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PRELIMINARY INFORMATION

RCDT Number:	140162270170000		
District Name:	RICH TWP HSD 227	Superintendent:	HOWARD R HUNIGAN
District Address:	20000 GOVERNORS DR	Telephone:	7086795800
City/State/Zip:	OLYMPIA FIELDS,IL,60461	Extn:	0
Email:	hhunigan@rich227.org		
Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input type="radio"/> No

Section I-A. Additional Academic Assessments

Additional Academic Assessments - Describe student academic assessments, if any, that are in addition to state academic assessments used:

- 1. To determine the success of children in meeting standards and to provide information on the progress towards meeting standards.***
- 2. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.***
- 3. To determine what revisions are needed to projects so that such children meet state standards.***
- 4. To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments.***

Additional Academic Assessments: 1. Mathematics Benchmark Exams in Algebra 1 and Geometry. These Benchmark Exams are written to the College Readiness Standards and occur at Mid-Quarter, End-of-Quarter and End of Semester. WorkKey Assessments - All Junior level students receive daily instruction in various levels of the Applied Mathematics WorkKeys. Assessments to monitor progress are administered bi-weekly. The skill sets identified for improvement are emphasized and reassessed on a later WorkKey Assessment. 2. Reading WorkKey Assessments - All Junior level students receive daily instruction in various levels of the Reading for Information WorkKeys. Assessments to monitor progress are administered bi-weekly. The skill sets identified for improvement are emphasized and reassessed on a later WorkKey Assessment. 3. Explore, Plan, ACT (EPAS) System Explore - Students are administered the Explore Test in the Fall of their eighth grade year and again in the Fall of the ninth grade year. Skill sets are identified for support through additional instruction and tutoring efforts. Plan - Students are administered the Plan Test in the Fall of their Sophomore year. Those students identified as needing additional support are enrolled in tutoring programs. Second semester curricular changes are made to address the specific skill sets needed by students. Practice ACT - Students participate in a Practice ACT test in the Fall of the Junior Year. Those results are used to determine the curricular needs in the classrooms as well as the ACT/PSAE prep class. Two additional Practice ACT test are given in January and March of the Junior year with adjustments made based on student results. 4. Practice PSAE During the Fall and early spring of the Junior Year, students participate in a full Day 1 and Day 2 of the Prairie State Exam. The results are used to make adjustments to curriculum and prepare the ACT Prep Class for Junior students. 5. Common Assessments Common Assessments written to the State Benchmarks and College Readiness Standards have been implemented in: Algebra 1, Geometry, Biology and Chemistry. Remaining Math, Science and Language Arts Common Assessments are being overviewed for alignment to the State Standards and College Readiness Standards.

Section I-B. Other Indicators

Other Indicators - Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any.

None

Section I-C. Educational Assistance to Students

Educational Assistance to Students - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

1. Supplemental Education Services - Students who are failing or in danger of failing will attend tutoring as provided by the Supplemental Educational Services Providers. The District will supply information as requested by the parent to the provider to assist with specific skills for which the student needs assistance. 2. Saturday ACT/PSAE sessions - Junior students who are not meeting State Standards will be required to attend six Saturday sessions designed to address specific skills as indicated by their Practice ACT and/or Practice PSAT testing. Students will be separated into groups based on the skill set they need for additional support. 3. ACT/PSAT Preparation Classes - Junior Students will be enrolled in an either year-long or semester long ACT/PSAT preparation course designed to meet the need of the specific student based on skill sets as determined by their practice testing. 4. After School Tutoring - Students who are failing or in danger of failing attend tutoring sessions with their teachers to work on skill sets missed leading to meeting the State Standards. 5. Math Resource Room - Students who are failing or in danger of failing are assigned time to attend the Math Resource Room for support from a Math teacher and an instructional aid. 6. School Within a School - Students who are failing or in danger of failing are assigned to the School Within a School Program. This allows the students to work at their own pace with assistance from a teacher and instructional aid. The staff works with the students on their individual needs.

Section I-D. Professional Development for Teachers and Principals

Professional Development for Teachers and Principals - Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff.

In order to assure that students' needs are being addressed on a daily basis, a high quality and ongoing professional development is essential for all teachers of Title I students as well as other students. There are several layers to the professional development plan leading to this effort: Differentiated Instruction - Teachers will be engaged in several Differentiated Instruction Workshops with follow up in the classroom. An ongoing series of workshops with specific skills to be tried in the classroom will be set up for the "train the trainers" model. Experts will be developed at each campus by the end of the first semester. Those experts will work with Freshmen Academy Teachers, Honors Academy Teachers and Junior Level Teachers initially. Additionally, another group of 36 teachers will be engaged in workshops and follow up classroom visits. From the team of teachers who have engaged in outside workshops this year, below is the specific HOW of the COORDINATION of the programs: 1. A series of workshops - during the planning period time allocated by the Union Contract for professional Development our new specialist in Differentiated Instruction will provide workshops for teachers of Title I students geared toward the need of those specific children. The team will also offer after school workshops to Title I teachers that are specific for their need. Monies from Title I will cover the curricular pay for teachers afterschool. 2. A second series of workshops will be run for the Honors level teachers specific to their need. Monies from Title II will cover this effort. Math Consulting - Math Teachers across the district will be engaged in a series of workshops designed to address classroom Instruction. Math consultants will work with Math teachers leading them in workshop settings on topics such as Cooperative Learning and Technology in the Classroom. All teachers will then be involved in team meetings with math consultants to develop and implement their SMART Goal Action Plans. Additionally, the consultants will be making classroom visits to support instructional adjustments for teachers. Title I funds will be used to address the needs of teachers of Title I students regarding Diagnostic Assessments and identified skill sets for emphasis. The consulting teams will also meet with teachers of Title I students to provide Professional Development for them above efforts for all staff. Title I and Title II funds are all connected to the goal of increased students achievement by 5% in Mathematics and Reading. In terms of the overall HOW we will COORDINATE our programs under Title I and Title II - All of our programs are geared toward the prescribed need for professional development as identified by our student data and teacher need. Although we have determined specific foci - Differentiated Instruction, Math Consulting, Reading Across the Curriculum, and Diagnostic Benchmark Assessments - the needs within those areas for teachers of Title I students are addressed in the workshops completed for them specifically. We also address the needs of the upper level students through our Title II funds supporting professional development in these same areas at a different level. Additionally, the Title II funds support the work done for Advanced Placement courses as determined by the AP College Board. The use of Title I funds are specifically used for those teachers who are directly teaching Title I students.

Section I-E. Coordination with Other Education Services

Coordination with Other Education Services - Describe how the district will coordinate and integrate services provided with other education services such as:

- 1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and***
- 2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.***

Rich Township High School District 227 supports the efforts of each of the Foundation Districts with all preschool programs. (Children with Disabilities): The Board of Education has adopted policy 7.10 ensuring a free and appropriate public education in the least restrictive and necessary related services to all children with disabilities enrolled in the district, as required by the Individuals with Disabilities Education Act (IDEA), the school code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. (Migratory Children): The board has adopted policy 7.10 ensuring: Assessment of health and social needs; Providing a full range of services to migrant students that are offered to all other students; Providing opportunities to meet the same statewide assessment standards expected of all students; Providing advocacy and outreach to children and families and professional development for staff; Providing parents/guardians opportunities for meaningful participation in school programming. (Neglected and Delinquent Children): Neglected and delinquent children have access to education and other services that all other children need to ensure an opportunity to meet State student academic achievement standards. (Homeless Children) Rich Township's Director of Special Education serves as the homeless liaison. With her guidance we offer services to children designated as homeless in accordance with the McKinney Act. Consideration is given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention is given ensuring the enrollment and attendance of homeless children and youths currently not attending school. Should it become necessary, hardship status reviews will be conducted. (Equal Educational Opportunities): Where immigrant and Indian children are concerned, the only existing board policy mentioning their educational opportunities is Policy 7.10 ensuring equal educational and extracurricular opportunities for all students without regard to race, color, national origin, sex, religious beliefs, disability, status as homeless, potential marital or parental status including pregnancy.

Section I-F. Poverty Criteria

Poverty Criteria - Describe the poverty criteria that will be used to select school attendance areas.

Rich Township High School District 227 uses federal guidelines to determine eligibility for free and reduced lunch as the criteria for poverty

Section I-G. Children in Need of Services

Children in Need of Services - Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.

At each of the campuses, the Free and reduced Lunch population exceeds 40%. That information determines funding received to support our Title I programs. Currently, those students with below a 2.0 Grade Point Average are identified as those in danger of failing or failing and targeted for assistance. Once that list is generated, parents are contacted regarding Supplemental Educational Services for those students. Counselors and teachers assist with determining students in most need of services as well as offering tutoring for students. The multiple, educationally related, objective selection criteria are as follows: 1. Explore Test results below 12 in Math or Reading 2. Plan Test results below 15 in Math or Reading 3. Below 2.0 Grade Point Average 4. Practice ACT Scores below 19 in Math or Reading

Section I-H. Programs and Educational Services

Programs and Educational Services - Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

Neglected and delinquent children have access to education and other services that all other children need to ensure an opportunity to meet State student academic achievement standards. Using the same multiple, educationally related, objective selection criteria are as follows: 1. Explore Test results below 12 in Math or Reading 2. Plan Test results below 15 in Math or Reading 3. Below 2.0 Grade Point Average 4. Practice ACT Scores below 19 in Math or Reading neglected and delinquent children will also have access to education and services. The programs currently funded are: Supplemental educational services Math Foundations course for Title I students in math Reading course for Title I students Math Resource room for Title I students After school tutoring for Title I students Saturday tutoring for Title I students Before school tutoring for Title I students

Section I-I. Services for Migratory Children

Services for Migratory Children - Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

Migratory and formerly migratory children have access to education and other services that all other children need to ensure an opportunity to meet State student academic achievement standards. Using the same multiple, educationally related, objective selection criteria are as follows: 1. Explore Test results below 12 in Math or Reading 2. Plan Test results below 15 in Math or Reading 3. Below 2.0 Grade Point Average 4. Practice ACT Scores below 19 in Math or Reading Migratory and formerly migratory children will also have access to education and services. The programs currently funded are: Supplemental educational services Math Foundations course for Title I students in math Reading course for Title I students Math Resource room for Title I students After school tutoring for Title I students Saturday tutoring for Title I students Before school tutoring for Title I students Rich Township High School District 227 has the following School Board policy in regards to Migrant Students: Policy 6:145 Migrant Students The Superintendent will develop and implement a program to address the needs of migrant children in the District. This program will include a means to: 1. Identify migrant students and assess their educational and related health and social needs. 2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. 3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet. 4. Provide advocacy and outreach programs to migrant children and their families and professional development for District Staff. 5. Provide parents/guardians an opportunity for meaningful participation in the program. Migrant Education Program for parents/Guardians Involvement Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parents/guardians of migrant students will receive instruction regarding their role in improving

academic achievement of their children.

Section I-J. Support for Preschool Programs

Support for Preschool Programs - Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, Even Start.

Rich Township High School District 227 supports the efforts of our Foundation Districts in regards to Pre-School Programs.

Section I-K. District Actions for Schools Not Making AYP

District Actions for Schools Not Making AYP - Describe the actions of the district for its schools who do not make AYP.

Currently all three campuses within Rich Township High School District 227 are in Restructuring Implementation (as detailed in the Restructuring Plans for Rich Central, Rich East and Rich South). School Improvement Plans are updated and reflect the Restructuring Plans as well as the District Improvement Plan. The Restructuring plans are detailed below: Restructuring Options: #2 Replacing all or most of the school staff, which may include the principal, who are relevant to the school's ability to make AYP #4 Implementing any other major restructuring of the school's governance that makes fundamental reform in: i. governance and management, and/or ii. financing and material resources, and/or iii. staffing Restructuring Rich Central During the school year 2006 - 2007, all Corrective Action steps were implemented: 1. Detracking of Language Arts All Language Arts low level course were eliminated in the 2006 - 07 school year. This allowed students to enter, at a minimum, in the college preparation track. The Language Arts staff was also responsible for aligning the curriculum to the Illinois Assessment Framework and ACT College Readiness Standards. Common assessments were developed in order to allow equity in courses as well as a method by which the school can determine how students are performing. In 2007 - 08, the detracking is still in effect. Teams of teachers are continuing in the process of developing the common artifacts (assessments, pacing guides, grading scales, assignments). Additionally, a focus on instructional methodology is being emphasized through professional development this school year. 2. Detracking of Math for 2007 - 08 Beginning in the 2007 - 08 school year, all incoming freshmen students will either be enrolled in Algebra I Regular or Intermediate Algebra Honors. The low level track of mathematics has been eliminated. Teachers have spent the 2006 - 07 school year working on the curriculum for Algebra I and Geometry to ensure they are aligned with the Illinois Assessment Frameworks and the ACT College Readiness Standards. Additionally, eight benchmark assessments have been developed in order to determine what students need additional support to increase their achievement. During the 2007 - 08 school year, instructional methodology in the mathematics classrooms will be the main priority. Also, a Math Foundations Class is being implemented as a support class for students who need additional help to be successful in Algebra. This class is taken in parallel with Algebra I and involves more hands-on, team activity to assist the learning in a smaller classroom setting. The 2007 - 08 school year will also see a renewal of the honors program in conjunction with the Foundation School Districts. 3. Consultant for Math In the 2006 - 07 school year, Dr. Timothy Kanold and associates were brought in to meet with the administration and math teachers. Additionally, classroom visits and team meetings were conducted by Dr. Linda Fulmore at the Rich Central Campus. Dr. Fulmore will continue her work with the math teachers in the 2007 - 08 school year. She will be focusing teams on methodology and data surrounding student achievement. 4. KeyTrain Implementation The 2006 - 07 school year was the second year for usage of KeyTrain to assist students with the WorkKey portions of the Prairie State Exam. This year all juniors were given several practice KeyTrain opportunities to determine those who needed additional support. Students were given the opportunity to take a PSAE review class using KeyTrain during the second semester. Approximately 120 juniors were able to participate in this opportunity in addition to KeyTrain practice in core classes. The KeyTrain implementation will continue with expansions for the 2007 - 08 school year. 5. Addition of a Reading Specialist to assist with efforts in reading Rich Central added a Reading Specialist to the campus in the 2005 - 06 school year. In 2006 - 07 the role was expanded to include training teachers on Reading across the curriculum. In the 2007 - 08 school year, the Reading Specialist will be conducting trainings for teachers in regards to reading in the content areas. Additionally, the Reading Specialist will be working directly with student groups in terms of reading and test taking strategies. Each of the Corrective Action steps has been put in place and will remain in the plan for 2007 - 08 and beyond. Each of these components was used to determine additional steps needed to increase student achievement leading to the changes as detailed in the Restructuring beginning in 2007 - 2008. Restructuring Actions beginning 2007 - 08: Replacement of Staff: Rich Central High School has maintained at a plateau level of achievement for black students and economically disadvantaged students according to the data over the previous 4 years in the areas of Reading and Mathematics. At Rich Central High School, the administrative structure had been the following: Principal, Associate Principal (in

charge of Pupil Personnel Services), Assistant Principal (Athletics and Activities), Curriculum Coordinator for the following subject areas - Language Arts, Mathematics, Science and Fine Arts, and Social Studies and Foreign Language. Curriculum Coordinator for Special Education shared with another campus Additionally, there has been a District Curriculum Coordinator for Vocational Education shared by all three campuses. Over the previous two years, the District has spent a great deal of time looking at the structure (the "bus") and the personnel (the "people on the bus"). One of the main issues arose in the fact that in this structure, the principal is the Instructional Leader for the building, but has no support in the area of academics - a "right hand" person to ensure that academic follow through is occurring at each level. It also set up Curriculum Coordinators who had no structure in place to pull them together to work as a cohesive team, on academic items. The Associate Principal's role was to ensure that the Pupil Personnel Service Team (Deans, Counselors, Social Worker, Psychologist, and Nurse) were meeting to discuss interventions for specific students - but not necessarily to address academic needs of the campus as a whole. Using best practice research and meeting with consultants, such as Dr. Timothy Kanold and Dr. Richard DuFour from Adlai Stevenson High School, a new set of needs was identified and a new administrative structure was determined. Moving the building to Professional Learning communities requires the teams to be in place in a different format. The Principal needs to have an understanding of how the teams should work and be able to stay on focus with academic initiatives. The structure also needs an administrator who is responsible for ensuring that academic initiatives are across the board and assist with follow through for all departments. Additionally, other administrators, although they may focus on a particular content area, need to also understand their role in supporting the overall school initiatives. And finally, the vocational education program needed a shift in thinking to Applied Arts - in order to allow for vocation while maintaining the idea of application of core areas into these courses. With that information, the following structure will be in place beginning the 2007 - 08 school year: Principal, Associate Principal for Operations (in charge of Pupil Personnel Services), Associate Principal for Teaching and Learning (supervises specific departments as well as the overall Academic Program), Assistant Principal for Athletics and Activities, Instructional Leaders (works with specific departments as well as overall academic initiatives): Math Science Special Education District Instructional Leader for Applied Arts In this new structure, only one person who was part of the previous staff will be returning - former Curriculum Coordinator for Science and Fine Arts will be in the role of Instructional Leader for Science. This major change will include training in the summer months as well as ongoing assistance and support for the new team in moving achievement forward. Other Major Restructuring: With the test score data on the Prairie State as well as local data on our Explore, Plan, ACT system, there is a distinct systemic issue that starts when students enter the campus. Additionally, many of our honors level students are not performing at the optimum level due to scheduling issues and lack of communication amongst honors level teachers across the board. With this several major restructuring initiatives are beginning in 2007 - 08: New Bell Schedule Small Learning Communities: Freshmen Academy Honors Academy Olympian Academy School Within A School Evening School New Bell Schedule: The New Bell schedule will eliminate the issue of split classes which caused considerable disruptions in learning for students in those classes. The split class would involve a student attending class for 25 minutes, leave the class to have a 25 minute lunch period, and return to the same class for an additional 25 minutes of instruction. In the new bell schedule, a student's lunch is paired with an advisory period. Small Learning Communities: Through the investigation of best practices at the high school level, one major restructuring approach involves the redesigning of the high school into smaller learning communities. These learning communities need to be set up to be entities within the larger context that offer students a smaller, more personalized academic experience. At Rich Central, these smaller learning communities take the form of five learning experiences for students: Freshmen Academy Honors Academy Olympian Academy School Within a School Evening School Freshmen Academy: Students entering Rich Central High School in the Fall of 2007 who are freshmen will be placed into the Freshmen Academy. This Academy houses all of the Core Freshmen classes - Language Arts, Mathematics, Science, and Social Studies. The Freshmen Academy is located in one wing of the campus to keep those students in a smaller learning environment where teachers share the same students and have collaborative time to develop lessons that connect for those students. There is an Administrator, Dean and Guidance staff assigned to the Academy to support the initiatives of the staff. Advisory periods for students in this Academy will be geared for Freshmen students and their specific academic needs. Over the course of the year, teachers will receive training in regards to differentiated instruction to assist with skill building for all students based on the incoming Explore scores. Additionally, Math Consultant will be observing Algebra classes in the Academy and meeting with those teachers to address instructional methodology for mathematics. Common artifacts (assessments, pacing guides, assignments, grading scales) will be mandatory within the academy to ensure equity for all students as well as measures to determine how students are performing while allowing for adjustments in curriculum according to the Illinois Assessment Framework needs. Honors Academy Beginning in Fall 2007, students in core Honors Courses will be housed in one centralized wing of the campus. This will enable students to be in a smaller learning community that allows for collaboration amongst Honors teachers in regards to thematic planning, extended time for projects and planning for those students to continue in the honors courses through their high school career. This academy is also designed to encourage and develop plans for assisting the higher achieving students to perform at their peak. Teachers in the Honors Academy will receive training geared towards working with the Honors level students. Additionally, the advisory periods for these students will be geared towards the needs of the Honors student. There will be a designated administrator and counselor to work with this wing of students as well. Finally, students will be able to take as many courses in this Academy as appropriate. Olympian Academy Sophomore, Junior and Senior students who do not take the majority of their courses in the Honors Academy will belong to the Olympian Academy Small Learning Community. Teachers will have the opportunity to meet and ensure that academic initiatives are common for students in the same

course, plan out thematic units for the Academy, address the needs of specific classes through the advisory period, and receive training on differentiated instruction to address the needs of all students. A designated administrator, dean and counselor will be assigned to this Academy as well. School within a School In the 2006 - 07 school year, the alternative campus, Phoenix, was closed and those students returned to Rich Central High School. Many of these students needed a smaller, more one-on-one learning environment. The School Within a School (SWS) was set up to meet this purpose. In the 2007 - 08 school year, the SWS program will continue to operate as a small learning community for those students who need the one-on-one, small setting situation. Students may take one to four classes in the SWS program. Teachers assigned to the program will offer support in conjunction with a designated counselor to this group of students. Evening School In addition to the SWS system, a population of Rich Central students needs a small learning community that is outside of the regular school day. To that end, beginning in 2006 - 07, the Evening School Program was opened to those students. In 2007 - 08, the program will be expanded and offered to more students who are in need of this type of learning environment. These actions are appropriate for the school in light of the data as it exist for Rich Central High School. Over the past four years, Rich Central has seen teacher experience decrease while test scores remained the same. This speaks to the fact that as new teachers came into the system, the veteran staff shared their techniques and ideas for working with students that continued to produce the same results. By bringing in new administrators to provide leadership to all teachers in addition to an evaluation process that values the need for collecting data and addressing the Illinois Assessment Frameworks, Rich Central will be able to move in a different direction to produce different results. Restructuring Rich East During the school year 2006 - 2007, all Correction Action steps were implemented: 1. Detracking of Language Arts All Language Arts low level course were eliminated in the 2006 - 07 school year. This allowed students to enter, at a minimum, in the college preparation track. The Language Arts staff was also responsible for aligning the curriculum to the Illinois Assessment Framework and ACT College Readiness Standards. Common assessments were developed in order to allow equity in courses as well as a method by which the school can determine how students are performing. In 2007 - 08, the detracking is still in effect. Teams of teachers are continuing in the process of developing the common artifacts (assessments, pacing guides, grading scales, assignments). Additionally, a focus on instructional methodology is being emphasized through professional development this school year. 2. Detracking of Math for 2007 - 08 Beginning in the 2007 - 08 school year, all incoming freshmen students will either be enrolled in Algebra I Regular or Intermediate Algebra Honors. The low level track of mathematics has been eliminated. Teachers have spent the 2006 - 07 school year working on the curriculum for Algebra I and Geometry to ensure they are aligned with the Illinois Assessment Frameworks and the ACT College Readiness Standards. Additionally, eight benchmark assessments have been developed in order to determine what students need additional support to increase their achievement. During the 2007 - 08 school year, instructional methodology in the mathematics classrooms will be the main priority. Also, a Math Foundations Class is being implemented as a support class for students who need additional help to be successful in Algebra. This class is taken in parallel with Algebra I and involves more hands-on, team activity to assist the learning in a smaller classroom setting. The 2007 - 08 school year will also see a renewal of the honors program in conjunction with the Foundation School Districts. 3. Consultant for Math In the 2006 - 07 school year, Dr. Timothy Kanold and associates were brought in to meet with the administration and math teachers. Additionally, classroom visits and team meetings were conducted by Mr. Jerry Cummins, former President of the National Council of Supervisors of Mathematics and author of numerous mathematics textbooks, at the Rich East Campus. Mr. Cummins will continue his work with the math teachers in the 2007 - 08 school year. He will be focusing teams on methodology and data surrounding student achievement. 4. KeyTrain Implementation The 2006 - 07 school year was the second year for usage of KeyTrain to assist students with the WorkKey portions of the Prairie State Exam. This year all juniors were given several practice KeyTrain opportunities to determine those who needed additional support. Students were given the opportunity to take a PSAE review class using KeyTrain during the second semester. Approximately 120 juniors were able to participate in this opportunity in addition to KeyTrain practice in core classes. The KeyTrain implementation will continue with expansions for the 2007 - 08 school year. 5. Addition of a Reading Specialist to assist with efforts in reading Rich East added a Reading Specialist to the campus in the 2005 - 06 school year. In 2006 - 07 the role was expanded to include training teachers on Reading across the curriculum. In the 2007 - 08 school year, the Reading Specialist will be conducting trainings for teachers in regards to reading in the content areas. Additionally, the Reading Specialist will be working directly with student groups in terms of reading and test taking strategies. Each of the Corrective Action steps has been put in place and will remain in the plan for 2007 - 08 and beyond. Each of these components was used to determine additional steps needed to increase student achievement leading to the changes as detailed in the Restructuring beginning in 2007 - 2008. Restructuring Actions beginning 2007 - 08: Replacement of Staff: Rich East High School has maintained at a plateau level of achievement for black students and economically disadvantaged students according to the data over the previous 4 years in the areas of Reading and Mathematics. At Rich East High School, the administrative structure had been the following: Principal, Associate Principal (in charge of Pupil Personnel Services), Assistant Principal (Athletics and Activities), Curriculum Coordinator for the following subject areas - Language Arts, Mathematics, Science and Fine Arts, and Social Studies and Foreign Language. Curriculum Coordinator for Special Education. Additionally, there has been a District Curriculum Coordinator for Vocational Education shared by all three campuses. Over the previous two years, the District has spent a great deal of time looking at the structure (the "bus") and the personnel (the "people on the bus"). One of the main issues arose in the fact that in this structure, the principal is the Instructional Leader for the building, but has no support in the area of academics - a "right hand" person to ensure that academic follow through is occurring at each level. It also set up Curriculum Coordinators who had no structure in place to pull them together to work as a cohesive team, on academic items. The Associate Principal's role was to ensure that the

Pupil Personnel Service Team (Deans, Counselors, Social Worker, Psychologist, and Nurse) were meeting to discuss interventions for specific students - but not necessarily to address academic needs of the campus as a whole. Using best practice research and meeting with consultants, such as Dr. Timothy Kanold and Dr. Richard DuFour from Adlai Stevenson High School, a new set of needs was identified and a new administrative structure was determined. Moving the building to Professional Learning communities requires the teams to be in place in a different format. The Principal needs to have an understanding of how the teams should work and be able to stay on focus with academic initiatives. The structure also needs an administrator who is responsible for ensuring that academic initiatives are across the board and assist with follow through for all departments. Additionally, other administrators, although they may focus on a particular content area, need to also understand their role in supporting the overall school initiatives. And finally, the vocational education program needed a shift in thinking to Applied Arts - in order to allow for vocation while maintaining the idea of application of core areas into these courses. With that information, the following structure will be in place beginning the 2007 - 08 school year: Principal, Associate Principal for Operations (in charge of Pupil Personnel Services), Associate Principal for Teaching and Learning (supervises specific departments as well as the overall Academic Program), Assistant Principal for Athletics and Activities, Instructional Leaders (works with specific departments as well as overall academic initiatives): Math Science Special Education District Instructional Leader for Applied Arts In this new structure, only one person who was part of the previous staff will be returning – the Principal for the campus will remain the same with a new administrative team under the restructured administration plan. This major change will include training in the summer months as well as ongoing assistance and support for the new team in moving achievement forward. Other Major Restructuring: With the test score data on the Prairie State as well as local data on our Explore, Plan, ACT system, there is a distinct systemic issue that starts when students enter the campus. Additionally, many of our honors level students are not performing at the optimum level due to scheduling issues and lack of communication amongst honors level teachers across the board. With this several major restructuring initiatives are beginning in 2007 - 08: New Bell Schedule Small Learning Communities: Freshmen House Honors House Green House Gold House School Within A School Evening School New Bell Schedule: The New Bell schedule will eliminate the issue of split classes which caused considerable disruptions in learning for students in those classes. The split class would involve a student attending class for 25 minutes, leave the class to have a 25 minute lunch period, and return to the same class for an additional 25 minutes of instruction. In the new bell schedule, a student's lunch is paired with an advisory period. Small Learning Communities: Through the investigation of best practices at the high school level, one major restructuring approach involves the redesigning of the high school into smaller learning communities. These learning communities need to be set up to be entities within the larger context that offer students a smaller, more personalized academic experience. At Rich East, these smaller learning communities take the form of five learning experiences for students: Freshmen House Honors House Green House Gold House School Within a School Evening School Freshmen House: Students entering Rich East High School in the Fall of 2007 who are freshmen will be placed into the Freshmen House. This House houses all of the Core Freshmen classes - Language Arts, Mathematics, Science, and Social Studies. The Freshmen House is located in one wing of the campus to keep those students in a smaller learning environment where teachers share the same students and have collaborative time to develop lessons that connect for those students. There is an Administrator, Dean and Guidance staff assigned to the House to support the initiatives of the staff. Advisory periods for students in this House will be geared for Freshmen students and their specific academic needs. Over the course of the year, teachers will receive training in regards to differentiated instruction to assist with skill building for all students based on the incoming Explore scores. Additionally, Math Consultant will be observing Algebra classes in the House and meeting with those teachers to address instructional methodology for mathematics. Common artifacts (assessments, pacing guides, assignments, grading scales) will be mandatory within the House to ensure equity for all students as well as measures to determine how students are performing while allowing for adjustments in curriculum according to the Illinois Assessment Framework needs. Finally, based on data that supports African American male students performing better under single sex situations, Rich East will be implementing single gender classes for the freshmen in their core classes. The data will be collected on these students as opposed to other like students in the district to determine the success for future planning. Honors House Beginning in Fall 2007, students in core Honors Courses will be housed in one centralized wing of the campus. This will enable students to be in a smaller learning community that allows for collaboration amongst Honors teachers in regards to thematic planning, extended time for projects and planning for those students to continue in the honors courses through their high school career. This house is also designed to encourage and develop plans for assisting the higher achieving students to perform at their peak. Teachers in the Honors House will receive training geared towards working with the Honors level students. Additionally, the advisory periods for these students will be geared towards the needs of the Honors student. There will be a designated administrator and counselor to work with this wing of students as well. Finally, students will be able to take as many courses in this House as appropriate. Green House Half of the Sophomore, Junior and Senior students who do not take the majority of their courses in the Honors House will belong to the Green House Small Learning Community. Teachers will have the opportunity to meet and ensure that academic initiatives are common for students in the same course, plan out thematic units for the House, address the needs of specific classes through the advisory period, and receive training on differentiated instruction to address the needs of all students. A designated administrator, dean and counselor will be assigned to this House as well. Gold House The remaining half of the Sophomore, Junior and Senior students who do not take the majority of their courses in the Honors House will belong to the Green House Small Learning Community. Teachers will have the opportunity to meet and ensure that academic initiatives are common for students in the same course, plan out thematic units for the House, address the needs of specific

classes through the advisory period, and receive training on differentiated instruction to address the needs of all students. A designated administrator, dean and counselor will be assigned to this House as well. School within a School In the 2006 - 07 school year, the alternative campus, Phoenix, was closed and those students returned to Rich East High School. Many of these students needed a smaller, more one-on-one learning environment. The School Within a School (SWS) was set up to meet this purpose. In the 2007 - 08 school year, the SWS program will continue to operate as a small learning community for those students who need the one-on-one, small setting situation. Students may take one to four classes in the SWS program. Teachers assigned to the program will offer support in conjunction with a designated counselor to this group of students. Evening School In addition to the SWS system, a population of Rich East students needs a small learning community that is outside of the regular school day. To that end, beginning in 2006 - 07, the Evening School Program was opened to those students. In 2007 - 08, the program will be expanded and offered to more students who are in need of this type of learning environment. These actions are appropriate for the school in light of the data as it exist for Rich East High School. Over the past four years, Rich East has seen teacher experience decrease while test scores remained the same. This speaks to the fact that as new teachers came into the system, the veteran staff shared their techniques and ideas for working with students that continued to produce the same results. By bringing in new administrators to provide leadership to all teachers in addition to an evaluation process that values the need for collecting data and addressing the Illinois Assessment Frameworks, Rich East will be able to move in a different direction to produce different results. Restructuring Rich South During the school year 2006 - 2007, all Correction Action steps were implemented: 1. Detracking of Language Arts All Language Arts low level course were eliminated in the 2006 - 07 school year. This allowed students to enter, at a minimum, in the college preparation track. The Language Arts staff was also responsible for aligning the curriculum to the Illinois Assessment Framework and ACT College Readiness Standards. Common assessments were developed in order to allow equity in courses as well as a method by which the school can determine how students are performing. In 2007 - 08, the detracking is still in effect. Teams of teachers are continuing in the process of developing the common artifacts (assessments, pacing guides, grading scales, assignments). Additionally, a focus on instructional methodology is being emphasized through professional development this school year. 2. Detracking of Math for 2007 - 08 Beginning in the 2007 - 08 school year, all incoming freshmen students will either be enrolled in Algebra I Regular or Intermediate Algebra Honors. The low level track of mathematics has been eliminated. Teachers have spent the 2006 - 07 school year working on the curriculum for Algebra I and Geometry to ensure they are aligned with the Illinois Assessment Frameworks and the ACT College Readiness Standards. Additionally, eight benchmark assessments have been developed in order to determine what students need additional support to increase their achievement. During the 2007 - 08 school year, instructional methodology in the mathematics classrooms will be the main priority. Also, a Math Foundations Class is being implemented as a support class for students who need additional help to be successful in Algebra. This class is taken in parallel with Algebra I and involves more hands-on, team activity to assist the learning in a smaller classroom setting. The 2007 - 08 school year will also see a renewal of the honors program in conjunction with the Foundation School Districts. 3. Consultant for Math In the 2006 - 07 school year, Dr. Timothy Kanold and associates were brought in to meet with the administration and math teachers. Additionally, classroom visits and team meetings were conducted by Mr. Jerry Cummins, former President of the National Council of Supervisors of Mathematics and author of numerous mathematics textbooks, at the Rich South Campus. Dr. Kanold will continue the work with the math teachers in the 2007 - 08 school year. He will be focusing teams on methodology and data surrounding student achievement. 4. KeyTrain Implementation The 2006 - 07 school year was the second year for usage of KeyTrain to assist students with the WorkKey portions of the Prairie State Exam. This year all juniors were given several practice KeyTrain opportunities to determine those who needed additional support. Students were given the opportunity to take a PSAE review class using KeyTrain during the second semester. Approximately 120 juniors were able to participate in this opportunity in addition to KeyTrain practice in core classes. The KeyTrain implementation will continue with expansions for the 2007 - 08 school year. 5. Addition of a Reading Specialist to assist with efforts in reading Rich South added a Reading Specialist to the campus in the 2005 - 06 school year. In 2006 - 07 the role was expanded to include training teachers on Reading across the curriculum. In the 2007 - 08 school year, the Reading Specialist will be conducting trainings for teachers in regards to reading in the content areas. Additionally, the Reading Specialist will be working directly with student groups in terms of reading and test taking strategies. Each of the Corrective Action steps has been put in place and will remain in the plan for 2007 - 08 and beyond. Each of these components was used to determine additional steps needed to increase student achievement leading to the changes as detailed in the Restructuring beginning in 2007 - 2008. Restructuring Actions beginning 2007 - 08: Replacement of Staff: Rich South High School has maintained at a plateau level of achievement for black students and economically disadvantaged students according to the data over the previous 4 years in the areas of Reading and Mathematics. At Rich South High School, the administrative structure had been the following: Principal, Associate Principal (in charge of Pupil Personnel Services), Assistant Principal (Athletics and Activities), Curriculum Coordinator for the following subject areas - Language Arts, Mathematics, Science and Fine Arts, and Social Studies and Foreign Language. Curriculum Coordinator for Special Education shared with another campus Additionally, there has been a District Curriculum Coordinator for Vocational Education shared by all three campuses. Over the previous two years, the District has spent a great deal of time looking at the structure (the "bus") and the personnel (the "people on the bus"). One of the main issues arose in the fact that in this structure, the principal is the Instructional Leader for the building, but has no support in the area of academics - a "right hand" person to ensure that academic follow through is occurring at each level. It also set up Curriculum Coordinators who had no structure in place to pull them together to work as a cohesive team, on academic items. The Associate Principal's role was to ensure that the Pupil Personnel Service Team

(Deans, Counselors, Social Worker, Psychologist, and Nurse) were meeting to discuss interventions for specific students - but not necessarily to address academic needs of the campus as a whole. Using best practice research and meeting with consultants, such as Dr. Timothy Kanold and Dr. Richard DuFour from Adlai Stevenson High School, a new set of needs was identified and a new administrative structure was determined. Moving the building to Professional Learning communities requires the teams to be in place in a different format. The Principal needs to have an understanding of how the teams should work and be able to stay on focus with academic initiatives. The structure also needs an administrator who is responsible for ensuring that academic initiatives are across the board and assist with follow through for all departments. Additionally, other administrators, although they may focus on a particular content area, need to also understand their role in supporting the overall school initiatives. And finally, the vocational education program needed a shift in thinking to Applied Arts - in order to allow for vocation while maintaining the idea of application of core areas into these courses. With that information, the following structure will be in place beginning the 2007 - 08 school year: Principal, Associate Principal for Operations (in charge of Pupil Personnel Services), Associate Principal for Teaching and Learning (supervises specific departments as well as the overall Academic Program), Assistant Principal for Athletics and Activities, Instructional Leaders (works with specific departments as well as overall academic initiatives): Math Social Science Special Education District Instructional Leader for Applied Arts In this new structure, only two people who were part of the previous staff will be returning – the Principal for the campus will remain the same with a new administrative team under the restructured administration plan and the Associate Principal for Operations. This major change will include training in the summer months as well as ongoing assistance and support for the new team in moving achievement forward. Other Major Restructuring: With the test score data on the Prairie State as well as local data on our Explore, Plan, ACT system, there is a distinct systemic issue that starts when students enter the campus. Additionally, many of our honors level students are not performing at the optimum level due to scheduling issues and lack of communication amongst honors level teachers across the board. With this several major restructuring initiatives are beginning in 2007 - 08: New Bell Schedule Small Learning Communities: Freshmen Galaxy 1 Honors Galaxy 2 Galaxy 3 School Within A School Evening School New Bell Schedule: The New Bell schedule will eliminate the issue of split classes which caused considerable disruptions in learning for students in those classes. The split class would involve a student attending class for 25 minutes, leave the class to have a 25 minute lunch period, and return to the same class for an additional 25 minutes of instruction. In the new bell schedule, a student's lunch is paired with an advisory period. Small Learning Communities: Through the investigation of best practices at the high school level, one major restructuring approach involves the redesigning of the high school into smaller learning communities. These learning communities need to be set up to be entities within the larger context that offer students a smaller, more personalized academic experience. At Rich South, these smaller learning communities take the form of five learning experiences for students: Freshmen Galaxy 1 Honors Galaxy 2 Galaxy 3 School Within a School Evening School Freshmen Galaxy 1: Students entering Rich South High School in the Fall of 2007 who are freshmen will be placed into the Freshmen Galaxy. This Galaxy contains all of the Core Freshmen classes - Language Arts, Mathematics, Science, and Social Studies. The Freshmen Galaxy is located in one wing of the campus to keep those students in a smaller learning environment where teachers share the same students and have collaborative time to develop lessons that connect for those students. There is an Administrator, Dean and Guidance staff assigned to the Galaxy to support the initiatives of the staff. Advisory periods for students in this Galaxy will be geared for Freshmen students and their specific academic needs. Over the course of the year, teachers will receive training in regards to differentiated instruction to assist with skill building for all students based on the incoming Explore scores. Additionally, Math Consultant will be observing Algebra classes in the Galaxy and meeting with those teachers to address instructional methodology for mathematics. Common artifacts (assessments, pacing guides, assignments, grading scales) will be mandatory within the Galaxy to ensure equity for all students as well as measures to determine how students are performing while allowing for adjustments in curriculum according to the Illinois Assessment Framework needs. Finally, based on data that supports students performing better when they take classes together as a team, Rich South will be running a small group within the Freshmen Galaxy who travel together as a cohort of students. The data on these students will be collected and compared to determine the effectiveness for future planning. Honors Galaxy 2 Beginning in Fall 2007, students in core Honors Courses will be housed in one centralized wing of the campus. This will enable students to be in a smaller learning community that allows for collaboration amongst Honors teachers in regards to thematic planning, extended time for projects and planning for those students to continue in the honors courses through their high school career. This Galaxy is also designed to encourage and develop plans for assisting the higher achieving students to perform at their peak. Teachers in the Honors Galaxy will receive training geared towards working with the Honors level students. Additionally, the advisory periods for these students will be geared towards the needs of the Honors student. There will be a designated administrator and counselor to work with this wing of students as well. Finally, students will be able to take as many courses in this Galaxy as appropriate. Galaxy 3 Sophomore, Junior and Senior students who do not take the majority of their courses in the Honors Galaxy will belong to the Green Galaxy Small Learning Community. Teachers will have the opportunity to meet and ensure that academic initiatives are common for students in the same course, plan out thematic units for the Galaxy, address the needs of specific classes through the advisory period, and receive training on differentiated instruction to address the needs of all students. A designated administrator, dean and counselor will be assigned to this Galaxy as well. School within a School In the 2006 - 07 school year, the alternative campus, Phoenix, was closed and those students returned to Rich South High School. Many of these students needed a smaller, more one-on-one learning environment. The School Within a School (SWS) was set up to meet this purpose. In the 2007 - 08 school year, the SWS program will continue to operate as a small learning community for those students who need the one-on-one, small setting

situation. Students may take one to four classes in the SWS program. Teachers assigned to the program will offer support in conjunction with a designated counselor to this group of students. Evening School In addition to the SWS system, a population of Rich South students needs a small learning community that is outside of the regular school day. To that end, beginning in 2006 - 07, the Evening School Program was opened to those students. In 2007 - 08, the program will be expanded and offered to more students who are in need of this type of learning environment. These actions are appropriate for the school in light of the data as it exist for Rich South High School. Over the past four years, Rich South has seen teacher experience decrease while test scores remained the same. This speaks to the fact that as new teachers came into the system, the veteran staff shared their techniques and ideas for working with students that continued to produce the same results. By bringing in new administrators to provide leadership to all teachers in addition to an evaluation process that values the need for collecting data and addressing the Illinois Assessment Frameworks, Rich South will be able to move in a different direction to produce different results.

Section I-L. School Choice and Supplemental Services

School Choice and Supplemental Services - Describe how the district plans to implement, if necessary, public school choice and supplemental services.

Due to the status of all three campuses (Restructuring Implementation), School Choice within the district is not an option for students. Surrounding Districts who have made AYP were contacted regarding accepting students from Rich Township High School District 227. All contacts provided a negative response. Supplemental Educational Services - Parents were notified of their schools' status as well as the Supplemental Education Service opportunity. A list of providers was supplied to parents. SES services are currently being supplied for those students who qualify based on approved funding.

Section I-M. Highly Qualified Teachers

Highly Qualified Teachers - Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.

All teachers are currently highly qualified. We only hire staff certified in the content area in which they teach. If questions exist we consult the local Regional Office of Education for a transcript assessment. Last year many teachers received notification of highly qualified status through the HOUSS system. All newly hired paraprofessionals possess the required number of college credits in order to be deemed highly qualified. All of these safe guards are a part of the hiring process for new hires.

Section I-N. Services for Homeless Children

Services for Homeless Children - Describe the services the district provides to homeless children.

Rich Township High School District 227 provides all services required under the McKinney-Vento Act of 1987. Rich Township High School District 227 Director for Special Education serves as the homeless liaison. With her guidance we offer services to children designated as homeless in accordance with the McKinney Act. Consideration is given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention is given ensuring the enrollment and attendance of homeless children and youths currently not attending school. Should it become necessary, hardship status reviews will be conducted.

Section I-O. Parent Involvement Strategies

Parent Involvement Strategies - Describe how the district implements effective parental involvement strategies.

Rich Township High School District 227 offers Parent workshops in the evening to support Parent Involvement. Topics include: Financial Aid Planning for College Preparing for Standardized Tests Freshmen Night Culinary Experience Night Additionally, parents participate in various committees: Discipline Committee Parent Involvement Committee School Improvement Teams District Improvement Teams In order to satisfy the requirements for the Title I Parent Involvement Policies: The Annual Title I Parent Meeting is held in August at the District Office. The district satisfies the requirement set forth in NCLB Section 1118(a)(2) for a written Title I involvement policy that is developed jointly with, agreed upon with, and distributed to parents of Title I participating children. Additional information regarding the requirement for the Title I parent involvement policy is provided in Section 1118 of the NCLB Act. Beginning in August 2008, each campus will hold its own Annual Meeting specifically for the parents of Title I students at that campus. The agenda is as follows: Services for Title I students: Math support Reading support Tutoring services Supplemental Educational Services In terms of the parent compact, each campus has a compact for Title I parents. It is a part of the Board Policy 6:170 Title I Programs. Specifically, it is 6:170(R) "District-Level Parental Involvement Compact for Title I". Each campus uses this as a guide for their specific School Compact. Detailed plans for parental involvement are in each of the Campus School Improvement plans as well as instructed in Board Policy 6:170. The compacts include (1) a process for continually involving parents/guardians in the development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Title I Parent Involvement Below is other information as detailed in Board Policy 6:170 and 6:170 (R): "The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parental Involvement Compact The Superintendent or designee shall develop a District-Level parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent Involvement Compact Each Building Principal or designee shall develop a School-Level Parent Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parent/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Incorporated By Reference 6:170-E1 (District-Level Parental Involvement Compact) and 6:170-E2 (School-Level Parental Involvement Compact) LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514." In addition to the above policy language, the District also has language that refers to the actual involvement of parents in Policy 6:170R: "5. The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:

- Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
- Identifying barriers to effective evaluation by language support or other assistance as needed.
- Identifying potential policy and compact changes to revise and improve program(s).

6. The District involves parents/guardians in the activities of the schools served under Title I by:

- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
- Providing Building Principal and PTO coordination of events."

All of the above policies are reviewed at the campus level with parents, administrators and teachers. The original policy was developed with parents and agreed upon by all parties. Subsequent review is done jointly with parents. The policy is made available to parents through a variety of media sources: - Distribution at Title I Parent Meetings - Posting on the District and Campus website - Mailings to Title I parents All of the above information includes the Annual Meeting, Compact information and written policy as set forth in Section 1118 of the NCLB Act (including Section 1118(a)(2)).

Section I–P. After School, Before School, and Summer School Programs***After School, Before School, and Summer School - Describe how the district uses funds under Title I to support after school, before school, and summer school programs.***

Rich Township High School District 227 offers Saturday tutorial sessions for Title 1 students to address their specific skill needs. All sessions are centered on working with students on specific skill sets needed to meet the state standards as evidenced by the PSAE. Funds are used to support after school tutoring sessions for Title 1 students. After school tutoring is geared toward assistance with skills students need to master in order to meet state standards in direct parallel to their classroom activities. Supplemental Education Service tutoring is funded through Title 1 monies. Title 1 students attend tutoring sessions with approved providers. Those sessions are focused on skill building based on diagnostic information. A summer program will be offered in Summer 2008 to assist Title 1 students with Math and Reading skills. This Summer Enrichment program will be offered to incoming Title 1 Freshmen. Specific focus will be made on bridging gaps in skills need to address the state standards.

Section II-A Local Board Action

DATE APPROVED by Local Board: 1/15/2008

A. ASSURANCES

The local education agency assures the Illinois State Board of Education that the district will:

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.
10. Comply with the requirements of NCLB, Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

14. Use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
17. The district has a policy and procedure in place for the provision of public school choice.
18. The principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

B.SUPERINTENDENT'S CERTIFICATION

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

Section II-B ISBE Monitoring

Approval of I.S.B.E

Yes No The Title I District Plan has the approval of ISBE.

Title I District Plan Comments

July 1, 2008 Dear Mr. Hunigan: Rich TWP HSD 227's Title I District e-Plan revisions have been reviewed and approved. Thank you for providing a detailed plan that satisfactorily addresses the requirements defined by the No Child Left Behind Act: Section 1112: Local Education Plan. Periodically, please revisit your Title I District Plan and update as needed to ensure alignment with your Title I programs. If there are questions relating to this correspondence regarding the Title I District Plan, please feel free to contact me using the contact information provided below. Respectfully, Lynda A. Vaughn, Ed.D. Illinois State Board of Education 100 West Randolph Street, Suite 14-300 Chicago, Illinois 60601 PHONE: (312) 814-3985 FAX: (312) 814-2282 June 18, 2008 Dear Mr. Hunigan: The revisions submitted for the Rich TWP HSD 227 Title I District e-Plan have been reviewed. The revisions made to section I-D, Section I-G, Section I-H, section I-I, and section I-K have been approved; however, the revisions made to section I-O do not provide the specifics required by Section 1112 of the NCLB legislation. Section I-O: Parent Involvement Strategies – Though the district has now described how it addresses the requirement for an annual Title I parent meeting and the requirement for Title I school-parent compacts, still needed is a description of how the district satisfies the requirement set forth in NCLB Section 1118(a)(2) for a written Title I parent involvement policy that is developed jointly with, agreed upon with, and distributed to parents of Title I participating children. Additional information regarding the requirement for a written Title I parent involvement policy is provided in Section 1118 of the NCLB Act. Plans that have been returned for changes must be revised and re-submitted within 30 days from the date of notification. Please submit your revisions by amending the Illinois e-plan on file at the Interactive Illinois Report Card (IIRC) website <http://iirc.niu.edu/>. Should you have any questions, please feel free to contact Dr. Lynda Vaughn using the contact information provided below. Respectfully, Lynda A. Vaughn, Ed.D. Illinois State Board of Education 100 West Randolph Street, Suite 14-300 Chicago, Illinois 60601 PHONE: (312) 814-3985 FAX: (312) 814-2282 June 5, 2008 Dear Mr. Hunigan: Rich TWP HSD 227's Title I District e-Plan has been reviewed. That review indicated that, though the district is meeting the majority of the requirements of the No Child Left Behind Act: Section 1112 – Local Educational Plan, a few sections are in need of additional attention. As you again examine the district's Title I e-Plan, you are encouraged to consider whether or not the plan would provide sufficient guidance to someone who might have to implement the district's Title I program should the current district personnel be unavailable to provide assistance. You are also encouraged to note that "Not Applicable" should be used sparingly. Several sections may include references to board policies (Examples: serving minority children, serving homeless children, plans for schools not making AYP, plans for the implementation of Choice and Supplemental Education Services, and Parental Involvement requirements). If policies exist, please reference the board policies and provide summaries of the policies as part of the response to the section. Additional information is requested for each of the following sections: I-D: Professional Development for Teachers and principals – The district is requested to describe how it will coordinate programs under Title I and Title II in order to provide professional development for teachers and principals. I-G: Children in Need of Services – For Targeted Assistance Title I schools, the district is requested to convey the district established multiple, educationally related, objective selection criteria that are used to identify the children that are eligible for Title I services. Section 1115 of the NCLB Act should be of assistance. I-H: Programs and Educational Services – This section requests a description of the Title I funded programs and activities (Targeted Assistance and/or Title I Schoolwide) that will be implemented. Section 1115(Targeted Assistance) of the NCLB Act should be of assistance. I-I: Services for Migratory Children – This section requests that the district describe how it will ensure that eligible migratory children are selected to receive Title I services on the same basis as other eligible children. If there is a district policy/procedure, an explanation of that policy/procedure should prove beneficial. I-K: District Actions for Schools Not Making AYP – Please describe the actions taken in response to schools being identified for school improvement status, for corrective action status

and/or for restructuring status as well as for the District being identified for Corrective Action status. Section 1116 of the NCLB Act should be of assistance. I-O: Parent Involvement Strategies – Information is needed regarding how the district satisfies the requirements for the Title I Parent involvement Policy(ies), for the annual Title I meeting, and for the Title I school-parent compacts. Section 1118 of the NCLB Act should be of assistance. Please submit your response by amending the Illinois e-plan on file at the Interactive Illinois Report Card (IIRC) website <http://iirc.niu.edu/>. Plans that have been returned for changes must be revised and resubmitted 30 days from the date of this notification. Should you have any questions, please feel free to contact Dr. Lynda Vaughn using the contact information provided below. Respectfully, Lynda A. Vaughn, Ed.D. Illinois State Board of Education 100 West Randolph Street, Suite 14-300 Chicago, Illinois 60601 PHONE: (312) 814-3985 FAX: (312) 814-2282