

PRELIMINARY INFORMATION

RCDT Number	560992050170001		
District Name	LOCKPORT TWP HSD 205	School Name	LOCKPORT TOWNSHIP HIGH SCHOOL
Superintendent	DR GARRY W RAYMOND	Principal	DENNIS HICKS
District Address	1323 E 7TH ST	School Address	1222 S. JEFFERSON STREET
City/State/Zip	LOCKPORT,IL,60441 3899	City/State/Zip	LOCKPORT, IL,60441 3898
District Telephone#	8155888100 Extn:0	School Telephone#	8155888203 Extn:0
District Email	graymond@lths.org	School Email	dhicks@lths.org

Is this plan for a Title I School? False

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

Is this School making Adequate Yearly Progress (AYP)?	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	
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	academic watch status year 3

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.6	Yes	99.6	Yes	63.3		Yes	66.0		Yes			92.2	Yes
White	99.6	Yes	99.6	Yes	67.6		Yes	71.7		Yes				
Black	100.0	Yes	100.0	Yes	29.8		No	27.7		No				
Hispanic	98.9	Yes	98.9	Yes	46.3	52.8	No	45.1	57.3	No				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	99.2	Yes	99.2	Yes	30.5	30.5	Yes	19.5	19.8	Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

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

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

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	92.2	92.2	94.0	94.0	93.6	94.1	93.5	93.7
Truancy Rate (%)	1.3	1.5	1.7	1.0	1.5	1.5	2.1	2.6
Mobility Rate (%)	7.2	5.9	7.7	7.8	15.1	9.1	6.3	8.0
HS Graduation Rate, if applicable (%)	83.0	78.4	84.7	97.8	89.5	92.2	85.7	92.2
HS Dropout Rate, if applicable (%)	4.2	3.0	3.2	2.4	2.3	1.9	2.2	2.4
School Population (#)	2945	3007	3180	3297	3502	3728	3801	3879
Economically Disadvantaged (%)	4.7	5.2	6.9	7.0	5.4	4.6	5.9	6.3
Limited English Proficient (LEP) (%)	0.1	0.1	0.2	0.1	0.4	0.4	0.4	0.7
Students with Disabilities (%)								
White, non-Hispanic (%)	88.5	87.6	87.3	85.9	83.5	81.5	80.2	78.6
Black, non-Hispanic (%)	5.0	5.2	5.0	5.1	5.6	6.0	6.1	6.1
Hispanic (%)	4.8	5.5	6.1	7.2	8.7	9.4	9.8	10.8
Asian/Pacific Islander (%)	1.5	1.5	1.2	1.2	1.1	1.1	1.3	1.4
Native American or Alaskan Native(%)	0.2	0.3	0.4	0.6	0.8	0.8	0.7	0.8
Multiracial/Ethnic (%)	-	-	-	-	0.3	1.2	1.9	2.3

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	88.6	5.0	4.5	1.7	0.1	-
	2000	88.8	4.8	4.6	1.6	0.2	-
	2001	88.5	5.0	4.8	1.5	0.2	-
	2002	87.6	5.2	5.5	1.5	0.3	-
	2003	87.3	5.0	6.1	1.2	0.4	-
	2004	85.9	5.1	7.2	1.2	0.6	-
	2005	83.5	5.6	8.7	1.1	0.8	0.3
	2006	81.5	6.0	9.4	1.1	0.8	1.2
	2007	80.2	6.1	9.8	1.3	0.7	1.9
	2008	78.6	6.1	10.8	1.4	0.8	2.3
D I S T R I C T	1999	88.6	5.0	4.5	1.7	0.1	-
	2000	88.8	4.8	4.6	1.6	0.2	-
	2001	88.5	5.0	4.8	1.5	0.2	-
	2002	87.6	5.2	5.5	1.5	0.3	-
	2003	87.3	5.0	6.1	1.2	0.4	-
	2004	85.9	5.1	7.2	1.2	0.6	-
	2005	83.5	5.6	8.7	1.1	0.8	0.3
	2006	81.5	6.0	9.4	1.1	0.8	1.2
	2007	80.2	6.1	9.8	1.3	0.7	1.9
	2008	78.6	6.1	10.8	1.4	0.8	2.3

Lockport Township High Sch East

Single School District Improvement Plan 2008

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

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	0.1	5.7	96.2	92.7	8.3	22	0.8	1.7	87.9
	2000	0.0	5.5	95.4	92.8	5.8	21	0.8	2.3	85.2
	2001	0.1	4.7	94.0	92.2	7.2	38	1.3	4.2	83.0
	2002	0.1	5.2	94.0	92.2	5.9	43	1.5	3.0	78.4
	2003	0.2	6.9	94.0	94.0	7.7	51	1.7	3.2	84.7
	2004	0.1	7.0	94.0	94.0	7.8	33	1.0	2.4	97.8
	2005	0.4	5.4	94.0	93.6	15.1	53	1.5	2.3	89.5
	2006	0.4	4.6	94.0	94.1	9.1	58	1.5	1.9	92.2
	2007	0.4	5.9	94.0	93.5	6.3	84	2.1	2.2	85.7
	2008	0.7	6.3	94.0	93.7	8.0	98	2.6	2.4	92.2
D I S T R I C T	1999	0.1	5.7	96.2	92.7	8.3	22	0.8	1.7	87.9
	2000	0.0	5.5	95.4	92.8	5.8	21	0.8	2.3	85.2
	2001	0.1	4.7	94.0	92.2	7.2	38	1.3	4.2	83.0
	2002	0.1	5.2	94.0	92.2	5.9	43	1.5	3.0	78.4
	2003	0.2	6.9	94.0	94.0	7.7	51	1.7	3.2	84.7
	2004	0.1	7.0	94.0	94.0	7.8	33	1.0	2.4	97.8
	2005	0.4	5.4	94.0	93.6	15.1	53	1.5	2.3	89.5
	2006	0.4	4.6	94.0	94.1	9.1	58	1.5	1.9	92.2
	2007	0.4	5.9	94.0	93.5	6.3	84	2.1	2.2	85.7
	2008	0.7	6.3	94.0	93.7	8.0	98	2.6	2.4	92.2

Lockport Township High Sch East

Single School District Improvement Plan 2008

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S C H O O L	1999	2686	-	-	-	-	-	-
	2000	2792	-	-	-	-	-	-
	2001	2945	-	-	-	-	-	-
	2002	3007	-	-	-	-	-	744
	2003	3180	-	-	-	-	-	792
	2004	3297	-	-	-	-	-	779
	2005	3502	-	-	-	-	-	902
	2006	3728	-	-	-	-	-	886
	2007	3801	-	-	-	-	-	940
	2008	3879	-	-	-	-	-	-
D I S T R I C T	1999	2686	-	-	-	-	-	-
	2000	2792	-	-	-	-	-	-
	2001	2945	-	-	-	-	-	683
	2002	3007	0.0	0.0	0.0	0.0	0.0	744
	2003	3180	0.0	0.0	0.0	0.0	0.0	792
	2004	3297	0.0	0.0	0.0	0.0	0.0	779
	2005	3502	0.0	0.0	0.0	0.0	0.0	902
	2006	3728	0.0	0.0	0.0	0.0	0.0	886
	2007	3801	0.0	0.0	0.0	0.0	0.0	940
	2008	3879	-	-	-	-	-	-

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

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

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

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	139	16	53152	32	69	-	21	-	-
	2000	145	16	56481	30	70	-	21	-	-
	2001	149	16	60387	30	70	-	22	-	-
	2002	154	16	61225	30	70	-	22	0.0	0.0
	2003	164	15	66082	30	70	0.0	22	1	0.0
	2004	172	13	64506	28	72	0.0	22	1	0.0
	2005	176	12	62876	27	73	0.0	23	1	0.0
	2006	193	12	64886	26	74	0.0	22	2	0.0
	2007	197	12	65720	26	74	0.0	23	1	0.0
	2008	204	12	66105	29	71	0.0	22	0.0	0.0
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

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

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	61.8	59.9	64.9	63.2	58.7	61.3
White	64.8	60.8	67.1	68.1	62.5	65.9
Black	18.5	31.4	38.7	20.0	29.6	26.4
Hispanic	45.7	59.5	57.9	50.8	44.2	44.1
Asian/Pacific Islander	63.7	100.0	-	64.3	36.4	81.8
Native American	-	-	-	-	70.0	-
Multiracial/Ethnic	-	-	-	-	-	54.9
LEP	-	-	-	-	-	-
Students with Disabilities	15.7	15.1	19.2	16.9	16.0	21.6
Economically Disadvantaged	17.9	38.0	50.0	45.9	45.7	33.3

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	64.6	62.7	67.2	62.4	64.6	64.3
White	66.6	64.8	71.7	68.3	69.1	70.2
Black	33.3	28.6	23.9	10.9	25.0	26.4
Hispanic	48.6	55.3	50.6	47.0	50.0	44.1
Asian/Pacific Islander	81.8	91.0	-	64.2	54.6	81.8
Native American	-	-	-	-	60.0	-
Multiracial/Ethnic	-	-	-	-	-	41.9
LEP	-	-	-	-	-	-
Students with Disabilities	7.9	15.2	23.1	7.0	10.3	10.8
Economically Disadvantaged	39.3	36.0	43.5	32.4	50.0	44.4

Section I-A Data & Analysis - Report Card Data

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

A review of school report card data evidences that the aggregate student population of Lockport Township High School continues to meet standards; however, Black and Hispanic subgroups did not make Adequate Yearly Progress in either mathematics or reading. This achievement gap between these groups of students and the total student population will be the area of focus within this Improvement Plan.

Other data found within the School Report Card evidences solid progress within the school. An area of focus within the district has been the level of success found for Students with Disabilities. Students with Disabilities reached safe harbor in both mathematics and reading on the 2008 School Report Card. In addition, the Lockport Township High School well exceeded the State AYP Target for graduation with a rate of 92.2% for all students , 91.4% for Hispanic students and 87.0% for Students with Disabilities. Increasing graduation rates has been an area of focus within the district per a goal adopted by the Lockport Township High School District 205 School Board.

A review of some School Report Card data within a historical context also reveals some changes which are ongoing within the school community. Most proximate has been an increase in student population of 872 or 28.9% since 2002. This has led to a facility issue which has resulted in the evolution of an alternative schedule which leaves many upper classmen without adequate time within the school day for academic interventions and counseling. An amended schedule which has benefited from the presence of a Schedule Planning Committee has been adopted for next year and will be in place until student enrollment reaches 4,250 students. At that time, a true split schedule would be put into place absent a successful building bond referendum.

Lockport Township High School District 205 also continues to become increasingly diverse. In the same period since 2002 described above, the percentage of students from a racial or ethnic subgroup other than White has increased by 72.5% While the percentage of Limited English Proficiency students within the district remains less than one percent, the figure has increased by 700% since 2002. According to the Fall Housing Report, students whose home language was not English totaled 589.

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

A number of factors have contributed to the failure of Black and Hispanic students to meet Adequate Yearly Progress in mathematics and reading. A review of EPAS data evidences that students who are not making AYP enter Lockport Township High School with significant deficits in the core academic areas. In addition, a transcript analysis has demonstrated that students who take a less rigorous course of study while in high school are less likely to meet state standards. Recent changes in the curriculum of the district, such as the development and implementation of a one and a half period Algebra Extended course for freshmen, are research-driven interventions that should bear fruit in subsequent years as students cycle through the high school curriculum. Moreover, analysis has led to the conclusion that students who transfer into Lockport Township High School District 205 are at significant risk for not meeting standards and failing to graduate. For example, 38.5% of those students who were enrolled as seniors in 2008 but did not graduate with their class were transfer students. Lockport Township High School's mobility rate was 8.0%.

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

Analysis of these factors reveals that next steps have to be focused on the following: building capacity for teachers to work with an increasingly diverse student body, developing focused interventions to promote student success in core academic subject areas such as mathematics and reading, adopting a building schedule which will support student interventions, implements support programs for new students, and creating mechanisms for identifying and promoting the success of Tier Two and Three students.

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

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

Local data utilized includes EPAS system results, transcript analysis of junior students, grade distribution reports, common local assessments and transcript analysis of non-graduates. Through such analysis, the district has been able to identify that students who are not achieving frequently enter high school with deficiencies in core areas and that transfer students are failing to achieve at a level commensurate with their peers. Moreover, there is a clear linkage between access to rigorous curriculum in core areas and student success.

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

A number of factors have contributed to the failure of Black and Hispanic student to meet Adequate Yearly Progress in mathematics and reading. A review of EPAS data evidences that students who are not making AYP enter Lockport Township High School with significant deficits in the core academic areas. In addition, a transcript analysis has demonstrated that students who take a less rigorous course of study while in high school are less likely to meet state standards. Recent changes in the curriculum of the district, such as the development and implementation of a one and a half period Algebra Extended course for freshmen, are research-driven interventions that should bear fruit in subsequent years as students cycle through the high school curriculum. Moreover, analysis has led to the conclusion that students who transfer into Lockport Township High School District 205 are at significant risk for not meeting standards and failing to graduate. For example, 38.5% of those students who were enrolled as seniors in 2008 but did not graduate with their class were transfer students. Lockport Township High School's mobility rate was 8.0%.

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

Analysis of these factors reveals that next steps have to be focused on the following: building capacity for teachers to work with an increasingly diverse student body, developing focused interventions to promote student success in core academic subject areas such as mathematics and reading, adopting a building schedule which will support student interventions, implement support programs for new students, and creating mechanisms for identifying and promoting the

success of Tier Two and Three students.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

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

As described above, Lockport Township High School District 205 is above capacity. It's current schedule has impeded the implementation of some interventions aimed at promoting the success of all learners. As a result, the district has convened a Schedule Planning Committee which has made recommendations to the Board of Education as to changes in the student schedule which will promote student success.

Lockport Township High School District 205 has seven different feeder school districts which have distinct academic programs and learning cultures. Areas of focus during recent years have been on articulation with and between these feeder school districts. The advent of a Planning Council and common institute for six of our feeder districts have supported other articulation efforts already in place. Efforts have also been made to articulate data with feeder schools.

Transfer student success has emerged as a major issue during the past year as Lockport Township High School as data has demonstrated that these students are failing at a disproportionate rate. A Transfer Student Committee has been convened and made recommendations as to new practices which will be utilized to promote the success of this group.

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

Each of these factors has impacted the ability of the district to provide research driven interventions to students at risk of failure.

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

These factors are accounted for within the structure of this School Improvement Plan. The recommendations of the Schedule Planning Committee which were adopted by the Board of Education will allow for additional time within the day for interventions as the district begins a period of split shifts.

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?

Lockport Township High School is currently working in partnership with the Association for Supervision and Curriculum Development (ASCD) to provide our entire teaching staff with professional development in the area of Differentiated Instruction (DI). ASCD staff has collaborated with teams of teachers representing all academic departments to equip them with instructional strategies and teaching tools to meet the needs of all of the students at LTHS.

To enhance teacher learning and classroom effectiveness, Lockport Township High School values the importance of staff professional development and supports and encourages members of the teaching staff to attend local, regional, and national conferences and workshops. For example, staff members annually attend the National Council of Teachers of Mathematics conference and the National Reading Council conference.

All teachers at LTHS hold a valid Illinois State Teaching Certificate and are "highly qualified" in their teaching subject areas. In addition, 71.2% of the teachers have a Master's Degree or above.

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

Research indicates that the presence of a highly qualified staff which engages in a research driven program of professional development is a key to promoting student achievement. As a result, Lockport Township High School has worked to forge the above described partnership with ASCD and to promote ongoing professional learning for its staff.

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

The district must continue in its efforts to promote faculty capacity through initiatives such as Differentiated Instruction. Focused professional development must also be in place to meet the needs of individual departments. In addition a plan for professional learning has been developed for tutors and other support staff who are vital to district efforts to promote the success of all students.

Section I-C Data & Analysis - Other Data (Optional)
Item 3 - Parent Involvement

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

The district has engaged in analysis of parental access to ParentConnect--the school's on-line grade service. Approximately half of current families utilize this

important resource. Parent participation remains high in the district's orientation and transition system for eighth grade students. In addition, parents annually participate in a Curriculum Night to learn about expectations associated with the courses in which their students are enrolled. Parents remain highly active in a variety of booster organizations which support specific curricular and extra-curricular programs in which students participate.

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

Research indicates that linkages with the family are essential to promoting student success.

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

Among the goals which has been established by the Board of Education is the development of a standing Citizens Advisory Council. This organization will serve as a forum for parent and community input into the school.

Section I-D Data & Analysis - Key Factors

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

An analysis of local data reveals that students who are failing to achieve state standards enter Lockport Township High School with deficits in the areas of reading and mathematics. For example, only 20 of 241 (8.2%) students who did not meet standards achieved a score of 16 or above on the reading portion of the Explore test that was administered in ninth grade. This score represents the ACT College Readiness Benchmark Score. For mathematics, the same figure was 9 of 209 (4.3%) students who did not meet the ACT College Readiness Benchmark Score of 18 or above. Key to the ability of the district to promote higher achievement will be efforts to identify and implement targeted and research-proven interventions for this group of students.

As a result of the importance of EPAS data to the school community, Lockport Township High School recently revised its testing plan to allow for the assessment of all incoming students in November of their eighth grade year. This early academic assessment allows for appropriate program placement of students upon entering District 205 and the continuous monitoring of individual student progress as part of Response To Intervention. In addition, the school has developed common assessments within courses that are aligned with the Illinois State Learning Standards. These standards are reflected in the core curricular maps which identify essential learning which will occur in each course. In addition, the district will begin using the Measure of Academic Progress (MAP) assessment testing to gauge the effectiveness of Tier II and Tier III interventions.

Among the challenges which have been faced by Lockport Township High School District 205 which has impacted the educational climate are consistently increasing enrollment coupled by an inability to secure voter support for the construction of new facilities. Among the consequence of the accompanying overcrowding has been the adoption of a schedule for juniors and seniors which leaves little if any opportunities during the school day for academic supports and has prevented the implementation of some programs aimed at our at-risk students. As a result of the efforts of a Schedule Planning Committee which

consisted of teachers and administrators, a new schedule will be put in place for the 2009-2010 school year which will promote additional opportunities for student interventions. These opportunities will include the development of resource rooms in the areas of mathematics and English, the implementation of a Junior Study Skills credited program for at-risk students, additional access to a mandatory tutoring program in the areas of mathematics and English, and opportunities for the incorporation of a developmental guidance model into the school's curriculum.

In reviewing the data related to student achievement, the District has entered into a partnership for professional development which is in the initial implementation phase and will continue throughout the succeeding school years with a goal of building organizational capacity for training and modeling. Lockport Township High School District 205 has entered into a partnership with the Association for Supervision and Curriculum Development (ASCD) for the development of organizational capacity as to the differentiation of instruction. This partnership utilized ASCD's research driven model. Through this initiative, teachers will be equipped to better meet the needs of the increasing diverse student body they serve.

Related to this effort is the provision of a Diversity Audit on the part of the district by The Kaleidoscope Group. This audit will serve as a foundation for informed decision making on the part of the Board of Education and administration as to next steps on the part of the district in it's diversity journey.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Black students are deficient in reading meets and exceeds.	1,
2	Black students are deficient in mathematics meets and exceeds.	2,
3	Hispanic students are deficient in reading meets and exceeds.	3,
4	Hispanic students are deficient in mathematics meets and exceeds.	4,

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.		
1	Black students are deficient in Reading Meets and Exceeds	
2	Black students are deficient in Mathematics Meets and Exceeds	
3	Hispanic students are deficient in Reading Meets and Exceeds	
4	Hispanic students are deficient in Mathematics Meets and Exceeds	

Section II-A Action Plan - Objectives

Objective: 1

Black students are deficient in reading meets and exceeds.

Objective 1 Description:

While our current achievement in reading for the black subgroup is 29.8% meeting/exceeding state standards, this subgroup will make AYP or Safe Harbor in each of the succeeding two school years.

This objective addresses the following areas of AYP deficiency

1	Black students are deficient in Reading Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Black students are deficient in reading meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Development of resource rooms at East and Central Campus for English/Reading and increased opportunities for mandatory tutoring as a result of restructuring of school day.	8/17/2009	6/1/2010	During School	Local Funds	10000
2	Increase enrollment of students in High School Reading utilizing EPAS data to determine placement.	8/17/2009	6/1/2010	During School	Local Funds	0
3	Implementation of Junior Study Skills course for at-risk students.	8/17/2009	6/1/2010	During School	Local Funds	5000
4	Development of transitional program for transfer students which would include a shared study hall with a defined developmental guidance curriculum and mentoring opportunities.	1/20/2009	6/1/2010	After School	Local Funds	5000
5	Establishment of classification system to promote the ability of students, parents and the school community to monitor student progress toward graduation. This system will incorporate core English courses as a requirement to pass.	8/17/2009	6/1/2010	During School	Local Funds	0
6	Development of tuition-free summer school program for students failing English classes in freshman and sophomore year.	6/8/2009	6/1/2010	Summer School	Local Funds	30000

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

Objective 1 Title : Black students are deficient in reading meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Partnership with Association for Supervision and Curriculum Development (ASCD)for the development of capacity in the differentiation of instruction	8/17/2008	6/1/2010	During School	Title II	30000
2	Development of plan for professional growth activities resulting from Diversity Audit conducted by Kaleidosope Group.	8/17/2008	6/1/2010	During School	Local Funds	0
3	Membership and participation in the Council for Educational Change (CEC)	11/1/2008	6/1/2010	During School	Local Funds	1000
4	Development of local Literacy Council as a forum the the development of literacy programs and professional learning opportunities	8/17/2008	6/1/2010	During School	Title II	20000
5	Establishment of professional development program for district tutors	12/1/2009	6/1/2010	Before School	Title II	3000
6	Professional development and program support for the development and implementation of guidance curriculum utilizing the American School Counselor Assocation model	8/1/2008	6/1/2010	During School	Title II	10000

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

Objective 1 Title : Black students are deficient in reading meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Implementation of Transfer Student Parent Program	1/20/2009	6/1/2010	After School	Local Funds	1000
2	Development of Citizens Advisory Council	2/1/2009	6/1/2010	After School	Other	
3	Increase participation in English Language Learner parent forums	8/17/2008	6/1/2010	After School	State Funds	2000
4	Development of focused parent outreach sessions as part of movement toward ASCA developmental guidance model	9/1/2009	6/1/2010	After School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 1 Title : Black students are deficient in reading meets and exceeds.

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

Progress will be monitored utilizing the three tiers associated with Response to Intervention. For Tier I students, progress shall be monitored utilizing: EPAS testing data, grade distribution reports, progress toward graduation under a revised student classification system, local progress reports, and performance on locally developed common examinations. In addition, analysis will take place as to school climate issues utilizing appropriate surveying tools and analysis as to discipline and attendance data. For Tier II students, progress shall be monitored utilizing performance in focused interventional programs including High School Reading, Strategic Reading, mandatory tutoring programs, and Junior Study Skills by examining local assessment data, grade distribution reports, and the Measure of Academic Progress (MAP). Students in Tier II will be monitored by local teams including the Central Campus Building Leadership Team, the Building Review and Intervention Team (BRAIT) and the Student Review and Intervention Team (STRAIT). Students failing to make progress toward graduation by earning the minimum number of academic credits each year will be classified at the appropriate grade-level and an individual graduation plan will be established for each such individual. For Tier II and III students, MAP testing will be utilized to identify learning needs which are being met neither through the traditional curriculum nor through targeted group interventions. Individual plans for student progress will be developed. In some instances, students may be referred to Premier Academy, qualify for a Section 504 Plan, or recommended for a case study evaluation. Finally, classroom walk-thru's will be utilized to monitor the degree to which district literacy strategies are being integrated across the curriculum.

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

Name	Title
Peter Sullivan	Assistant Superintendent
K. Brett Gould	Principal
Dennis Hicks	Principal

Section II-A Action Plan - Objectives

Objective: 2

Black students are deficient in mathematics meets and exceeds.

Objective 2 Description:

While our current achievement in mathematics for the black subgroup is 27.7% meeting/exceeding state standards, this subgroup will make AYP or Safe Harbor in each of the succeeding two school years.

This objective addresses the following areas of AYP deficiency

1	Black students are deficient in Mathematics Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Black students are deficient in mathematics meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Development of resource rooms at East and Central Campus for mathematics and increased opportunities for mandatory tutoring as a result of restructuring of school day.	8/17/2009	6/1/2010	During School	Local Funds	10000
2	Implementation of Junior Study Skills course for at-risk juniors	8/17/2009	6/1/2010	During School	Local Funds	0
3	Development of transitional program for transfer students which would include a shared study hall with a defined developmental guidance curriculum and mentoring opportunities.	1/20/2009	6/1/2010	After School	Local Funds	5000
4	Establishment of classification system to promote the ability of students, parents, and the school community to monitor student progress toward graduation. This system will incorporate core Mathematics courses as a requirement to pass.	8/17/2009	6/1/2010	During School	Local Funds	0
5	Development of tuition-free summer school program for students failing Mathematics classes in freshman and sophomore year.	6/8/2009	6/1/2010	Summer School	Local Funds	30000
6	Implementation of Extended Algebra Course	8/17/2008	6/1/2010	During School	Local Funds	0

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

Objective 2 Title : Black students are deficient in mathematics meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Partnership with Association for Supervision and Curriculum Development(ASCD) for the development of capacity in the differentiation of instruction.	8/17/2008	6/1/2010	During School	Title II	30000
2	Development of plan for professional growth activities resulting from Diversity Audit conducted by Kaleidoscope Group.	8/17/2008	6/1/2010	During School	Local Funds	0
3	Membership and participation in the Council for Educational Change (CEC).	8/17/2008	6/1/2010	During School	Local Funds	1000

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
4	Establishment of professional development program for district tutors.	12/1/2009	6/1/2010	Before School	Title II	3000
5	Professional development and program support for the development and implementation of guidance curriculum utilizing the American School Counselor Association model.	8/1/2008	6/1/2010	Before School	Title II	10000

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

Objective 2 Title : Black students are deficient in mathematics meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Implementation of Transfer Student Parent Program.	1/20/2009	6/1/2010	After School	Local Funds	1000
2	Development of Citizens Advisory Council.	2/1/2009	6/1/2010	After School	Other	0
3	Increase participation in English Language Learner parent forums.	8/17/2008	6/1/2010	After School	State Funds	2000
4	Development of focused parent outreach sessions as part of movement forward ASCA developmental guidance model.	9/1/2009	6/1/2010	After School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 2 Title : Black students are deficient in mathematics meets and exceeds.

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

Progress will be monitored utilizing the three tiers associated with Response to Intervention. For Tier I students, progress shall be monitored utilizing: EPAS testing data, grade distribution reports, progress toward graduation under a revised student classification system, local progress reports, and performance on locally developed common examinations. In addition, analysis will take place as to school climate issues utilizing appropriate surveying tools and analysis as to discipline and attendance data. For Tier II students, progress shall be monitored utilizing performance in focused interventional programs including High School Reading, Strategic Reading, mandatory tutoring programs, and Junior Study Skills. In addition, students in Tier II will be monitored by local teams including the Central Campus Building Leadership Team, the Building Review and Intervention Team and the Student Review and Intervention Team. Students failing to make progress toward graduation will be reclassified and a graduation plan will be established for each such individual. For Tier III students, MAP testing will be utilized to identify learning needs which are being met neither through the traditional curriculum nor through targeted group interventions. Individual plans for student progress will then be developed. In some instances, students may be referred Premier Academy or recommended for a case study or Section 504 accommodations.

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

Name	Title
Peter Sullivan	Assistant Superintendent
K. Brett Gould	Principal
Dennis Hicks	Principal

Section II-A Action Plan - Objectives

Objective: 3

Hispanic students are deficient in reading meets and exceeds.

Objective 3 Description:

While our current achievement in reading for the hispanic subgroup is 46.3% meeting/exceeding state standards, this subgroup will make AYP or Safe Harbor in each of the succeeding two school years.

This objective addresses the following areas of AYP deficiency	
1	Hispanic students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : Hispanic students are deficient in reading meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Development of resource rooms at East and Central Campus for English/Reading and increased opportunities for mandatory tutoring as a result of restructuring of school day.	8/17/2009	6/1/2010	During School	Local Funds	10000
2	Increase enrollment of students in High School Reading utilizing EPAS data to determine placement.	8/17/2009	6/1/2010	During School	Local Funds	0
3	Implementation of Junior Study Skills course for at-risk students.	8/17/2009	6/1/2010	During School	Local Funds	5000
4	Development of transitional program for transfer students which would include a shared study hall with a defined developmental guidance curriculum and mentoring opportunities.	1/20/2009	6/1/2010	After School	Local Funds	5000

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
5	Establishment of classification system to promote the ability of students, parents and the school community to monitor student progress toward graduation. This system will incorporate core English courses as a requirement to pass.	8/17/2009	6/1/2010	During School	Local Funds	0
6	Development of tuition-free summer school program for students failing English classes in freshman and sophomore year.	6/8/2009	6/1/2010	Summer School	Local Funds	30000

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

Objective 3 Title : Hispanic students are deficient in reading meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Partnership with Association for Supervision and Curriculum Development (ASCD)for the development of capacity in the differentiation of instruction	8/17/2008	6/1/2010	During School	Title II	30000
2	Development of plan for professional growth activities resulting from Diversity Audit conducted by Kaleidoscope Group.	8/17/2008	6/1/2010	During School	Local Funds	0
3	Membership and participation in the Council for Educational Change (CEC)	11/1/2008	6/1/2010	During School	Local Funds	1000
4	Development of local Literacy Council as a forum the the development of literacy programs and professional learning opportunities.	8/17/2008	6/1/2010	During School	Title II	20000
5	Establishment of professional development program for district tutors	12/1/2009	6/1/2010	Before School	Title II	3000
6	Professional development and program support for the development and implementation of guidance curriculum utilizing the American School Counselor Assocation model	8/1/2008	6/1/2010	During School	Title II	10000

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

Objective 3 Title : Hispanic students are deficient in reading meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Implementation of Transfer Student Parent Program.	1/20/2009	6/1/2010	During School	Title II	30000
2	Development of Citizens Advisory Council.	2/1/2009	6/1/2010	After School	Other	0
3	Increase population in English Language Learner parent forums	8/17/2008	6/1/2010	During School	State Funds	2000
4	Development of focused parent outreach sessions as part of movement toward ASCA developmental guidance model.	9/1/2009	6/1/2010	After School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 3 Title : Hispanic students are deficient in reading meets and exceeds.

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

Progress will be monitored utilizing the three tiers associated with Response to Intervention. For Tier I students, progress shall be monitored utilizing: EPAS testing data, grade distribution reports, progress toward graduation under a revised student classification system, local progress reports, and performance on locally developed common examinations. In addition, analysis will take place as to school climate issues utilizing appropriate surveying tools and analysis as to discipline and attendance data. For Tier II students, progress shall be monitored utilizing performance in focused interventional programs including High School Reading, Strategic Reading, mandatory tutoring programs, and Junior Study Skills. In addition, students in Tier II will be monitored by local teams including the Central Campus Building Leadership Team, the Building Review and Intervention Team and the Student Review and Intervention Team. Students failing to make progress toward graduation will be reclassified and a graduation plan will be established for each such individual. For Tier II and III students, MAP testing will be utilized to identify learning needs which are being met neither through the traditional curriculum nor through targeted group interventions. Individual plans for student progress will then be developed. In some instances, students may be referred Premier Academy or recommended for a case study or Section 504 accommodations. Finally, classroom walk-thru's will be utilized to monitor the degree to which district literacy strategies are being integrated across the curriculum.

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

Name	Title
Peter Sullivan	Assistant Superintendent
K. Brett Gould	Principal
Dennis Hicks	Principal

Section II-A Action Plan - Objectives

Objective: 4

Hispanic students are deficient in mathematics meets and exceeds.

Objective 4 Description:

While our current achievement in mathematics for the hispanic subgroup is 45.1% meeting/exceeding state standards, this subgroup will make AYP or Safe Harbor in each of the succeeding two school years.

This objective addresses the following areas of AYP deficiency

1	Hispanic students are deficient in Mathematics Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 4 Title : Hispanic students are deficient in mathematics meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Development of resource rooms at East and Central Campus for mathematics and increased opportunities for mandatory tutoring as a result of restructuring of school day.	8/17/2009	6/1/2010	During School	Local Funds	10000
2	Implementation of Junior Study Skills course for at-risk juniors	8/17/2009	6/1/2010	During School	Local Funds	5000
3	Development of transitional program for transfer students which would include a shared study hall with a defined developmental guidance curriculum and mentoring opportunities.	1/20/2009	6/1/2010	After School	Local Funds	5000
4	Establishment of classification system to promote the ability of students, parents, and the school community to monitor student progress toward graduation. This system will incorporate core Mathematics courses as a requirement to pass.	8/17/2009	6/1/2010	During School	Local Funds	0
5	Development of tuition-free summer school program for students failing Mathematics classes in freshman and sophomore year.	6/8/2009	6/1/2010	Summer School	Local Funds	30000
6	Implementation of Algebra Extended Course	8/17/2008	6/1/2010	During School	Local Funds	0

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

Objective 4 Title : Hispanic students are deficient in mathematics meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Development of tuition-free summer school program for students failing Mathematics classes in freshman and sophomore year.	8/17/2008	6/1/2010	During School	Title II	3000
2	Development of plan for professional growth activities resulting from Diversity Audit conducted by Kaleidoscope Group.	8/17/2008	6/1/2010	During School	Local Funds	0
3	Membership and participation in the Council for Educational Change (CEC).	8/17/2008	6/1/2010	During School	Local Funds	1000

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
4	Establishment of professional development program for district tutors.	12/1/2009	6/1/2010	Before School	Title II	3000
5	Professional development and program support for the development and implementation of guidance curriculum utilizing the American School Counselor Association model.	8/1/2008	6/1/2010	During School	Title II	1000

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

Objective 4 Title : Hispanic students are deficient in mathematics meets and exceeds.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Implementation of Transfer Student Parent Program.	1/20/2009	6/1/2010	After School	Local Funds	1000
2	Development of Citizens Advisory Council.	2/1/2009	6/1/2010	After School	Other	0
3	Increase participation in English Language Learner parent forums.	8/17/2008	6/1/2010	After School	State Funds	2000
4	Development of focused parent outreach sessions as part of movement toward ASCA developmental guidance model.	9/1/2009	6/1/2010	After School	Local Funds	5000

Section II-E Action Plan - Monitoring

Objective 4 Title : Hispanic students are deficient in mathematics meets and exceeds.

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

Progress will be monitored utilizing the three tiers associated with Response to Intervention. For Tier I students, progress shall be monitored utilizing: EPAS testing data, grade distribution reports, progress toward graduation under a revised student classification system, local progress reports, and performance on locally developed common examinations. In addition, analysis will take place as to school climate issues utilizing appropriate surveying tools and analysis as to discipline and attendance data. For Tier II students, progress shall be monitored utilizing performance in focused interventional programs including High School Reading, Strategic Reading, mandatory tutoring programs, and Junior Study Skills. In addition, students in Tier II will be monitored by local teams including the Central Campus Building Leadership Team, the Building Review and Intervention Team and the Student Review and Intervention Team. Students failing to make progress toward graduation will be reclassified and a graduation plan will be established for each such individual. For Tier II and III students, MAP testing will be utilized to identify learning needs which are being met neither through the traditional curriculum nor through targeted group interventions. Individual plans for student progress will then be developed. In some instances, students may be referred Premier Academy or recommended for a case study or Section 504 accommodations.

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

Name	Title
Peter Sullivan	Assistant Superintendent
K. Brett Gould	Principal
Dennis Hicks	Principal

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

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

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

Lockport Township High School District 205 is not a Title 1 school.

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

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

This plan is a product of the work of a myriad of groups reviewing issues of pertinence to Lockport Township High School District 205. The plan was facilitated by East Campus Principal K. Brett Gould in consult with Assistant Superintendent Peter Sullivan and Central Campus Principal Dennis Hicks. The Schedule Planning Committee consisted of 25 representative of the Lockport Township High School Community and surfaced recommendations to the Board of Education as to the structure of the student schedule as the district moves toward split shifts in the future. The ASCA Model Steering Committee is composed of members of the Guidance Services Department and is facilitated by Chairperson Bruce Lane, Ph.D. The Department Chair Council meets regularly to provide input on a range of curricular and environmental issues impacting the school, including the revised student classification system. The Literacy Council consists of representatives from each academic department within the school as well as literacy specialists and building and district administrators. The Mathematics Department under the direction of Chair Julia Hudson has researched and developed programs related to improving mathematics instruction and student performance while the English Department under the leadership of Chair Tom O'Brien does the same for the areas of English and Reading. Literacy Specialists Deborah Summers and Pat Stanley are vital leaders within their domain. Assistant Superintendent Todd Wernet has facilitated a Diversity Audit

conducted by Kaleidoscope, LLC. and continues to work in concert with other service providers within the school community as to next steps. Peter Sullivan, Assistant Superintendent for Curriculum and Instruction, has been the liason to the Association for Supervision and Curriculum Development and has also facilitated feeder school articulation in the areas of mathematics, reading and Response to Intervention. Finally, the goals established by the Lockport Township High School District 205 Board of Education have been foundational in providing focus to this plan.

Names and titles of school improvement team or plan developers:

	Name	Title
1	K. Brett Gould	Principal
2	Dennis Hicks	Principal
3	Peter Sullivan	Assistant Superintendent

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

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

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

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

Peer review for this plan has included work with RESPRO staff and member schools of the System of Support for Schools in Status Cadre. In addition, work has been done with outside service providers including the Kaleidoscope Group, LLC. and the Association for Supervision and Curriculum Development (ASCD). The District is in the planning phases for a quality review visit as part of its partnership with the Council for Educational Change (CEC) following the implementation of the recommendations of the Schedule Planning Committee.

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

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

Lockport Township High School has a two-year mentoring program which is conducted jointly by the district and building administration and the local teachers' union. Members of the faculty serve as peer mentors for first-year teachers who also engage in learning opportunities before the start of the school year and during morning sessions once the school year begins. As part of the mentoring process, new teachers spend time observing in vital areas throughout the district including Dean's Office, Media Center and Guidance Office. In addition, they are required to observe classes of veteran staff and are encouraged to invite colleagues to observe their lessons and provide feedback. Second year staff attends reading instruction meetings where they receive professional development to improve and enhance student reading and comprehension skills. Teachers receive instruction on how to incorporate reading and comprehension activities into their daily lessons using the Ellin Keene "Mosaic of Thought" strategies.

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

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

A team consisting of representatives of the various entities which contributed to this plan will be formed as a standing committee which will meet each semester to analyze progress evidenced by the implementation of this plan and recommend revisions as necessary. This team will be brought to the Board of Education for approval in February of 2009 and will be facilitated by building principals K. Brett Gould and Dennis Hicks. This team will report out to the Board of Education twice annually.

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

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation

(Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

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

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

This plan was designed and developed by members of the LTHS administration with the advisement of members from the local Will-Grundy-Kendall Professional Development Alliance and RESPRO staffs. RESPRO has provided funding for LTHS staff to attend in-service programs and professional development activities particularly in the areas of mathematics and reading instruction.

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

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

	Name	Title
1	Robert Wennberg	RESPRO
2	Alex Hildebrand	Professional Development Alliance-ROE
3	TBD	ISBE Oversight

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

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

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

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

LOCAL ASSESSMENT DATA (OPTIONAL)

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

OTHER DATA (OPTIONAL)

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

IDENTIFICATION OF KEY FACTORS

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

CLARITY OF OBJECTIVES

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?

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

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
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STAKEHOLDER INVOLVEMENT

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

PEER REVIEW

	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
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TEACHER MENTORING PROCESS

	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
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DISTRICT RESPONSIBILITIES

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

STATE RESPONSIBILITIES

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

PART II - COMMENTS