assigned to student/teacher teams in order to provide them with a more personalized approach to educational services. By creating smaller learning communities through the purposeful scheduling of teams, underclassmen will have the opportunity to connect with faculty members and feel a sense of belonging in our large school. The four goals of the teams are as follows: building personal relationships with students/create a community, creating a process for monitoring students' grades/progress, creating a system for parent contacts, and finding something that holds students accountable in the process. Teacher teams meet every other day to discuss group and individual student needs. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 75000 |
| 4 | Pyramid of Supports: A pyramid of supports has been created for the entire school that identifies the type and process of interventions to be utilized when students are not being successful. This systematic approach to support is geared mostly to 9th and 10th grade students, however upperclassmen are identified through the process as well. Interventions include student advocates, social work services, team supports, and much more. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 2000 |
| 5 | ACT Prep - ACT and PSAT prep courses are available to all juniors and are free to low income students. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 500 |
| 6 | Practice Tests: All 9-11 grade students will either take the EXPLORE, PLAN, or practice ACT or Work Keys at no cost to the students. Study sessions will be conducted for all juniors. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 600 |
| 7 | ThinkLink Assessment: Teachers will use data from the ThinkLink assessment to modify instruction for students. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 4500 |
| 8 | Carryover Initiatives From Previous School Improvement Plan (See 2006 Plan for Details): The following will be continued from the previous SIP - Teen Reach/ASAP Program Summer School Scholarships No remedial courses Attendance/Truancy Initiatives Advocates for Students Deans' Restrictive Environment (DRA) | 2/27/2008 | 6/5/2010 | During School | Local Funds | 170000 |
| 9 | Targeted Instruction - All junior level English classes will incorporate skills aligned to state frameworks in addition to PSAT prep activities once a week. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |

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

Objective 1 Title : While our current achievement in reading for the grade 11 low income subgroup is 37.2% meeting/exceeding on the PSAE, this subgroup will make AYP of at least 47.2% in 2009 and 57.2% in 1010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Content Area Literacy: In order to expand teacher/building capacity in the area of reading instruction, professional development for all teachers at UHS for the next two years consists of work embedded content area literacy training. In addition for the core content areas of math, science, English, and social studies, PD consists of a lesson study cycle where teachers work closely with math and literacy coaches through instructional sharing, group implementation, debriefing, reflection, and individual implementation. The University of Illinois' Center for Small Urban Communities partners with UHS in this endeavor. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 1000 |
| 2 | Literacy Coach - An instructional literacy coach has been hired to work with departments and individuals to improve instructional practices and student learning. Coaches meet on a regular basis with individual teachers, teacher teams, departments, the literacy committee, the U of I Center for Small Urban Communities partner, and the administration. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 90000 |
| 3 | Social Justice Committee - A committee of teachers and students has been created to make building wide improvements based on socially just and equitable practice. Goals of the committee include; research/learn about social justice issues in education, develop strategies for involving student perspective on social justice issues, research high schools who educate for social justice, research staff development opportunities to increase awareness of social justice, and research and develop guidelines for socially just teaching and learning and use these guidelines to improve teaching, curriculum, and assessments. This committee will look specifically at how current practice at UHS serves or does not serve low SES students in various areas. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 1500 |
| 4 | CRISS Training - Creating Independence Through Student-owned Strategies - all new teachers have been trained in Project CRISS. Approximately 60% of all UHS teachers have been trained in CRISS. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 3000 |
| 5 | Professional Learning Community - 35 Teachers and three building administrators attended a Professional Learning Communities conference presented by Solution Tree. | 7/17/2008 | 7/18/2008 | Summer School | State Funds | 15000 |

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

Objective 1 Title : While our current achievement in reading for the grade 11 low income subgroup is 37.2% meeting/exceeding on the PSAE, this subgroup will make AYP of at least 47.2% in 2009 and 57.2% in 1010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Principal's Advisory Committee - A committee consisting of members of the administrative team, the school social worker, and 15-20 UHS parents has been instituted to create a community/family engagement plan. The parents on the committee are representative of the UHS population and several parents are of low-income status. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 300 |
| 2 | Parent Quick Reference Guide -A 12 page quick reference guide was created and mailed to all UHS parents prior to registration. The guide contains contact information and answers to common questions had by parents and students. | 7/15/2008 | 6/5/2010 | Summer School | Local Funds | 300 |
| 3 | Skyward Gradebook/Skyward Access - All teachers are required to use Skyward Gradebook by the second semester. This enables parents to see the actual gradebooks of their student's teachers to reinforce education at home. Parents also have access to student information such as schedules and daily attendance. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |
| 4 | Absence and Information Notification - A calling system notifies parents when their student is absent and calls with important reminders such as open house and parent-teacher conferences. | 8/27/2008 | 6/5/2010 | After School | Local Funds | |
| 5 | Carryover Initiatives From Previous School Improvement Plan (See 2006 Plan for Details):Forms translated to Spanish, letters to parents, and curriculum orientation night. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 300 |

Section II-E Action Plan - Monitoring

Objective 1 Title : While our current achievement in reading for the grade 11 low income subgroup is 37.2% meeting/exceeding on the PSAE, this subgroup will make AYP of at least 47.2% in 2009 and 57.2% in 1010.

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

The various activities are monitored for completion and effectiveness by all of the members of the school improvement team. Each individual's responsibility is either a specific duty assigned by their job description or is part of the tasks identified for the committee that the person chairs. Committee chairs, department chairs, team leaders, and administrators are required to submit minutes from meetings and updates on activities monthly. Committee chairs, department chairs, and team leaders are required to hold respective members accountable for completing assigned tasks (ie. final exam analysis, instructional strategies implementation, curriculum maps, standard analysis, final exam revisions, department goals, etc). Faculty are required to submit meeting progress and reflection forms weekly to department chairs. All members of the school improvement team work together to determine the effectiveness of initiatives and activities. Department chairs are not identified as school improvement team members; however they are an integral part of the implementation and

accountability process. Formative evaluations of the study support program and the 9th and 10th grade teams are conducted by the administration, with additional program evaluations to follow.

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

| Name | Title |
|-----------------------------|-----------------------------------|
| Laura Taylor | Principal |
| Greg Johnson | Assistant Principal |
| Carol Casbeer and Mike Lehr | Literacy Coach/Chair - Dept. Head |

Section II-A Action Plan - Objectives

Objective: 2

While our current achievement in reading for the grade 11 African American subgroup is 29.1% meeting/exceeding standards on the PSAE, this subgroup will make AYP of at least 39.1% in 2009 and 49.1% in 2010

Objective 2 Description:

This objective focuses on improving the reading of African American, or over 31% of the students at Urbana High School. Strategies include professional development in content area reading, specific content area literacy instruction for many students, and extra time for support in classes.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : While our current achievement in reading for the grade 11 African American subgroup is 29.1% meeting/exceeding standards on the PSAE, this subgroup will make AYP of at least 39.1% in 2009 and 49.1% in 2010

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Academic Learning Support: As determined by a triangulation of data, low achieving 9th grade students are required to take 1 to 3 years of the academic support class. Aligned to both the English and math courses, students are provided with 50 minutes each day of support specific to their individual needs in the two core content areas. 10th and 11th grade students are required to take ALS based on performance the previous semester. If a student is failing either their English or math course at any of the three progress marking periods, they are placed in an ALS class if they do not already have one. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 2 | Study Support Classes: All 9th and 10th grade students are placed in a 25 minute guided study support class each day. Students are required to log assignments and homework in planners provided by the school to be checked on by their study support teacher. Students are given the opportunity to meet with teachers certified in their area of need on any given day during this period to work on assignments and homework. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 3 | Community Teams: All 9th and 10th grade students are assigned to student/teacher teams in order to provide them with a more personalized approach to educational services. By creating smaller learning communities through the purposeful scheduling of teams, underclassmen will have the opportunity to connect with faculty members and feel a sense of belonging in our large school. The four goals of the teams are as follows: building personal relationships with students/create a community, creating a process for monitoring students' grades/progress, creating a system for parent contacts, and finding something that holds students accountable in the process. Teacher teams meet every other day to discuss group and individual student needs. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 75000 |
| 4 | Pyramid of Supports: A pyramid of supports has been created for the entire school that identifies the type and process of interventions to be utilized when students are not being successful. This systematic approach to support is geared mostly to 9th and 10th grade students, however upperclassmen are identified through the process as well. Interventions include student advocates, social work services, team supports, and much more. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 2000 |
| 5 | ACT Prep - ACT and PSAE prep courses are available to all juniors. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 500 |
| 6 | ThinkLink Assessment: Teachers will use data from the ThinkLink assessment to modify instruction for students. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 4500 |
| 7 | Practice Tests: All 9-11 grade students will either take the EXPLORE, PLAN, or practice ACT or Work Keys at no cost to the students. Study sessions will be conducted for all juniors. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 600 |
| 8 | Carryover Initiatives From Previous School Improvement Plan (See 2006 Plan for Details): The following will be continued from the previous SIP - Teen Reach/ASAP Program Summer School Scholarships No remedial courses Attendance/Truancy Initiatives Advocates for Students Deans' Restrictive Environment (DRA) | 8/27/2008 | 6/5/2010 | During School | Local Funds | 170000 |

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|----|---|-----------|----------|---------------|-------------|--------|
| 9 | Minority Enrichment Program - Coordinator available during the day, lunch, and after school to support minority students. Tutors provided from the University of Illinois. Program consists of workshops, seminars, and academic support. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 40000 |
| 10 | Culturally Relevant Reading Selections – 85% of all underclassmen partake in an independent reading program through their English courses. Students are offered the opportunity to choose a novel of their choice from an array of culturally representative literary genre. Students participate in reading circles for each book. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 10000 |
| 11 | Targeted Instruction - All junior level English classes will incorporate skills aligned to state frameworks in addition to PSAE prep activities once a week. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |

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

Objective 2 Title : While our current achievement in reading for the grade 11 African American subgroup is 29.1% meeting/exceeding standards on the PSAE, this subgroup will make AYP of at least 39.1% in 2009 and 49.1% in 2010

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|-----------|-----------|---------------|-------------|--------|
| 1 | Literacy Coach - An instructional literacy coach has been hired to work with departments and individuals to improve instructional practices and student learning. Coaches meet on a regular basis with individual teachers, teacher teams, departments, the literacy committee, the U of I Center for Small Urban Communities partner, and the administration. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 45000 |
| 2 | Social Justice Committee - A committee of teachers and students has been created to make building wide improvements based on socially just and equitable practice. Goals of the committee include; research/learn about social justice issues in education, develop strategies for involving student perspective on social justice issues, research high schools who educate for social justice, research staff development opportunities to increase awareness of social justice, and research and develop guidelines for socially just teaching and learning and use these guidelines to improve teaching, curriculum, and assessments. This committee will look specifically at how current practice at UHS serves or does not serve low SES students in various areas. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 1500 |
| 3 | CRISS Training - Creating Independence Through Student-owned Strategies - all new teachers have been trained in Project CRISS. Approximately 60% of all UHS teachers have been trained in CRISS. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 3000 |
| 4 | Professional Learning Community - 35 Teachers and three building administrators attended a Professional Learning Communities conference presented by Solution Tree. | 7/18/2008 | 7/18/2008 | Summer School | State Funds | 15000 |
| 5 | Content Area Literacy: In order to expand teacher/building capacity in the area of reading instruction, professional development for all teachers at UHS for the next two years consists of work embedded content area literacy training. In addition for the core content areas of math, science, English, and social studies, PD consists of a lesson study cycle where teachers work closely with math and literacy coaches through instructional sharing, group implementation, debriefing, reflection, and individual implementation. The University of Illinois' Center for Small Urban Communities partners with UHS in this endeavor. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 1000 |

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

Objective 2 Title : While our current achievement in reading for the grade 11 African American subgroup is 29.1% meeting/exceeding standards on the PSAE, this subgroup will make AYP of at least 39.1% in 2009 and 49.1% in 2010

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|---|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Principal's Advisory Committee - A committee consisting of members of the administrative team, the school social worker, and 15-20 UHS parents has been instituted to create a community/family engagement plan. The parents on the committee are representative of the UHS population and almost half of the members are African American. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 300 |
| 2 | Parent Quick Reference Guide -A 12 page quick reference guide was created and mailed to all UHS parents prior to registration. The guide contains contact information and answers to common questions had by parents and students. | 7/15/2008 | 6/5/2010 | Summer School | Local Funds | 300 |
| 3 | Skyward Gradebook/Skyward Access - All teachers are required to use Skyward Gradebook by the second semester. This enables parents to see the actual gradebooks of their student's teachers to reinforce education at home. Parents also have access to student information such as schedules and daily attendance. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |
| 4 | Absence and Information Notification - A calling system notifies parents when their student is absent and calls with important reminders such as open house and parent-teacher conferences. | 8/27/2008 | 6/5/2010 | After School | Local Funds | |
| 5 | Celebration of Culture Committee - A district level committee that includes the UHS principal and the Secondary Alternative Education Director organizes a yearly cultural festival for the entire Urbana Community. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 3000 |
| 6 | NAAPID - National African American Parent Involvement Day. UHS hosts a three hour event where African American parents are provided with lunch, building tours, performances, question and answer sessions with administrators and general fellowship. | 2/9/2009 | 2/9/2010 | During School | Local Funds | 500 |

Section II-E Action Plan - Monitoring

Objective 2 Title : While our current achievement in reading for the grade 11 African American subgroup is 29.1% meeting/exceeding standards on the PSAE, this subgroup will make AYP of at least 39.1% in 2009 and 49.1% in 2010

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

The various activities are monitored for completion and effectiveness by all of the members of the school improvement team. Each individual's responsibility is either a specific duty assigned by their job description or is part of the tasks identified for the committee that the person chairs. Committee chairs, department chairs, team leaders, and administrators are required to submit minutes from meetings and updates on activities monthly. Committee chairs, department chairs, and team leaders are required to hold respective members accountable for completing assigned tasks (ie. final exam analysis, instructional strategies

implementation, curriculum maps, standard analysis, final exam revisions, department goals, etc). Faculty are required to submit meeting progress and reflection forms weekly to department chairs. All members of the school improvement team work together to determine the effectiveness of initiatives and activities. Department chairs are not identified as school improvement team members; however they are an integral part of the implementation and accountability process. Formative evaluations of the study support program and the 9th and 10th grade teams are conducted by the administration, with additional program evaluations to follow.

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

| Name | Title |
|-----------------------------|--|
| Laura Taylor | Principal |
| Grace Mitchell | Secondary Alternative Education Chair |
| Angi Franklin and Mike Lehr | Social Justice Committee & Eng. Dept. Head |

Section II-A Action Plan - Objectives

Objective: 3

While our current achievement in math for the grade 11 low income subgroup is 33.3% meeting/exceeding on the PSAE, this subgroup will may AYP of at least 43.3% in 2009 and 53.3% in 2010.

Objective 3 Description:

This objective focuses on improving the math achievement of the low income (50%) students at Urbana High School. Strategies include professional development in instructional strategies related to math, specific math instruction for identified students, and extra time for support in classes.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : While our current achievement in math for the grade 11 low income subgroup is 33.3% meeting/exceeding on the PSAE, this subgroup will may AYP of at least 43.3% in 2009 and 53.3% in 2010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Targeted Math Instruction – Students are purposely scheduled into math classes with two teachers who are trained in PSAE prep strategies and who are very aware of the content required on the state assessment. In the Algebra II sections, students are exposed to the geometry content they miss due to not having had geometry yet. 77% of these students are low income. In the geometry classes, 48% of the students are low income. Both classes spend time not only covering course content, they focus on test preparation for both the ACT and the Work Keys. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |
| 2 | Academic Learning Support: As determined by a triangulation of data, low achieving 9th grade students are required to take 1 to 3 years of the academic support class. Aligned to both the English and math courses, students are provided with 50 minutes each day of support specific to their individual needs in the two core content areas. 10th and 11th grade students are required to take ALS based on performance the previous semester. If a student is failing either their English or math course at any of the three progress marking periods, they are placed in an ALS class if they do not already have one. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 3 | Study Support Classes: All 9th and 10th grade students are placed in a 25 minute guided study support class each day. Students are required to log assignments and homework in planners provided by the school to be checked on by their study support teacher. Students are given the opportunity to meet with teachers certified in their area of need on any given day during this period to work on assignments and homework. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 4 | Community Teams: All 9th and 10th grade students are assigned to student/teacher teams in order to provide them with a more personalized approach to educational services. By creating smaller learning communities through the purposeful scheduling of teams, underclassmen will have the opportunity to connect with faculty members and feel a sense of belonging in our large school. The four goals of the teams are as follows: building personal relationships with students/create a community, creating a process for monitoring students' grades/progress, creating a system for parent contacts, and finding something that holds students accountable in the process. Teacher teams meet every other day to discuss group and individual student needs. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 75000 |
| 5 | Pyramid of Supports: A pyramid of supports has been created for the entire school that identifies the type and process of interventions to be utilized when students are not being successful. This systematic approach to support is geared mostly to 9th and 10th grade students, however upperclassmen are identified through the process as well. Interventions include student advocates, social work services, team supports, and much more. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 2000 |
| 6 | ACT Prep - ACT and PSAE prep courses are available to all juniors and are free to low income students. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 500 |
| 7 | Practice Tests: All 9-11 grade students will either take the EXPLORE, PLAN, or practice ACT or Work Keys at no cost to the students. Study sessions will be conducted for all juniors. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 600 |

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|----|---|-----------|----------|---------------|-------------|--------|
| 8 | ThinkLink Assessment: Teachers will use data from the ThinkLink assessment to modify instruction for students. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 4500 |
| 9 | Carryover Initiatives From Previous School Improvement Plan (See 2006 Plan for Details): The following will be continued from the previous SIP - Teen Reach/ASAP Program Summer School Scholarships No remedial courses All students start with Algebra I or above Attendance/Truancy Initiatives Advocates for Students Deans' Restrictive Environment (DRA) | 8/27/2008 | 6/5/2010 | During School | Local Funds | 170000 |
| 10 | Summer School Math - Pre-Algebra and Algebra Bridge courses offered for free in the summer to low income students. Summer school scholarships available for other math courses. | 6/6/2009 | 6/8/2010 | Summer School | Local Funds | 5000 |

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

Objective 3 Title : While our current achievement in math for the grade 11 low income subgroup is 33.3% meeting/exceeding on the PSAE, this subgroup will may AYP of at least 43.3% in 2009 and 53.3% in 2010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|-----------|-----------|---------------|-------------|--------|
| 1 | Math Coach - An instructional math coach has been hired to work with the math department and individuals to improve instructional practices and student learning. The math coach meets on a regular basis with individual teachers, teacher teams, departments, the literacy/instructional committee, the U of I Center for Small Urban Communities partner, and the administration. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 45000 |
| 2 | Social Justice Committee - A committee of teachers and students has been created to make building wide improvements based on socially just and equitable practice. Goals of the committee include; research/learn about social justice issues in education, develop strategies for involving student perspective on social justice issues, research high schools who educate for social justice, research staff development opportunities to increase awareness of social justice, and research and develop guidelines for socially just teaching and learning and use these guidelines to improve teaching, curriculum, and assessments. This committee will look specifically at how current practice at UHS serves or does not serve low SES students in various areas. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 1500 |
| 3 | CRISS Training - Creating Independence Through Student-owned Strategies - all new teachers have been trained in Project CRISS. Approximately 60% of all UHS teachers have been trained in CRISS. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 3000 |
| 4 | Professional Learning Community - 35 Teachers and three building administrators attended a Professional Learning Communities conference presented by Solution Tree. | 7/17/2008 | 7/18/2008 | Summer School | State Funds | 15000 |

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

Objective 3 Title : While our current achievement in math for the grade 11 low income subgroup is 33.3% meeting/exceeding on the PSAE, this subgroup will may AYP of at least 43.3% in 2009 and 53.3% in 2010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Principal's Advisory Committee - A committee consisting of members of the administrative team, the school social worker, and 15-20 UHS parents has been instituted to create a community/family engagement plan. The parents on the committee are representative of the UHS population and several parents are of low-income status. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 300 |
| 2 | Parent Quick Reference Guide -A 12 page quick reference guide was created and mailed to all UHS parents prior to registration. The guide contains contact information and answers to common questions had by parents and students. | 7/15/2008 | 6/5/2010 | Summer School | Local Funds | 300 |
| 3 | Skyward Gradebook/Skyward Access - All teachers are required to use Skyward Gradebook by the second semester. This enables parents to see the actual gradebooks of their student's teachers to reinforce education at home. Parents also have access to student information such as schedules and daily attendance. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |
| 4 | Absence and Information Notification - A calling system notifies parents when their student is absent and calls with important reminders such as open house and parent-teacher conferences. | 8/27/2008 | 6/5/2010 | After School | Local Funds | |
| 5 | Carryover Initiatives From Previous School Improvement Plan (See 2006 Plan for Details):Forms translated to Spanish, letters to parents, and curriculum orientation night. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 300 |

Section II-E Action Plan - Monitoring

Objective 3 Title : While our current achievement in math for the grade 11 low income subgroup is 33.3% meeting/exceeding on the PSAE, this subgroup will may AYP of at least 43.3% in 2009 and 53.3% in 2010.

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

The various activities are monitored for completion and effectiveness by all of the members of the school improvement team. Each individual's responsibility is either a specific duty assigned by their job description or is part of the tasks identified for the committee that the person chairs. Committee chairs, department chairs, team leaders, and administrators are required to submit minutes from meetings and updates on activities monthly. Committee chairs, department chairs, and team leaders are required to hold respective members accountable for completing assigned tasks (ie. final exam analysis, instructional strategies implementation, curriculum maps, standard analysis, final exam revisions, department goals, etc). Faculty are required to submit meeting progress and reflection forms weekly to department chairs. All members of the school improvement team work together to determine the effectiveness of initiatives and activities. Department chairs are not identified as school improvement team members; however they are an integral part of the implementation and

accountability process. Formative evaluations of the study support program and the 9th and 10th grade teams are conducted by the administration, with additional program evaluations to follow.

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

| Name | Title |
|-------------------------|-----------------------|
| Laura Taylor | Principal |
| Greg Johnson | Assistant Principal |
| Renee Hunt/Erika Feiner | Dept. Head/Math Coach |

Section II-A Action Plan - Objectives

Objective: 4

While our current achievement in math for the grade 11 African American subgroup is 27.3% meets/exceeds in math on the PSAE, this subgroup will make AYP of at least 37.3% in 2009 and 47.3% in 2010.

Objective 4 Description:

This objective focuses on improving the math achievement of the African American students (over 31%) at Urbana High School. Strategies include professional development in instructional strategies related to math, specific math instruction for identified students, and extra time for support in classes.

No deficiencies have been identified from your most recent AYP Report.

Section II-B Action Plan - Student Strategies and Activities

| Objective 4 Title : While our current achievement in math for the grade 11 African American subgroup is 27.3% meets/exceeds in math on the PSAE, this subgroup will make AYP of at least 37.3% in 2009 and 47.3% in 2010. | | | | | | |
|--|--|------------------|----------------|-----------------|--------------------|---------------|
| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
| 1 | Targeted Math Instruction – Students are purposely scheduled into math classes with two teachers who are trained in PSAE prep strategies and who are very aware of the content required on the state assessment. In the Algebra II sections, students are exposed to the geometry content they miss due to not having had geometry yet. 42% of these students are African American. In the geometry classes, 31% of the students are African American. Both classes spend time not only covering course content, they focus on test preparation for both the ACT and the Work Keys. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |
| 2 | Academic Learning Support: As determined by a triangulation of data, low achieving 9th grade students are required to take 1 to 3 years of the academic support class. Aligned to both the English and math courses, students are provided with 50 minutes each day of support specific to their individual needs in the two core content areas. 10th and 11th grade students are required to take ALS based on performance the previous semester. If a student is failing either their English or math course at any of the three progress marking periods, they are placed in an ALS class if they do not already have one. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 3 | Study Support Classes: All 9th and 10th grade students are placed in a 25 minute guided study support class each day. Students are required to log assignments and homework in planners provided by the school to be checked on by their study support teacher. Students are given the opportunity to meet with teachers certified in their area of need on any given day during this period to work on assignments and homework. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 80000 |
| 4 | Community Teams: All 9th and 10th grade students are assigned to student/teacher teams in order to provide them with a more personalized approach to educational services. By creating smaller learning communities through the purposeful scheduling of teams, underclassmen will have the opportunity to connect with faculty members and feel a sense of belonging in our large school. The four goals of the teams are as follows: building personal relationships with students/create a community, creating a process for monitoring students' grades/progress, creating a system for parent contacts, and finding something that holds students accountable in the process. Teacher teams meet every other day to discuss group and individual student needs. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 75000 |
| 5 | Pyramid of Supports: A pyramid of supports has been created for the entire school that identifies the type and process of interventions to be utilized when students are not being successful. This systematic approach to support is geared mostly to 9th and 10th grade students, however upperclassmen are identified through the process as well. Interventions include student advocates, social work services, team supports, and much more. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 2000 |
| 6 | ACT Prep - ACT and PSAE prep courses are available to all juniors. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 500 |
| 7 | Practice Tests: All 9-11 grade students will either take the EXPLORE, PLAN, or practice ACT or Work Keys at no cost to the students. Study sessions will be conducted for all juniors. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 600 |

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|----|--|-----------|----------|---------------|-------------|--------|
| 8 | ThinkLink Assessment: Teachers will use data from the ThinkLink assessment to modify instruction for students. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 4500 |
| 9 | Summer School Math - Summer school scholarships available for math courses. | 6/6/2009 | 6/8/2010 | Summer School | Local Funds | 5000 |
| 10 | Carryover Initiatives From Previous School Improvement Plan (See 2006 Plan for Details): The following will be continued from the previous SIP - Teen Reach/ASAP Program Summer School Scholarships No remedial courses All students start with Algebra I or above Attendance/Tuancy Initiatives Advocates for Students Deans' Restrictive Environment (DRA) | 8/27/2008 | 6/5/2010 | During School | Local Funds | 170000 |
| 11 | Minority Enrichment Program - Coordinator available during the day, lunch, and after school to support minority students. Tutors provided from the University of Illinois. Program consists of workhops, seminars, and academic support. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 40000 |

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

Objective 4 Title : While our current achievement in math for the grade 11 African American subgroup is 27.3% meets/exceeds in math on the PSAE, this subgroup will make AYP of at least 37.3% in 2009 and 47.3% in 2010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|--|-----------|-----------|---------------|-------------|--------|
| 1 | Math Coach - An instructional math coach has been hired to work with the math department and individuals to improve instructional practices and student learning. The math coach meets on a regular basis with individual teachers, teacher teams, departments, the literacy/instructional committee, the U of I Center for Small Urban Communities partner, and the administration. | 8/27/2008 | 6/5/2010 | During School | Local Funds | 45000 |
| 2 | Social Justice Committee - A committee of teachers and students has been created to make building wide improvements based on socially just and equitable practice. Goals of the committee include; research/learn about social justice issues in education, develop strategies for involving student perspective on social justice issues, research high schools who educate for social justice, research staff development opportunities to increase awareness of social justice, and research and develop guidelines for socially just teaching and learning and use these guidelines to improve teaching, curriculum, and assessments. This committee will look specifically at how current practice at UHS serves or does not serve low SES students in various areas. | 8/28/2008 | 6/5/2010 | After School | Local Funds | 1500 |
| 3 | CRISS Training - Creating Independence Through Student-owned Strategies - all new teachers have been trained in Project CRISS. Approximately 60% of all UHS teachers have been trained in CRISS. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 3000 |
| 4 | Professional Learning Community - 35 Teachers and three building administrators attended a Professional Learning Communities conference presented by Solution Tree. | 7/17/2008 | 7/18/2008 | Summer School | State Funds | 15000 |

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

Objective 4 Title : While our current achievement in math for the grade 11 African American subgroup is 27.3% meets/exceeds in math on the PSAE, this subgroup will make AYP of at least 37.3% in 2009 and 47.3% in 2010.

| | Strategies and Activities | StartDate | EndDate | TimeLine | Fund Source | Amount |
|---|---|------------------|----------------|-----------------|--------------------|---------------|
| 1 | Principal's Advisory Committee - A committee consisting of members of the administrative team, the school social worker, and 15-20 UHS parents has been instituted to create a community/family engagement plan. The parents on the committee are representative of the UHS population and almost half of the members are African American. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 300 |
| 2 | Parent Quick Reference Guide -A 12 page quick reference guide was created and mailed to all UHS parents prior to registration. The guide contains contact information and answers to common questions had by parents and students. | 7/15/2008 | 6/5/2010 | Summer School | Local Funds | 300 |
| 3 | Skyward Gradebook/Skyward Access - All teachers are required to use Skyward Gradebook by the second semester. This enables parents to see the actual gradebooks of their student's teachers to reinforce education at home. Parents also have access to student information such as schedules and daily attendance. | 8/27/2008 | 6/5/2010 | During School | Local Funds | |
| 4 | Absence and Information Notification - A calling system notifies parents when their student is absent and calls with important reminders such as open house and parent-teacher conferences. | 8/27/2008 | 6/5/2010 | After School | Local Funds | |
| 5 | Celebration of Culture Committee - A district level committee that includes the UHS principal and the Secondary Alternative Education Director organizes a yearly cultural festival for the entire Urbana Community. | 8/27/2008 | 6/5/2010 | After School | Local Funds | 3000 |
| 6 | NAAPID - National African American Parent Involvement Day. UHS hosts a three hour event where African American parents are provided with lunch, building tours, performances, question and answer sessions with administrators and general fellowship. | 2/9/2009 | 2/9/2010 | During School | Local Funds | 500 |

Section II-E Action Plan - Monitoring

Objective 4 Title : While our current achievement in math for the grade 11 African American subgroup is 27.3% meets/exceeds in math on the PSAE, this subgroup will make AYP of at least 37.3% in 2009 and 47.3% in 2010.

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

The various activities are monitored for completion and effectiveness by all of the members of the school improvement team. Each individual's responsibility is either a specific duty assigned by their job description or is part of the tasks identified for the committee that the person chairs. Committee chairs, department chairs, team leaders, and administrators are required to submit minutes from meetings and updates on activities monthly. Committee chairs, department chairs, and team leaders are required to hold respective members accountable for completing assigned tasks (ie. final exam analysis, instructional strategies

implementation, curriculum maps, standard analysis, final exam revisions, department goals, etc). Faculty are required to submit meeting progress and reflection forms weekly to department chairs. All members of the school improvement team work together to determine the effectiveness of initiatives and activities. Department chairs are not identified as school improvement team members; however they are an integral part of the implementation and accountability process. Formative evaluations of the study support program and the 9th and 10th grade teams are conducted by the administration, with additional program evaluations to follow.

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

| Name | Title |
|-------------------------------|---------------------------------------|
| Laura Taylor | Principal |
| Greg Johnson | Assistant Principal |
| Grace Mitchell and Renee Hunt | Secondary Alt. Ed. Chair & Dept. Head |

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

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

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

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

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

Faculty – To ensure continuity and an expansion of teacher involvement, a leadership structure has been created to facilitate school improvement efforts. The School Improvement Administrative Advisory (SIAA) and the Departmental Administrative Advisory (DAA) are charged with school improvement. SIAA consists of four administrators, the curriculum review committee chair, the social justice committee chair, the technology committee chair, and the literacy committee chair. The DAA consists of the four administrators, and department chairs as follows: math, science, English, foreign language, fine arts, physical education, support services, special education, social studies, and career and technical education. SIAA and DAA meet monthly and meet with their respective committee

and department members monthly. DAA will meet with department members twice per month for five months so that one meeting can focus specifically on professional development.

Seven team leaders have been put into place to ensure that school improvement initiatives related to 9th and 10th grade teams are being implemented. Team leaders meet with building administrators on a monthly basis and meet with their teams a minimum of twice per week.

Ad hoc committees – Ad hoc committees have been and will be formed to address specific areas of school improvement requiring extensive investigation and research prior to formal proposal stage or implementation. A grade committee comprised of over 12 teachers and two building administrators is currently underway to investigate issues related to equitable grading practices.

Parent Involvement – Principal's Advisory Committee - A committee consisting of members of the administrative team, the school social worker, and 15-20 UHS parents has been instituted to create a community/family engagement plan. The parents on the committee are representative of the UHS population.

Outside Experts – Ericka Uskali from the Regional Office of Education worked with UHS administrators and faculty to create the state required restructuring plan last year. If the plan has to be enacted next year, Ms. Uskali will be the ROE liaison working closely with the school to make sure components of the plan are being implemented. Ms. Uskali and Mary Ellen Leonard from the ROE are part of the training of staff members in the Instructional Practices Inventory being conducted to measure instructional practices. Mary Ellen Leonard will continue to provide RESPRO funds as available to meet professional development and student learning needs. In addition, the University of Illinois' Center for Small Urban Communities partners with UHS in the area of professional development of both faculty and administrators.

Names and titles of school improvement team or plan developers:

| | Name | Title |
|----|----------------|--|
| 1 | Laura Taylor | Principal |
| 2 | Danielle Cook | Assistant Principal for Attendance & Discipline |
| 3 | Greg Hall | Assistant Principal/Athletic Director |
| 4 | Greg Johnson | Assistant Principal for Curriculum & Instruction |
| 5 | Grace Mitchell | Secondary Alternative Education Director |
| 6 | Laura Cohen | Special Education Dept. Chair |
| 7 | Travis Courson | Support Services Dept. Chair/Dean |
| 8 | Richard Geiger | Science Dept. Chair |
| 9 | Darren Hicks | Fine Arts Dept. Chair |
| 10 | Renee Hunt | Math Dept. Chair |

| | | |
|----|-------------------------|---|
| 11 | Mike Lehr | English Dept. Chair |
| 12 | Brian McAndrew | Career and Technical Ed. Dept. Chair |
| 13 | Tom Neal | Foreign Language Dept. Chair |
| 14 | Michael Pollock | Social Studies Dept. Chair |
| 15 | Steve Waller | Physical Education Dept. Chair |
| 16 | Carol Casbeer | Literacy Committee Chair/Literacy Coach |
| 17 | Lisa Chesnut | Curriculum Review Committee Chair |
| 18 | Angi Franklin | Social Justice Committee Chair |
| 19 | Carol Godoy | Technology Committee Chair |
| 20 | Erika Feiner | Math Coach |
| 21 | Jessie Bradford | Team Leader |
| 22 | Chris Cox | Team Leader |
| 23 | Jackie Gerling | Team Leader |
| 24 | Erin Ludwick | Team Leader |
| 25 | Patsy Monts | Team Leader |
| 26 | Paula Rogers | Team Leader |
| 27 | Jeannie Williams | Team Leader |
| 28 | Brian Beyers | Dean |
| 29 | Stephanie Price Hammond | Dean |

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

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

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

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

The Urbana School District provides an extensive new teacher mentoring program for all first and second year teachers at UHS. Multiple mentors are trained and matched with new teachers to provide them with support across several domains. One teacher in the building is identified as the new teacher mentor coordinator. This person is responsible for all mentoring activities for the building. Included in these activities are: bi-weekly or monthly meetings, observation cycles including pre-conferences and reflection, and seminars over topics such as "Being Part of a Professional Learning Community", "Special Education", "Use of the Instructional Lab", and "Skyward Grading Practices".

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

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

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

Section III - Plan Development, Review and Implementation
Part F. State Responsibilities

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

The Regional System of Support Services (RESPROS) provided the opportunity for over 30 Urbana High School faculty members to attend a conference on Professional Learning Communities over the summer. In addition, they have provided training and support for the Instructional Practices Inventory training and implementation.

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

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

| | Name | Title |
|---|------------------|------------------------------|
| 1 | Preston Williams | Superintendent |
| 2 | Kevin Seymour | Regional Office of Education |
| 3 | Don Owen | Assistant Superintendent |
| 4 | Ericka Uskali | RESPRO Consultant |

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

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

LOCAL ASSESSMENT DATA (OPTIONAL)

- If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
- Do these local assessment results add clarity to the state assessment data?
- Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

- If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
- Do the other data add clarity to the state assessment data?
- Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

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?

CLARITY OF OBJECTIVES

- Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
- Do the objectives address all areas of AYP deficiency?

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?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?

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| | Is professional development aligned with the strategies and activities for students? |
| | Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance? |
| | Do the parent involvement strategies clearly align with the strategies and activities? for students? |
| | Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning? |
| | Are timelines reasonable and resources coordinated to achieve the objectives? |
| MONITORING | |
| | Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? |
| | Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? |

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

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|----------------------------------|--|
| PARENT NOTIFICATION | |
| | Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) |
| STAKEHOLDER INVOLVEMENT | |
| | Does the plan describe how stakeholders have been consulted? |
| | 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? |
| PEER REVIEW | |
| | Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP? |
| TEACHER MENTORING PROCESS | |
| | Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? |
| DISTRICT RESPONSIBILITIES | |
| | Is it clear what support the district will provide to ensure the success of the plan? |
| | If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? |
| STATE RESPONSIBILITIES | |

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|------------------------------|--|
| | Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? |
| SCHOOL SUPPORT TEAM | |
| | Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? |
| APPROVAL DATE OF LOCAL BOARD | |
| | The plan indicates the approval date of this plan. |

PART II - COMMENTS