

URBANA MIDDLE SCHOOL

School Improvement Plan 2007

Board Approval Date:	1/15/2008
Plan Submission Date & Ref No:	3/22/2008 - SIP07 - 001816
ISBE Monitoring Completed:	5/1/2008

URBANA MIDDLE SCHOOL - URBANA SD 116

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090101160221002

District Name: URBANA SD 116

School Name : URBANA MIDDLE SCHOOL

Superintendent: Dr. Preston Williams

Principal :NANCY CLINTON

District Address: PO BOX 3039

School Address : 1201 S VINE ST

City/State/Zip : URBANA, IL 61803 3039

City/State/Zip : URBANA, IL 61801

District Phone : (217) 384-3636

School Phone : (217) 384-3685

District Email : pwilliams@usd116.org

School Email : nclinton@usd116.org

Is this for a Title I School? No

URBANA MIDDLE SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

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

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	99.9	Yes	99.9	Yes	73.2		Yes	72.9		Yes	92.3	Yes		
White	100.0	Yes	100.0	Yes	83.1		Yes	84.8		Yes				
Black	100.0	Yes	100.0	Yes	56.8		Yes	56.6		Yes				
Hispanic	98.4	Yes	98.4	Yes	84.3		Yes	70.6		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes										
Native American														
Multiracial Ethnic	100.0	Yes	100.0	Yes	63.0		Yes	60.9		Yes				
LEP	98.4	Yes	98.4	Yes	80.8		Yes	63.5		Yes				
Students with Disabilities	100.0	Yes	100.0	Yes	30.4	38.6	No	31.5	42.8	No	89.7			
Economically Disadvantaged	99.8	Yes	99.8	Yes	63.4		Yes	61.5		Yes				

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	92.9	92.7	92.4	92.0	91.4	92.3
Truancy rate (%)	5.9	2.8	1.3	2.9	4.7	5.1
Mobility rate (%)	19.0	33.0	33.3	16.1	26.1	19.9
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	1,055	998	1,017	1,033	1,000	932
Economically disadvantaged (%)	43.9	46.7	50.7	55.6	60.2	64.9
Limited English proficient (LEP) (%)	2.6	5.0	2.6	2.9	4.6	6.4
Students with disabilities (%)						
White, non-Hispanic (%)	58.9	55.7	52.6	50.1	47.8	44.6
Black, non-Hispanic (%)	31.9	33.6	37.9	33.4	36.3	38.1
Hispanic (%)	2.4	3.2	3.2	4.5	3.6	6.8
Native American or Alaskan Native (%)	0.3	0.3	0.3	0.2	0.3	0.2
Asian/Pacific Islander (%)	6.5	7.2	6.0	5.6	5.1	5.2

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	61.3	30.5	1.8	6.2	0.2	-
	2002	58.9	31.9	2.4	6.5	0.3	-
	2003	55.7	33.6	3.2	7.2	0.3	-
	2004	52.6	37.9	3.2	6.0	0.3	-
	2005	50.1	33.4	4.5	5.6	0.2	6.1
	2006	47.8	36.3	3.6	5.1	0.3	6.9
	2007	44.6	38.1	6.8	5.2	0.2	5.2
D I S T R I C T	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
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	2.5	39.7	100.0	93.4	21.5	14.0	1.4	-	-
	2002	2.6	43.9	100.0	92.9	19.0	62.0	5.9	-	-
	2003	5.0	46.7	100.0	92.7	33.0	28.0	2.8	-	-
	2004	2.6	50.7	100.0	92.4	33.3	13.0	1.3	-	-
	2005	2.9	55.6	100.0	92.0	16.1	30.0	2.9	-	-
	2006	4.6	60.2	100.0	91.4	26.1	46.0	4.7	-	-
	2007	6.4	64.9	100.0	92.3	19.9	47.0	5.1	-	-
D I S T R I C T	2001	5.6	40.1	100.0	93.0	21.9	68.0	1.5	4.6	92.4
	2002	4.9	40.4	99.9	93.1	21.8	185.0	4.2	6.1	79.7
	2003	6.5	43.7	100.0	93.1	27.1	120.0	2.8	3.8	81.0
	2004	5.5	47.2	99.8	92.4	28.3	184.0	4.3	4.6	97.8
	2005	5.5	51.6	99.7	93.0	21.6	234.0	5.6	2.4	85.6
	2006	7.3	55.3	100.0	92.7	24.9	237.0	5.9	4.2	86.9
	2007	8.5	58.9	100.0	92.7	22.9	251.0	6.3	2.2	85.1
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	1,016	-	-	-	-	-	-
	2002	1,055	-	-	-	328	361	-
	2003	998	-	-	-	344	321	-
	2004	1,017	-	-	-	328	357	-
	2005	1,033	-	-	-	328	341	-
	2006	1,000	-	-	-	355	322	-
	2007	932	-	-	-	315	330	-
D I S T R I C T	2001	4,410	348	335	368	379	339	327
	2002	4,424	361	344	324	328	361	339
	2003	4,369	343	351	340	344	321	317
	2004	4,309	324	332	345	328	357	324
	2005	4,264	313	319	322	328	341	286
	2006	4,128	313	292	305	355	322	248
	2007	4,054	322	313	293	315	330	274
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	366.0	14.1	40,868	40.4	59.6	14.9	17.5	-	-
	2002	359.0	14.7	44,308	38.2	61.8	15.5	17.7	-	-
	2003	356.0	15.0	46,348	38.5	61.5	15.6	17.9	0.3	-
	2004	330.0	16.0	49,719	35.1	64.9	17.3	19.2	-	-
	2005	317.0	15.8	50,858	37.5	62.5	17.1	19.5	1.2	-
	2006	329.0	15.6	51,684	40.4	59.6	16.4	17.7	0.8	-
	2007	326.0	15.3	53,545	42.0	58.0	15.4	17.8	2.9	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	60.3	70.0	63.5	67.6	76.0
White	-	-	-	-	-	-	-	-	-	-	71.4	81.5	78.7	79.1	82.5
Black	-	-	-	-	-	-	-	-	-	-	35.6	44.5	39.1	46.2	62.9
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	66.7	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	73.4	88.2	82.3	90.9	100.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	80.0	63.1	85.0	70.5
LEP	-	-	-	-	-	-	-	-	-	-	75.0	92.0	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	16.7	27.3	23.8	33.3	30.6
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	48.5	51.3	50.6	53.6	66.5

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	69.0	63.6	61.1	68.2	67.6	76.0
White	-	-	-	-	-	-	83.1	79.2	69.5	80.5	79.1	82.5
Black	-	-	-	-	-	-	54.6	46.3	41.9	51.6	46.2	62.9
Hispanic	-	-	-	-	-	-	-	64.7	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	88.2	91.0	100.0	100.0	90.9	100.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	42.1	53.3	59.1	55.5	85.0	70.5
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	25.0	18.5	24.0	24.5	33.3	30.6
Economically Disadvantaged	-	-	-	-	-	-	55.8	50.9	47.5	57.2	53.6	66.5

URBANA MIDDLE SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	43.7	47.2	48.4	68.4	71.4
White	-	-	-	-	-	-	-	-	-	-	58.7	62.3	64.0	81.8	81.0
Black	-	-	-	-	-	-	-	-	-	-	13.6	17.6	21.0	50.0	55.3
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	44.4	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	73.3	82.4	88.9	81.8	90.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	20.0	38.9	70.0	58.8
LEP	-	-	-	-	-	-	-	-	-	-	64.3	60.0	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	10.8	19.7	11.3	35.2	18.0
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	25.4	26.9	28.0	55.0	59.7

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	76.3	68.2	68.7	72.5	68.4	71.4
White	-	-	-	-	-	-	87.5	82.1	75.8	86.5	81.8	81.0
Black	-	-	-	-	-	-	62.5	51.0	55.9	56.2	50.0	55.3
Hispanic	-	-	-	-	-	-	-	76.4	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	94.1	100.0	90.9	93.3	81.8	90.0
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	65.0	60.0	54.6	57.9	70.0	58.8
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	40.3	33.4	20.0	27.5	35.2	18.0
Economically Disadvantaged	-	-	-	-	-	-	66.0	55.7	60.0	61.7	55.0	59.7

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Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Overall math scores are continuing to increase significantly. There are two subgroups, IEP students and multiracial/ethnic students with scores showing a decrease. The most significant decrease was 18% in the students with disabilities(IEP) subgroup.

The reading scores had a significant overall increase. Black students' scores rose dramatically by 17%. Students with disabilities(IEP) again showed a small downward move, while economically disadvantaged student's scores rose by 12%. Again, as in math, multiracial/ethnic students' scores dropped in reading by 14%.

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Section I-A Data & Analysis - Report Card Data

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

The rise in both reading and math scores is most likely due to intensified efforts over the past three years in these two areas in order for students to be more successful. Content area literacy classes in the core curricular areas have given reading the necessary boost and have shown an increase in learning on the ISAT. Collaboration with the high school in the area of mathematics has strengthened the middle school math classes. Support classes have been initiated in both subject areas; however, students with disabilities have not been enrolled in these classes.

It was previously believed that students with disabilities were receiving adequate extra support and instruction to gain knowledge they needed. This assumption proved to be incorrect. Special education teachers were not given staff development in the area of Connected Mathematics. This factor may have had an impact on the lack of movement in this area of ISAT testing.

Staff training and development efforts have increased and the addition of summer enrichment classes have had a large impact on student learning. Before and after school organization classes and homework lab have shown a rise in population and have helped to contribute to the success that UMS students are experiencing. However, very few students with disabilities have benefited from these situations.

Teachers have worked methodically to coordinate the curriculum so that it is sequenced and, to an extent, standardized. Work in the area of Quarter Exams has helped to align the curriculum and assess all students with like instruments. Collaboration throughout these projects has transferred to success for the students.

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Section I-A Data & Analysis - Report Card Data

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

For the overall student population at UMS, the majority of students are improving academically. Additionally, teachers are continuing to grow professionally. At this time, the efforts in both reading and mathematics will need sustainability and further analysis each year. Continued training in Connected Mathematics for all math teachers new to UMS will need to be a priority. And, it is imperative that all special education teachers be trained in the Connected Math approaches to teaching in order to support the students with disabilities.

As of this year, a specific plan has been put in place for all students with disabilities. That plan involves the initial assessment of the student's abilities and the placement of students in classes with their special educator who will devise reading and/or math help on a daily basis. There will no longer be a class that simply allows special education student to get help with homework.

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

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

ThinkLink is the relevant local assessment data used in the School Improvement plan. The fall 2007 ThinkLink math data shows that the numbers of 6th grade students below standards is higher than the students in 7th and 8th grades. This is true except for the sub-test on data and probability in which the reverse is true. It also shows special education students to be behind all groups in 2007 in growth.

In the area of reading, ThinkLink scores show a variety of issues. 7th and 8th grade students score better in grammar than 6th grade students. And, in fact, The other areas have produced a variety of results. For example, writing organization is weaker at 7th and 8th grade than at 6th grade. All grade levels scored poorly on literary elements.

Special education students have performed poorly on the exam. It is clear this is an area of weakness at all grade levels.

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

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

Three years ago, support classes (math and reading connections) were put in place for students who needed extra help in order to be successful in math and reading. Because special education students had individualized plans via the IEP, it was assumed that the support to make improvements in test scores would be there for the students. This has not been the case.

Additionally, Urbana Middle School staff has no control regarding the education of special education students who attend specialized schools.

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

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

It is clear that the students with disabilities (special education) subgroup must be exposed to the same or similar support made available to other students.

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

Item 1 - Attributes and Challenges

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

The low socio-economic population of Urbana Middle School is growing rapidly. At this time, 64.9% of the entire school population qualifies for free/reduced lunch.

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

Item 1 - Attributes and Challenges

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

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

Item 1 - Attributes and Challenges

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

Urbana Middle School administrators and key leadership groups throughout the school, must continue to support all students who need extra assistance. The groups with whom we will need to continue to work closely with are special education students and african-american students.

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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?

URBANA MIDDLE SCHOOL - URBANA SD 116

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

Item 2 - Educator Qualifications

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

As the Urbana Middle Staff has been trained over the past two years in reading strategies, the overall reading scores have continued to increase. It is clear that the time taken during staff development half days is directly related to the increase of reading scores. Additionally, as Connected Math curriculum was initiated at Urbana Middle School in the 06.07 school year. The additional training of teachers at the onset was valuable to get started. However, the continued training during the school year and summers is helping to keep the staff up to date with the latest connected math teaching strategies. Scores are increasing in math as well.

URBANA MIDDLE SCHOOL - URBANA SD 116

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

Item 2 - Educator Qualifications

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

Staff inservice and training will continue in the areas needed. It is evident that the more teachers learn about how to teach both reading and math, the more the student's scores will increase.

URBANA MIDDLE SCHOOL - URBANA SD 116

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?

URBANA MIDDLE SCHOOL - URBANA SD 116

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

Item 3 - Parent Involvement

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

URBANA MIDDLE SCHOOL - URBANA SD 116

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

Item 3 - Parent Involvement

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

URBANA MIDDLE SCHOOL - URBANA SD 116

Section I-D Data & Analysis - Key Factors

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

Key factors which are within the school’s capacity to change or control which have contributed to low achievement include:

1. Training all special educators how to teach Connected Mathematics has become a necessary part of improvement.
2. Training and supporting all special educators in the use of AIMS WEB progress monitoring.
3. Providing for special education support classes for Connected Math students is a necessity.
4. Using several data points, placing students in reading support classes according to need. And, the monitoring of student progress and making adjustments as follow up data dictates.
5. Training all new teachers how to successfully collaborate with special education teachers.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

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

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

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

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : To raise ISAT math test scores for students with disabilities by at least 10% per year.

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

The objective of raising test scores for students with disabilities has brought strategies from several venues. Connected Mathematics curriculum was an initiative implement in the 2006-2007 school year and recommended the previous year by members of the UMS math department. At that time, all math teachers and one special education teacher received training in the Connected Mathematics curriculum.

All students should experience success using the Connected Mathematics curriculum. Special education students should be able to be more successful in this curriculum as opposed to traditionally taught mathematics. Before this goal is completely achievable, teachers must thoroughly understand the methods and strategies for teaching Connected Mathematics. To that end, UMS math and special education teachers participate regularly in outside training, department collaboration, and discussions/meetings with the Principal. Some of the training has been and will continue to be completed during the summer.

All students with disabilities must receive their mathematics instruction in a regular education mathematics class with special education support. Students must be taught to use the appropriate educational strategies and organizational skills necessary to be successful with the curriculum.

Math support classes for students with disabilities will be provided to students who show a need through Thinklink data, progress monitoring, and previous ISAT scores.

Parents must also be educated about this type of curriculum for the teaching of mathematics so that they are able to assist their children with mathematics issues.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : To raise ISAT math test scores for students with disabilities by at least 10% per year.

This objective covers the following AYP deficiency areas.

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

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

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : To raise ISAT math test scores for students with disabilities by at least 10% per year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Special education teachers will use the AIMSWeb to monitor math progress and make adjustments and accomodations as needed.	August, 2007	May. 2009	During School	State Funds	no extra costs
2. Math and special education teachers will attend and participate in Connected math training at Michigan State University	February, 2007	February, 2007	During School	State Funds	\$3000
3. All special education teachers and teacher aides will participate in bi-monthly trainings regarding Connected Mathematics.	September, 2007	May, 2008	After School	Local Funds	no extra costs
4. Math and special education teachers on the same team will use three meetings per week to collaborate and plan together so that there will be a rise in ISAT test scores for all students in math.	September 2007	May 2008	Before School	Local Funds	no extra costs

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : To raise ISAT math test scores for students with disabilities by at least 10% per year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Four math teachers and six special education teachers will participate in the Connected Mathematics training at Michigan State University, home of Connected Mathematics curriculum.	February, 2008	February, 2008	During School	State Funds	\$3000
2. Math in-service and training in the Connected Math curriculum will occur twice each month for special education teachers and teacher aides. Training will be done by regular education math staff members.	August, 2007	June, 2008	After School	Local Funds	no extra costs
3. Training and discussion will be held at the beginning of the 07.08 school year regarding collaboration with special educators.	August, 2007	August, 2007	During School	Local Funds	no extra costs
4. Special educators will continue learning how to use and analyze AIMSweb data.	August, 2007	June, 2008	During School	Local Funds	no extra costs

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : To raise ISAT math test scores for students with disabilities by at least 10% per year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. A "Connected Math" parent night will be held once each year to explain the non-traditional approach to mathematics teaching.	September, 2007	May, 2009	After School	Local Funds	\$100
2. Building support committee meetings will be held with parents of students who are under-performing in order to brainstorm issues and possible solutions.	August, 2007	May, 2009	During School	Local Funds	no extra costs
3. Individualized education plan meetings will be held in order for the school and home to collaborate on the best plan for that student's success.	August, 2007	May, 2009	During School	Local Funds	no extra costs

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : To raise ISAT math test scores for students with disabilities by at least 10% per year.

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

Special education teachers will meet with their evaluator bi-monthly to review the Aims Web progress monitoring for each student on their caseload. For students who are making growth of at least 2% per month, the plan will continue as written. For students NOT attaining that goal, a reorganization and planning session will be held for the purpose of setting forth a new or amended plan based on the areas in which the student is showing limited or no progress. Additionally, ThinkLink scores will be evaluated after each admission and plans for each student will be modified accordingly.

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

Name _____

Title _____

Nancy Clinton

Principal

Donna Oakes-Novak

Assistant Principal

Jennifer Rohn

Special Education Department Chairperson

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : To raise ISAT reading test scores for students with disabilities by at least 10% per academic year.

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

There are numerous strategies to use at Urbana Middle School to raise ISAT reading scores for students with disabilities. Regular education staff will need to work closely with special education staff in order to better communicate the essential ideas that must be learned by the special education students. All new staff will need to be advised as to how to plan effectively in coordination with special education teachers. All special education staff will need to analyze data from AIMS Web and ThinkLink in order to make individual plans for each student on their caseload. Special Education teachers will need to plan a daily schedule which will meet the needs of all students on their caseload. Students will be pulled from alternate classes and placed in specialized reading classes if more reading instruction and support is needed as evidenced from the data. Communication with parents about the new plan and adjusted classes will happen.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : To raise ISAT reading test scores for students with disabilities by at least 10% per academic year.

This objective covers the following AYP deficiency areas.

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

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

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : To raise ISAT reading test scores for students with disabilities by at least 10% per academic year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Case managers of special education students will continually monitor reading progress using AIMSweb. The information gathered will be used to make informed decisions regarding reading and reading support classes for each student.	August, 2007	May, 2009	During School	Local Funds	no extra costs
2. Team teachers will use at least three team meetings per week to collaborate about the upcoming lessons and adaptations for special education students.	August, 2007	May, 2009	After School	Local Funds	no extra costs
3. Special education teachers will use the AIMS web data and ThinkLink data to monitor student progress on a regular basis and make adjustments to student schedules as needed.	August, 2007	May, 2009	During School	Local Funds	no extra costs
4. Special education teachers will continue to implement the reading programs acquired by the district. The use of a structured program and consistent program (Reads Naturally, Rewards and Corrective Reading) and the systematic approach they provide is a necessary addition to increase reading scores.	August, 2007	May, 2009	During School	Local Funds	no extra costs

Strategies & Activities	Start Date	End Date		Fund Source	Amount
5. During two early release days a month, special education teachers will meet to collaborate on reading intervention strategies. This will provide an opportunity to discuss students who are not making adequate progress and possible solutions for those students.	August, 2007	May, 2009	During School	Local Funds	no extra costs
6. Special education students will receive additional direct instruction in reading as needed.	September, 2007	May, 2009	During School	Local Funds	no extra costs
7. A summer program will be offered to special education students who do not qualify for ESY, but who need intensive work on developing their reading skills.	Summer, 2008	Summer, 2009	Before School	Local Funds	\$6,000

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : To raise ISAT reading test scores for students with disabilities by at least 10% per academic year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Special education teachers will receive monthly support with AIMSweb and the different ways in which to use the data.	September 07	May, 2009	After School	Local Funds	no extra costs
2. Special education teachers will receive training in the reading programs to use with struggling readers.	September 07	May, 2009	After School	Local Funds	no extra costs
3. Special education teachers will receive in-service education regarding how to best use the ThinkLink data.	September, 2007	May, 2009	After School	Local Funds	no extra costs
4. Training will be held regarding how to best use collaborative team time to assist special educators with key concepts and information from the curricular areas.	September, 2007	September, 2007	Before School	Local Funds	no extra costs
5. Additional support and training will be implemented in order to assist special educators with the analysis of individual student data points.	September, 2007	May, 2009	During School	Local Funds	no extra costs

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : To raise ISAT reading test scores for students with disabilities by at least 10% per academic year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Continue to work with and educate parents in methods to assist their children with reading.	August, 2007	May, 2009	During School	Local Funds	no extra costs
2. Use BSC and IEP meetings to assist learning and understanding of available resources for additional services.	August, 2007	May, 2009	During School	Local Funds	no extra costs
3. Hold an information session regarding summer school for special education students.	April, May, 2008		After School	Local Funds	no extra costs

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : To raise ISAT reading test scores for students with disabilities by at least 10% per academic year.

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

Special Education teachers will be responsible for sharing the results of the latest student data with their evaluator on a monthly basis. Plans will be revised if ongoing growth is not occurring.

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

Name _____

Title _____

Nancy Clinton

Principal

Donna Oakes-Novak

Asisstant Principal

Jennifer Rohn

School Psychologist and Special Education Department Chairperson

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 3

Title : To assist English language learner students to achieve the initial benchmark (62.5%) on ISAT for the 07.08 school year.

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

To ensure that ELL students will be successful on the ISAT. Bilingual staff will be trained in the Connected math curriculum. Connected math will be taught in Spanish to ELL students.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 3

Title : To assist English language learner students to achieve the initial benchmark (62.5%) on ISAT for the 07.08 school year.
This objective covers the following AYP deficiency areas.

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

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : To assist English language learner students to achieve the initial benchmark (62.5%) on ISAT for the 07.08 school year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. ELL students will be taught the connected math curriculum in Spanish.	August, 2007	June, 2008	During School	Local Funds	no extra costs

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : To assist English language learner students to achieve the initial benchmark (62.5%) on ISAT for the 07.08 school year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Bilingual staff will be trained in the connected math curriculum.	February, 2008	February, 2008	During School	State Funds	\$500

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : To assist English language learner students to achieve the initial benchmark (62.5%) on ISAT for the 07.08 school year.

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parent meetings will be held in Spanish to explain the connected math curriculum to parents.	September, 2008	June, 2009	After School	Local Funds	\$100

URBANA MIDDLE SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : To assist English language learner students to achieve the initial benchmark (62.5%) on ISAT for the 07.08 school year.

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

ThinkLink data analysis and ISAT data analysis will be done by the Principal and Assistant Principal.

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

Name _____	Title _____
Nancy Clinton	Principal
Donna Oakes-Novak	Assistant Principal
Joe Wiemelt	Bilingual Teacher

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part A - Parent Notification

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

The school has provided written notice through the USD116 public relations coordinator and the local media.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

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

The development of a plan began in the summer of 2007 with a group convened to brainstorm possible solutions to the lack of progress by students with disabilities. That group included;

Preston Williams, Superintendent
Don Owen, Assistant Superintendent
Susan Baker-Ory, Assistant Superintendent
Jennifer Rohn, Special Ed department chair
Nancy Clinton, Principal
Donna Oakes-Novak, Assistant Principal
Patrick Russell, Assistant Principal

Monthly planning and analysis collaboration time is held at the building-wide Leadership meeting. The Leadership team is also the School Improvement Team and the members are listed below:

Nancy Clinton, Principal
Donna Oakes-Novak, Assistant Principal
Patrick Russell, Assistant Principal
Deb Tamimie, Division (Electives) Chair
Jan Hari, Science Chair
Jason Pound, Co-Chair, Math
Tracy Hahn, Co-Chair, Math
Tracy Welch, Chair, Language Arts
Don Barbour, Chair, Social Studies
Darren Hicks, District Music Coordinator
Jennifer Rohn, School Psychologist and Special Education department chairperson
Martha Rinne, Librarian
Kevin Erlinger, Technology Coordinator
Darren Hicks, District Music Coordinator

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part C - 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

The first review is conducted by the USD116 Assistant Superintendent. Following suggestions made and instituted, the Urbana Middle School Leadership team is responsible for reviewing and offering suggestions. Each middle school team leader will then read, review and make suggestions. The final review will be handled by the Urbana Middle School Administrative Team.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part D - 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.

UMS follows an ISBE approved mentoring induction program called ICE 21 (Induction for the 21st Century Educator). Mentors are selected within the building and then trained for four days in the areas of state legislation, the coaching cycle and formative assessment. All teachers new to the profession, as well as to our district, are offered and encouraged to accept a veteran teacher from UMS as a mentor.

The UMS mentor-protégé relationship provides the new teacher with a lot of support and professional development opportunities to chart growth within the first year of teaching. New teachers are observed three times during the year, participate in a planning and reflecting meeting with their mentors within each observation cycle and write a quarterly written reflection which the mentors also provide a written response. In addition, the protégés are provided sub release time to observe their mentors, other veteran teachers or even other new teachers like themselves to support growth.

Although completing this program fulfills the necessary requirement for a new teacher to move from an initial to a standard teaching certificate through the ISBE, many of our teachers have chosen to participate for the support, camaraderie, and collaboration.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part E - District Responsibilities

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

In order to revise the plan, district personnel have met with Urbana Middle School administrators to brainstorm and devise plans so that students with disabilities will be able to make AYP. They have been very supportive of the efforts by the UMS staff and administration. Discussions and work sessions included the identification of the challenges at UMS, assistance with data disaggregation, support and training for staff development, particularly in the area of writing. District office employees have provided training in CRISS strategies and Write Traits in order that all teachers become better at the teaching of reading and writing.

The UMS building budget has been enhanced substantially in order that all teachers are given opportunities to assist students with reading and math needs. The district has also provided financial support to reduce the impact of removing Title I services from UMS. The district has also provided financial support for the implementation of the CMP2 math implementation.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part F - 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.

RESPRO funding has been provided to allow several math and special education teachers to attend Connected Math training at Michigan State University, the hub of the curriculum.

Additionally, RESPRO funds help to pay for assorted sessions of inservice training.

Grant based funding is provided through the University of Illinois to assist with financial resources for further training related to special education.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Nancy Clinton	Principal
2. Donna Oakes-Novak	Assistant Principal
3. Patrick Russell	Assistant Principal
4. Jennifer Rohn	Psychologist & Special Ed. Dept. Chair
5. Jason Pound	Co-Chair, math department
6. Tracy Hahn	Co-Chair, math department
7. Jan Hari	Chair, science department
8. Tracy Welch	Chair, language arts department
9. Don Barbour	Chair, social studies department
10. Deb Tamimie	Chair, elective teachers
11. Darren Hicks	District chair, music department
12. Andrea Kirkland	School Counselor
13. Martha Rinne	Librarian
14. Keviin Erlinger	Technology Coordinator
15. Dionne Brown	Dean of Students
16. Terry Morgan	Dean of Students
17. Jeremy Darnell	Dean of Students
18.	
19.	

URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part G - School Support Team

Name _____	Title _____
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URBANA MIDDLE SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part G - School Support Team

Name _____

Title _____

40.

41.

URBANA MIDDLE SCHOOL - URBANA SD 116

Section IV-A Local Board Action

DATE APPROVED by School Board : 1/15/2008

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

Signature of LEA Superintendent

URBANA MIDDLE SCHOOL - URBANA SD 116

ISBE Monitoring - Part I

ANALYSIS OF DATA

REPORT CARD DATA

Yes Have the areas of low achievement been clearly identified?

Yes Does the SIP include analysis of report card data that clarifies the areas of weakness?

* Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

* Does the analysis along with other optional data provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

Yes * If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness?

* Do these local assessment results add clarity to the state assessment data?

* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

Yes * If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities?

* 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?

CLARITY OF OBJECTIVES

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

Yes Do the objectives address all areas AYP deficiency?

URBANA MIDDLE SCHOOL - URBANA SD 116

ISBE Monitoring - Part I

IDENTIFICATION OF KEY FACTORS

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Yes Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Yes Will the selected strategies and activities likely improve student learning and achievement?
- Yes Are the strategies and activities measurable?
- Yes Are the measures of progress for the strategies and activities clearly identified?
- No Are expectations for classroom behavior and practice related to the objectives clear?
- Yes Is professional development aligned with strategies and activities for the students?
- Yes Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
- Yes Do the parent involvement strategies clearly align with the strategies and activities for students?
- Yes Will these parent activities positively affect the factors contributing to low achievement?
- Yes Are timelines reasonable and resources coordinated to achieve the objectives?
- Yes Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
- Yes Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

URBANA MIDDLE SCHOOL - URBANA SD 116

ISBE Monitoring - Part I

PART I - COMMENTS

Report Card Data: Special Education students will receive appropriate interventions. Teachers will be trained.
Professional Development: Appropriate high quality training in reading and math contributed to student growth.

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ISBE Monitoring - Part II

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

PARENT NOTIFICATION

No 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?

STAKEHOLDER INVOLVEMENT

Yes 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

Yes Has this plan 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

Yes 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

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

STATE RESPONSIBILITIES

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

SCHOOL SUPPORT TEAM

Yes Have the names and titles of School Support Team members been listed in the plan? Does this team appear to have the expertise to support this school in regards to the school improvement plan?

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ISBE Monitoring - Part II

APPROVAL DATE OF BOARD

Yes The plan indicates the approval date of this plan.

PART II - COMMENTS

Consider including individuals with expertise from outside the school in the peer review process. On the school support team, outside expertise is required.