

BLOOM TWP HSD 206

District Improvement Plan

BLOOM TWP HSD 206
PRELIMINARY INFORMATION

District Information

RCDT Code Number : 1401620600000

District Name: BLOOM TWP HSD 206

Superintendent: GLEN M GIANNETTI

District Address: 100 W 10TH ST

Telephone # : 708755-7010

City/State/Zip: CHICAGO HEIGHTS, IL 60411 2002

Email :

Is this for a Title I district? N

Is this for a Title III district that did not meet AMAO?

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Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2006

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
Is this School making AYP in Reading?	No	2006-07 Federal Improvement Status	District Improvement	
Is this School making AYP in Mathematics?	No	2006-07 State Improvement Status	Academic Early Warning	

	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		47.5			47.5			89.0		67.0	
All	98.1	Yes	98.1	Yes	34.5		No	26.1		No			91.6	Yes
White	100.0	Yes	100.0	Yes	52.7		Yes	44.6		Yes				
Black	94.9	Yes	94.9	Yes	26.8	32.2	No	14.5	23.1	No			96.1	
Hispanic	97.9	Yes	97.9	Yes	33.8	38.2	No	31.3	23.1	Yes			95.7	
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	95.0	Yes	95.0	Yes	6.0	14.6	No	5.9	10.0	No			85.7	
Economically Disadvantaged	96.0	Yes	96.0	Yes	29.9	33.8	No	21.8	25.4	No			80.6	

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Item 2 - Annual Measurable Achievement Objectives Report for 2006

Is this district meeting Annual Measurable Achievement Objectives (AMAO)? No

Is this district making English Proficiency Target?	No
Is this district meeting Progress in English target?	Yes
Is this district meeting AYP for LEP?	

English Proficiency Test Type:
Minimum Target:

English Proficiency Targets	English Progress Targets	AYP Participation Rate	AYP-Percent Meeting/Exceeding		AYP-Other Indicators	
			Reading	Mathematics	Attendance	Graduation
10.0	85.0	95.0	47.5	47.5	89.0	69.0

	Criterion 1 - Proficiency			Criterion 2 - Progress		
	Total Number of Students Tested	Number Making Proficient	Percent Making Proficient	Total Number of Students Tested	Number making Progress	Percent Making Progress
AMAO Performance	63	2	3.2	37	29	78.4

Criterion 3 - Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor Applied)	
Reading		Mathematics		Reading			Mathematics				
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	Attendance Rate	Graduation Rate
											49.2

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Section I-A Data & Analysis - Report Card Data

Item 3 - District Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	88.6	88.1	88.1	87.6	88.4	86.9
Truancy rate (%)	13.4	8.3	10.9	9.6	8.7	9.9
Mobility rate (%)	16.2	14.1	22.4	22.5	21.3	23.5
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	70.0	86.6	75.2	76.1	77.2	91.6
HS dropout rate, if applicable (%)	8.4	6.6	8.2	7.6	7.5	5.4
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 (#)	2,580	2,774	2,812	2,955	3,012	3,074
Economically disadvantaged (%)	39.7	41.7	47.4	48.0	60.6	62.0
Limited English proficient (LEP) (%)	2.4	2.5	1.4	2.6	3.6	2.3
Students with disabilities (%)						
White, non-Hispanic (%)	33.4	31.7	30.0	27.3	24.1	21.8
Black, non-Hispanic (%)	46.2	46.2	47.2	49.0	51.3	54.5
Hispanic (%)	19.1	20.5	21.4	22.7	23.3	23.1
Native American or Alaskan Native (%)	1.0	1.3	0.9	0.8	0.9	0.3
Asian/Pacific Islander (%)	0.2	0.3	0.4	0.2	0.2	0.1

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Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
D I S T R I C T	2000	34.9	45.5	18.5	0.3	0.7	-
	2001	33.4	46.2	19.1	0.2	1.0	-
	2002	31.7	46.2	20.5	0.3	1.3	-
	2003	30.0	47.2	21.4	0.4	0.9	-
	2004	27.3	49.0	22.7	0.2	0.8	-
	2005	24.1	51.3	23.3	0.2	0.9	0.2
	2006	21.8	54.5	23.1	0.1	0.3	0.2
S T A T E	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

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

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment(under construction)

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	2,573.0	-	-	-	-	-	-
	2001	2,580.0	-	-	-	-	-	516.0
	2002	2,774.0	-	-	-	-	-	631.0
	2003	2,812.0	-	-	-	-	-	624.0
	2004	2,955.0	-	-	-	-	-	638.0
	2005	3,012.0	-	-	-	-	-	648.0
	2006	3,074.0	-	-	-	-	-	-
S T A T E	2000	1,983,991.0	-	-	-	-	-	-
	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-

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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	2000	189.0	15.8	56,639	47.6	52.4	-	17.1	-	-
	2001	194.0	14.5	56,612	53.1	46.9	-	16.6	-	-
	2002	198.0	13.5	59,021	54.5	45.5	-	17.6	0.5	-
	2003	209.0	12.0	56,881	60.8	39.2	-	16.7	2.9	1.1
	2004	200.0	10.8	59,317	55.5	44.5	-	18.4	3.0	-
	2005	182.0	12.0	63,322	50.0	50.0	-	19.8	2.2	-
	2006	167.0	11.4	64,799	48.5	51.5	-	22.7	1.2	-
S T A T E	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	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

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

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	34.9	30.9	35.5	32.4
White	55.6	44.3	55.7	50.8
Black	21.9	24.6	25.3	24.6
Hispanic	32.4	22.9	34.4	34.2
Asian/Pacific Islander	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	10.0
Student with Disabilities	11.4	-	2.7	-
Economically Disadvantaged	26.0	21.8	27.4	28.9

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Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	21.3	21.3	23.1	24.1
White	36.3	35.3	44.9	44.2
Black	11.3	10.8	15.0	12.1
Hispanic	22.5	21.1	16.0	32.3
Asian/Pacific Islander	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	40.0
Student with Disabilities	4.3	2.2	-	1.4
Economically Disadvantaged	11.7	10.4	18.2	19.0

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Section I-A Data & Analysis - Report Card Data

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

The "All" category for students shows deficiencies in reading and math.

White students did meet or exceed in reading (51.0%) and math (44.0%) in 2006, but the percentage may not meet AYP in 2008. Black students did not meet or exceed standards in reading (24.0%) and math (12.0%). Hispanic students did not meet or exceed in reading (34.0%), but made safe harbor in math (33.0%). Students with disabilities did not meet or exceed in reading (0%) or math (1.0%). Economically disadvantaged students did not meet in reading (29.0%) and math (19.0%).

However, there are slight increases in scores from 2002 through 2006 for subgroups. The percentage of Black students meeting increased from 22% to 24% in reading and 11% to 12% in math. The percentage of Hispanic students meeting increased from 32% to 34% in reading and 22% to 33% in math. The percentage of Economically Disadvantaged students meeting increased from 26% to 29% in reading and 12% to 19% in math.

Furthermore, our LEP students did not meet AMAO based on the criterion. Out of 63 students tested, only 2 scored proficient, however, most students (78.4%) did show progress.

The areas of weakness in District 206 are reading for Black, Hispanic, Economically Disadvantaged and Students with Disabilities and math for Black, Economically Disadvantaged and Students with Disabilities. However, as AYP levels increase there are potential weaknesses in all student subgroups for reading and math. There are also weaknesses in the reading and math skills for LEP students. The AMAO shows that LEP students are making progress, but are not yet proficient in these skills.

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Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results?

There are both external and internal factors that contribute to student deficiencies in reading and math.

External factors may include:

- Supressed entry level reading and math skills
- Lack of student motivation
- Limited parental support for education
- Community issues, such as gang violence
- Lack of student focus on academics
- Students not realizing the importance of the test
- An increasing mobility rate (15.5 in 1999 to 23.5 in 2006)
- Poor nutritional habits
- Behavior management issues (a higher percentage of suspended students are in grades 9 & 10)
- An increase in numbers of economically disadvantaged students (39.5% in 1999 to 62% in 2006)

Internal Factors may include:

- Classroom management issues(higher percentage of suspended students are 9th and 10th graders)
- Insufficient reinforcement and practice of learning
- Need for updated curriculum maps and district course assessments
- Lack of consistency of teacher approach to teaching and learning
- Lack of analysis of data to determine gaps and level of rigor in curriculum
- Lack of sufficient support services for at risk students
- Lack of programs to address transitional needs of freshmen
- Lack of strategies to address diverse learners
- Lack of regular articulation between high school and middle schools
- Lack of cordination between remedial ed and regular education curriculum
- Need for reading and math support to 11th and 12th grade classes
- Lack of rigorous curriculum
- Low teacher expectations

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Section I-A Data & Analysis - Report Card Data

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

We conclude that District 206 is deficient in all subgroups and is not meeting or exceeding the standards in reading and math. Even though the White subgroup is currently meeting the standards in reading and math, and the Hispanic students are meeting the standards in math through safe harbor, both groups may not meet AYP for 2008.

Based on the data shown, District 206 needs to:

Focus on a more rigorous curriculum for all students and address behavior management issues that may interfere with the learning environment.

Continue to implement research-based programs that address the deficiencies in math and reading skills as a means to increase the number of students meeting or exceeding state standards.

Continue to provide professional development to teachers that assist them in meeting the needs of diverse learners.

Provide support services and supplemental programs that extend learning time for students who are not meeting state standards.

Provide technological advancements that enhance the instructional program and promote more communication with parents regarding student performance.

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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?

Placement EXPLORE scores for both District 206 high schools show that the majority of incoming freshmen at both schools entered high school with deficiencies in reading and math. The Bloom High School Class of 2007 entered high school with a median score of 13.0 (29th National Percentile) in math and 12.9 (41st National Percentile) in reading. The Bloom Class of 2008 entered high school with a median score in math of 11.3 (13th National Percentile) and in reading of 10.4 (14th National Percentile).

The Bloom Trail Class of 2007 entered high school with a median score of 12.2 in reading, the 30th national median percentile and a median score of 11.5 in math, the 11th percentile. The Class of 2008 entered with a median reading score of 11.72

Median EXPLORE scores from the spring of freshman year for the District 206 Class of 2007 and 2008 indicate that there was improvement in reading and math scores based on movement to a higher national percentile. For the District 206 Class of 2007 there was an increase of 1.3 in the median scaled scores in reading, moving from the 29th percentile to the 54th national median percentile, and .7 in math, moving from the 13th percentile to the 37th. For the Class of 2008 there was an increase in scaled scores of 2.7 in reading, moving from the 13th percentile to the 41st, and in math, moving from the 14th percentile to the 37th.

Median placement EXPLORE scores from the Class of 2010 in reading were 12.1, the 33rd national percentile and in math were 12.7, the 29th percentile. Median scores for the Spring of ninth grade EXPLORE testing showed that reading scores increased from the 33rd national median percentile to the 54th percentile, and math scores increased from the 29th to 37th percentile.

Median PLAN scores in the sophomore year for the District 206 Class 2007 were 15.5, the 52nd national percentile, in reading, and 16.1, the 58th national percentile, in math. Median scores in the sophomore year of the Class of 2008 were 15.9 in reading, the 59th national percentile, and 15.3, the 45th national percentile, in math.

REFS (Reading Ensures Future Success) data, a summer reading and math bridge program for entering freshmen, indicate that

Local assessment data show that most students entering District 206 high schools have reading and math skill weaknesses and are performing below the national median percentiles. Summer bridge programs have shown some effectiveness in increasing the math and reading skill levels, but the students are still below the national median percentile. Overall, math and reading are areas of deficiency that must be addressed throughout the high school years and throughout the educational program.

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

Factors - What factors are likely to have contributed to these results?

There are both external and internal factors that contribute to student deficiencies in reading and math.

External factors may include:

- Supressed entry level reading and math skills
- Lack of student motivation
- Limited parental support for education
- Community issues, such as gang violence
- Lack of student focus on academics
- Students not realizing the importance of the test
- An increasing mobility rate (15.5 in 1999 to 23.5 in 2006)
- Poor nutritional habits
- Behavior management issues (a higher percentage of suspended students are in grades 9 & 10)
- An increase in numbers of economically disadvantaged students (39.5% in 1999 to 62% in 2006)

Internal Factors may include:

- Classroom management issues (higher percentage of suspended students are 9th and 10th graders)
- Insufficient reinforcement and practice of learning
- Need for updated curriculum maps and district course assessments
- Lack of consistency of teacher approach to teaching and learning
- Lack of analysis of data to determine gaps and level of rigor in curriculum
- Lack of sufficient support services for at risk students
- Lack of programs to address transitional needs of freshmen
- Lack of strategies to address diverse learners
- Lack of regular articulation between high school and middle schools
- Lack of cordination between remedial ed and regular education curriculum
- Need for reading and math support to 11th and 12th grade classes
- Lack of rigorous curriculum
- Low teacher expectations

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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?

We conclude that the majority of District 206 students are entering high school below the national percentile on the EXPLORE test. There is growth from the median reading and math scores on the eighth grade placement EXPLORE test to the spring of freshman year EXPLORE test. There is further growth in the median scores when students take the PLAN in their sophomore year, however, most median scores for these classes still fall at, or slightly below, the national median percentile. REFS data indicate that transition programs for freshmen can impact student performance in reading and math, and have a positive effect on future performance in high school. REFS also suggests the potential for smaller learning communities to impact student academic performance.

Based on the data shown, there is a need for District 206 to provide:

Educational programs to bridge the gap between middle schools and high schools.

A more rigorous curriculum.

A more consistent behavior management program based on common expectations.

A consistent approach to instruction, based on best practices.

An evaluation and mapping of the district curriculum.

Updated district wide course assessments based on state standards.

Academic interventions and support services that help all subgroups overcome deficiencies in reading and math skills.

Technology advancements that enhance the instructional program and promote more teacher and parent communication regarding student academic performance.

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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?

Discipline referral data indicate that the majority of referrals to the discipline deans are for freshmen. The second highest referral rate is for sophomores. At Bloom Trail 76% of referrals in the first semester of the 2006 - 2007 school year were for freshmen. At Bloom 51.20% of referrals during the same time period were for freshmen. At Bloom Trail % of referrals in the 2005-2006 school year were for freshmen and at Bloom 52.3 % of the referrals in the 2005-2006 school year were for freshmen. These percentages reflect a constant trend for referrals for freshmen every year at both high schools.

There has been a retention rate trend of 25% of freshmen who need to repeat the ninth grade in recent school years. An analysis of academic performance data show that freshmen have a high percentage of course failures. Approximately 20% of the District 206 student enrollment, fail entry level English and/ or math courses.

Graduation rates have increased from 70.0 in 2000 to 91.6 in 2006 and the district dropout rate decreased from 8.4 in 2000 to 5.4 in 2006. The overall enrollment has also been on the rise from 2,573 in 2000 to 3,074 in 2006. There has been a shift in the ethnicity of students from 2000 to 2006, with percentage increases from 46.2 to 54.5 for Black students, from 19.1 to 23.1 for Hispanic students, and a decrease of White students from 33.4 to 21.8. The economically disadvantaged rate increased significantly from 39.7 in 2000 to 62.0 in 2006.

These data show that freshman students are more likely to be referred to the dean for disciplinary problems and that they are also most likely to fail courses and possibly fail the freshman year. Although graduation rates have increased and dropout rates have decreased, the potential for dropping out of high school for students who have discipline problems in the freshman year or who fall behind on credits in the freshman year is still a serious concern for District 206.

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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?

The number of students in subgroups who are not meeting AYP has increased, compounding the challenge to bring the subgroups to meeting state standards. The graduation rates have increased and the dropout rates have decreased, showing a positive trend in the efforts of the district school personnel to meet the needs of students. However, the referral rates and failure rates for freshmen are still an area for improvement in the district.

Referral rates indicate that most behavior problems occur during the first two years of high school. Since the majority of students who are referred are freshmen there may be a problem with their transition to high school. Students who are suspended from school miss learning opportunities. Students who are in classes where behavior disruptions occur are also missing time away from learning. Behavior disruptions also take the teacher's attention away from instructional activities. Some types of effective learning activities (such as collaborative learning, laboratory experiments, etc.) may be avoided by teachers who are concerned that negative behavior may arise. Inappropriate behavior on the part of some students can cause other students to have a negative attitude toward coming to school. In general, behavior issues can be seriously detrimental to the learning environment, thus affecting student performance.

There is an alarming trend that 25% of freshmen must repeat the ninth grade, as well as a high percentage of students who failed entry level English and math courses. Many students who enter high school appear to have difficulty making the adjustment to high school. The student population is diverse in ethnicity, as well as in learning styles. Teachers may not be trained adequately to address the needs of diverse learners. Some students may not achieve academic success in a traditional high school setting, but there are no alternate educational settings available in the district. Students who fail course need effective means to recover credit and stay on track to graduate. Students have been placed in less rigorous courses if their placement scores are below average and are not always able to reach the level of instruction necessary to meet state standards. These issues can cause students to cause discipline problems, perform poorly on state assessments and other measures of academic achievement, and possibly drop out of high school.

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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?

These data suggest that in District 206:

There is a need for a systematic program to help freshmen make a better transition to high school and reduce the referral rate for ninth graders. The recent trend of freshmen who must repeat the ninth grade, as well as the percentage of students who failed entry level English and math courses, indicate a need for interventional programs, both during and outside of the school year and day, to address the transitional issues of the freshman year.

There is a need for a program to assist students to recover credits and stay on track to graduate and meet state learning standards.

There is a need for a rigorous curriculum and effective teaching strategies that engage students and motivate them to meet state learning standards.

There is a need for consistency in behavior management approaches with students, particularly in ninth grade programs.

There is a need for professional development for teachers that assists them in meeting the needs of diverse learners.

There is a need for technological advancements that enhance the instructional program and increase teacher parent communication regarding student academic performance.

There is a need for professional development programs that assist teachers in meeting the needs of diverse learners and promote positive relationships between teachers and students.

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

Item 2 - Educator Qualifications

Data - Briefly describe data on educator qualifications. What do these data tell you?

The average years of teaching experience in 1999 was 20 years; the average years of teaching experience in 2006 is 11 years. In 1999, 67% of district teachers had masters degrees; 52% of teachers have masters degrees in 2006. All teachers but one in core areas are highly qualified in 2006.

Pupil to teacher ratio has increased from 17 to 1 in 2000 to 23 to 1 in 2006. There were 200 teachers in the district in 2004; there are 167 teachers in 2006, a 17% decrease in professional staff. Students were able to earn eight credits in a year in 2004, but are only able to earn six credits in the current program due to financial constraints of the district.

The data indicate that the teaching staff is less experienced and has less postgraduate training. There are also fewer teachers available to work with students and class size has increased. Students are no longer able to take 8 credits during a school year which limits the availability of elective courses and support classes for reading and math skill building that were more feasible in the eight credit schedule. Retirements and financial limitations have had a major impact on the educational program in the district.

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

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications contributed to student performance results?

Due to teacher retirement in recent years and a decrease in years of teaching experience and fewer postgraduate degrees of the current staff, the teaching staff may have difficulties with classroom management, addressing the needs of diverse learners, and incorporating academic rigor into the curriculum.

A reduction in the number of teachers in the district in the past two years is due to the financial constraints of the district. The higher pupil to teacher ratio may have an adverse effect on the ability of teachers to address the individual learning needs of students. The reduction of eight credits per year to six credits per year, although financially sound, limits the accessibility of students to support classes during the day to address reading and math deficiencies. Fewer credits per year also reduces the accessibility to additional higher level academic electives.

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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?

A district wide program of systematic and consistent professional development is needed to help teachers meet the diverse learning needs of students, to keep students actively engaged in learning, to develop effective classroom management strategies, and to incorporate academic rigor into the curriculum.

Teachers who are new to the profession need additional support through new teacher induction activities, an experienced mentor, and supervisors who place a priority on the time spent assisting them. The professional appraisal system in the district should provide differentiated opportunities for teachers in different stages of their teaching career and should focus on professional growth.

Additional funding sources are needed to maintain programs, increase learning opportunities for students, provide adequate and appropriate professional development, hire additional staff, and reduce class size.

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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?

There is a rate of 98% parental involvement reported on the School Report Card. Although the rate is high, the frequency and level of involvement is not reflected in the report card figures. Percentages of parents attending open houses or participating in Parent Advisory Committees is more limited. Attendance figures at parent functions are monitored by the school administration and surveys are often distributed to garner opinions about how the schools are meeting the needs of the parents.

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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?

Although parents attend registration, come to open houses, contact teachers about student performance, there is a need for more parent involvement in the daily instructional program of each student. Regular teacher and parent communication could improve student performance by keeping the parent informed about student participation and progress and motivating the student to be accountable.

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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?

Programs have been implemented in the schools to encourage more parental involvement. Family Literacy Nights, educational evening programs for the parents of ELL students, meetings with the parents of Advanced Placement students are some examples of attempts that are being made to increase parental involvement. Although attendance is limited, the programs open the doors to parents and create a more welcoming environment in the schools. Parents are also being invited to celebration ceremonies for students during the school year and this has brought more parents into the buildings on a regular basis.

Beginning in the 2007-2008 school year, district will be utilizing technology to make gradebook information, grades, attendance and other pertinent data available to parents through the district website. The regular use of email between parents and teachers has also shown potential for increased frequent parental involvement in the regular instructional program of the students.

There is a great potential for increased parental involvement through the implementation of the Freshman Academy at each high school. Teachers working on teams will plan regular activities to communicate with parents and to bring them into the school to participate in their students' educational program.

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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.

District 206 has the capacity to provide a more academically rigorous curriculum to all students by:

- Adding Advanced Placement classes to the instructional program.
- Providing all students the opportunity to be enrolled in challenging, academic core courses.
- Providing extended learning time within the school day and school year, as well as outside of the regular school day and school year.
- Providing opportunities for students to recover credits so that they may stay on track to graduate.
- Providing technological advancements that enhance instructional programs and increase communication with parents regarding student performance.

District 206 has the capacity to offer professional development programs to all teachers that support the goals of district improvement and will increase the number of students meeting state standards by providing:

- Professional development that addresses the needs of diverse learners.
- Professional development that promotes the integration of reading and math skills into all content area courses.
- Professional development that incorporates best practices in teaching.
- Professional development that emphasizes the needs of teachers who are new to the profession, providing the mentoring of experienced teachers and the close supervision of administrators.
- Professional appraisal process that supports the professional development of each staff member.
- Professional development in technology that enhances learning.

District 206 has the capacity to implement smaller learning communities, beginning with the Freshman Academy concept that will:

Provide a more personalized education for all students.

Use the smaller learning communities framework to address behavior management issues, emphasizing consistent expectations on the part of the faculty.

Provide additional support services to students who are at risk of academic failure, identifying these students through the staff team approach in the smaller learning communities.

Provide additional academic tutoring for students in need through identification by the teaching teams in the smaller learning communities.

Increase parental contact and involvement through the smaller learning communities.

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Section II-Action Plan

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

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

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

10. District is not meeting Annual Measurable Achievement Objectives
11. District is not meeting the English Proficiency Target

BLOOM TWP HSD 206

Section II-Action Plan

Part A. Objective 1

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.

District 206 will provide a more academically rigorous curriculum to all students by adding an Advanced Placement Program, by raising graduation requirements, by upgrading student course placement, by extending learning time beyond the school day, by providing means for students to recover credits, by mapping the district curriculum, and by a systematic implementation of district wide course assessments.

BLOOM TWP HSD 206

Section II-Action Plan

Part A. Objective 1

This objective covers the following deficiency areas.

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

This objective covers the following AMAO deficiency areas:

10. District is not meeting Annual Measurable Achievement Objectives
11. District is not meeting the English Proficiency Target

BLOOM TWP HSD 206

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

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
The district will add Advanced Placement classes to the instructional program beginning in the Fall of 2007 and continuing implementation over the subsequent three years.	June, 2007	May, 2009	During School	Title I	
The district will provide all students the opportunity to be enrolled in challenging, academic core courses by raising graduation requirements and course placement for the Class of 2010 and beyond.	June, 2007	May, 2009	During School	Title I	
The district will provide extended learning time within the school day and school year, as well as outside of the regular school day and school year through summer reading and math programs and after school tutoring programs.	June, 2007	May, 2009	After School	Title I	
The district will provide opportunities for students to recover credits so that they may stay on track to graduate through a credit recovery program that started in 2006 and will be upgraded in the Fall of 2007.	June, 2007	May, 2009	After School	Title I	

BLOOM TWP HSD 206

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

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
The district will initiate the curriculum mapping process and a systematic implementation of district course assessments at the beginning, middle and end of every course.	June, 2007	May, 2009	After School	Title I	
The district will continue to provide CRISS Training to teachers to assist them in incorporating reading strategies into all content area classes through regular instruction.	June, 2007	May, 2009	Summer School	Title I	
The district will continue to provide 4MAT Training to teachers to assist them in addressing the needs of diverse learners.	June, 2007	May, 2009	Summer School	Title I	
The district will continue to provide Ruby Payne's Framework for Understanding Poverty to assist teachers in addressing the needs of economically disadvantaged students.	June, 2007	May, 2009	Before School	Title I	
The district will continue to provide professional development through the Professional Appraisal System.	June, 2007	May, 2009	During School	Title I	
The district will continue to support the implementation of an Advanced Placement Program by sending teachers to AP workshops and providing time for AP curriculum work	June, 2007	May, 2009	Summer School	Title I	

BLOOM TWP HSD 206

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

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
The district will provide parent meetings to explain and support parent understanding of the AP program and other academic programs.	May, 2007	May, 2009	After School	Title I	

BLOOM TWP HSD 206

Section II-Action Plan

Part E - Monitoring Process for Objective 1

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

The district will monitor the effectiveness of a more rigorous curriculum through a data analysis of student grades; spring EXPLORE scores, PLAN scores, ACT scores and PSAE scores; and district course assessment pre, mid and post scores. A comparison of grades and standardized scores will be made for the Classes of 2007, 2008, 2009 with the Classes of 2010 and beyond. District course assessments will be compared from pretest to posttest. The number of students enrolled in the college preparatory courses will also be compared between previous Classes and the Class of 2010 and beyond.

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 _____
Julie Largen	Assistant Principal, Bloom Trail
Frank Kuznieski	Assistant Principal, Bloom
Lynn Manning	Assistant Superintendent, District 206

BLOOM TWP HSD 206

Section II-Action Plan

Part A. Objective 2

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.

District 206 will provide smaller learning communities to personalize the learning environment for all students, beginning in the Fall of 2007 with a Freshman Academy at each high school.

BLOOM TWP HSD 206

Section II-Action Plan

Part A. Objective 2

This objective covers the following deficiency areas.

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

This objective covers the following AMAO deficiency areas:

10. District is not meeting Annual Measurable Achievement Objectives
11. District is not meeting the English Proficiency Target

BLOOM TWP HSD 206

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

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
Develop consistent expectations for student behavior.			Before School	Title I	
Implement a system of interventions and support services to address the needs of students at risk of academic failure.			Before School	Title I	
Expand the after school tutoring program for students at risk of academic failure.			Before School	Title I	
Incorporate a plan for parental involvement for students in Freshman Academy.			Before School	Title I	

BLOOM TWP HSD 206

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

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
The district will initiate the curriculum mapping process and a systematic implementation of district course assessments at the beginning, middle and end of every course.			Before School	Title I	
The district will continue to provide CRISS Training to teachers to assist them in incorporating reading strategies into all content area classes through regular instruction.			Before School	Title I	
The district will continue to provide 4MAT Training to teachers to assist them in addressing the needs of diverse learners.			Before School	Title I	
The district will continue to provide Ruby Payne's Framework for Understanding Poverty to assist teachers in addressing the needs of economically disadvantaged students.			Before School	Title I	
The district will continue to provide professional development through the Professional Appraisal System.			Before School	Title I	
The district will continue to support the implementation of an Advanced Placement Program by sending teachers to AP workshops on vertical alignment and providing time for AP curriculum work.			Before School	Title I	

BLOOM TWP HSD 206

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

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
A plan for parental involvement in the Freshman Academy will be initiated.	June, 2007	May, 2009	Before School	Title I	

BLOOM TWP HSD 206

Section II-Action Plan

Part E - Monitoring Process for Objective 2

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

The district will monitor the effectiveness of smaller learning communities through data from the Freshman Academy in 2007-2008 and 2008-2009, analyzing student grades, attendance rates, referral rates, retention rates, spring EXPLORE scores, PLAN scores in their junior year, ACT scores and PSAT scores in their junior year; and district course assessment pre, mid and post scores. A comparison of grades and standardized scores will be made for the Class of 2011 and subsequent Classes in the Freshman Academy with freshman data from the Classes of 2007, 2008, 2009, and 2010. District course assessments for freshman level courses will be compared from pretest to posttest. The number of students enrolled in the college preparatory courses will also be compared between previous Classes and the Class of 2011 and beyond.

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 _____
Julie Largen	Assistant Principal, Bloom Trail
Frank Kuznieski	Assistant Principal, Bloom
Lynn Manning	Assistant Superintendent, District 206

BLOOM TWP HSD 206

Section III - Development, Review and Implementation

Part A - Stakeholder Involvement

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

The plan was developed with consultation from our RESPRO team, Louis Ross and Dr. Ken Freeman and the staff of South Cook Intermediate Service Center, Dr. Diana Grossi and Dr. Vanessa Kinder. The District Improvement Plan was made in conjunction with the development of the upcoming School Improvement Plans for Bloom and Bloom Trail High Schools and with input from their teams. Those team members include principals, Ron Ray and Dr. Lenell Navarre, team coordinators, Wanda Murphy-Fulford and Suzanne Nelson, consultant, Helen Norton, and team members, Elizabeth Orr, Frank Kuzniewski, Deborah Filbin, Julie Lergen, Joseph Malizia and Gail Hartsough. The District Improvement Plan was developed by Dr. Lynn Manning, Patricia Crawford, Elizabeth Orr and Julie Lergen.

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Section III - Development, Review and Implementation

Part B - District Responsibilities

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

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Section III - Development, Review and Implementation

Part C - State Responsibilities

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

BLOOM TWP HSD 206

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

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

Signature of LEA Superintendent