

Plan Submission and ISBE Monitoring	
Local Board Approved	11/03/2009
Submitted	11/05/2009
Plan Resubmitted	
ISBE Monitoring Completed	11/19/2009

PRELIMINARY INFORMATION

RCDT Number:	340492200260004		
District Name:	Barrington CUSD 220	School Name:	Barrington High School
Superintendent:	Dr Tom Leonard	Principal:	Steve McWilliams
District Address:	310 James St	School Address:	616 W Main St
City/State/Zip:	Barrington, IL 60010 3329	City/State/Zip:	Barrington, IL 60010 3015
District Telephone#:	Label 8473816300 Extn: 0	School Telephone#:	8473811400 Extn: 0
District Email:	tleonard@barrington220.org	School Email:	smcwilliams@barrington220.org
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2009-10 State Improvement Status	Academic Watch Status Year 3

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.2	Yes	99.2	Yes	78.6		Yes	78.0		Yes			97.1	
White	99.7	Yes	99.7	Yes	81.8		Yes	81.6		Yes				
Black														
Hispanic	98.5	Yes	98.5	Yes	36.2	39.1	Yes	39.7	37.5	Yes			95.5	
Asian/Pacific Islander	100.0	Yes	100.0	Yes	91.2		Yes	86.2		Yes				
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities	96.2	Yes	96.2	Yes	48.8	52.9	Yes	36.8	39.7	Yes		97.3	
Low Income	97.5	Yes	97.5	Yes	37.3	34.7	Yes	32.8	33.4	Yes		96.4	

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 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% 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 70% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% 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.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 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								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	93.1	93.2	93.2	93.6	93.5	93.4	93.4	93.8
Truancy Rate (%)	1.3	1.4	1.7	1.4	1.4	1.2	1.0	1.2
Mobility Rate (%)	3.8	5.3	3.8	3.3	4.0	3.3	2.5	2.8
HS Graduation Rate, if applicable (%)	100.0	98.9	96.8	98.3	93.9	92.9	100.0	97.1
HS Dropout Rate, if applicable (%)	0.3	0.6	0.9	0.5	0.1	0.3	0.2	0.2
School Population (#)	2,468	2,562	2,659	2,784	2,878	2,892	3,007	3,000
Low Income (%)	5.2	5.5	11.9	7.3	8.1	11.4	10.7	11.7
Limited English Proficient (LEP) (%)	2.3	2.3	2.2	0.3	2.3	2.7	0.4	1.3
Students with Disabilities (%)								
White, non-Hispanic (%)	84.7	84.6	83.2	82.6	82.1	81.3	80.3	79.2
Black, non-Hispanic (%)	1.5	1.6	1.8	1.5	1.5	1.6	1.7	2.1
Hispanic (%)	7.2	7.7	8.5	8.4	8.8	9.0	9.7	10.1
Asian/Pacific Islander (%)	6.4	6.0	6.4	7.4	7.5	8.0	7.8	7.6
Native American or Alaskan Native(%)	0.2	0.2	0.1	-	-	-	-	0.1
Multiracial/Ethnic (%)	-	-	-	0.1	0.1	0.2	0.5	0.9

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 (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	1999	85.5	1.2	6.5	6.8	-	-
	2000	85.2	1.5	7.0	6.3	0.1	-
	2001	85.6	1.3	6.7	6.4	0.1	-
	2002	84.7	1.5	7.2	6.4	0.2	-
	2003	84.6	1.6	7.7	6.0	0.2	-
	2004	83.2	1.8	8.5	6.4	0.1	-
	2005	82.6	1.5	8.4	7.4	-	0.1
	2006	82.1	1.5	8.8	7.5	-	0.1
	2007	81.3	1.6	9.0	8.0	-	0.2
	2008	80.3	1.7	9.7	7.8	-	0.5
	2009	79.2	2.1	10.1	7.6	0.1	0.9
D I S T R I C T	1999	85.8	1.5	7.2	5.4	-	-
	2000	86.1	1.3	7.2	5.3	0.1	-
	2001	84.7	1.6	7.8	5.9	-	-
	2002	83.6	1.5	8.5	6.3	0.1	-
	2003	82.9	1.4	10.4	5.2	-	-
	2004	81.3	1.7	10.0	7.0	-	-
	2005	80.3	1.6	10.2	7.4	-	0.5
	2006	78.4	1.6	11.0	8.0	-	1.0
	2007	77.3	1.5	11.4	8.4	0.1	1.4
	2008	75.8	1.6	11.7	8.9	-	2.0

	2009	74.3	1.8	12.2	9.2	-	2.4
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
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	1999	2.7	3.0	87.6	94.7	5.6	9	0.4	0.8	95.5
	2000	2.9	5.1	84.0	94.4	4.6	8	0.3	0.5	97.1
	2001	2.8	2.7	82.5	92.1	9.5	14	0.6	0.9	95.8
	2002	2.3	5.2	90.0	93.1	3.8	31	1.3	0.3	100.0
	2003	2.3	5.5	95.0	93.2	5.3	36	1.4	0.6	98.9
	2004	2.2	11.9	98.0	93.2	3.8	45	1.7	0.9	96.8
	2005	0.3	7.3	99.5	93.6	3.3	39	1.4	0.5	98.3
	2006	2.3	8.1	99.6	93.5	4.0	39	1.4	0.1	93.9
	2007	2.7	11.4	95.5	93.4	3.3	34	1.2	0.3	92.9
	2008	0.4	10.7	99.5	93.4	2.5	31	1.0	0.2	100.0
2009	1.3	11.7	97.5	93.8	2.8	36	1.2	0.2	97.1	
D I S T R I C T	1999	2.9	4.5	97.9	95.3	7.2	25	0.3	0.8	95.5
	2000	2.8	5.4	94.6	95.3	6.4	22	0.3	0.5	97.1
	2001	3.0	4.2	94.6	94.5	7.4	29	0.4	0.9	95.8
	2002	3.7	5.4	96.7	95.0	4.7	88	1.1	0.3	100.0
	2003	4.3	7.2	97.7	94.8	5.6	82	1.0	0.6	98.9
	2004	4.4	10.5	99.1	95.1	4.6	182	2.1	0.9	96.8
	2005	3.4	8.4	99.2	94.9	4.1	64	0.7	0.5	98.3
	2006	5.2	9.4	99.0	95.0	4.5	114	1.3	0.1	93.9
	2007	5.5	12.7	98.5	94.8	3.5	40	0.4	0.3	92.9
2008	5.2	12.1	99.3	94.9	3.4	42	0.5	0.2	100.0	

	2009	6.5	14.1	98.8	95.0	3.3	44	0.5	0.2	97.1
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1	

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	2,323	-	-	-	-	-	-
	2000	2,366	-	-	-	-	-	-
	2001	2,430	-	-	-	-	-	-
	2002	2,468	-	-	-	-	-	616
	2003	2,562	-	-	-	-	-	626
	2004	2,659	-	-	-	-	-	632
	2005	2,784	-	-	-	-	-	696
	2006	2,878	-	-	-	-	-	689
	2007	2,892	-	-	-	-	-	756
	2008	3,007	-	-	-	-	-	722
	2009	3,000	-	-	-	-	-	727
D I S T R I C T	1999	7,923	-	-	-	-	-	-
	2000	7,997	-	-	-	-	-	-
	2001	8,310	660	656	717	680	630	567
	2002	8,382	700	665	665	666	679	616
	2003	8,426	654	711	671	710	673	626
	2004	8,585	661	673	739	670	715	632
	2005	8,789	651	687	693	706	690	696
	2006	8,985	670	665	698	769	709	689
	2007	8,955	664	678	669	721	775	756
	2008	9,095	695	697	702	734	731	722
	2009	9,065	674	706	715	695	734	727

S T A T E	1999	1,962,026	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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**

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	478	15	56,920	37	63	19	18	-	-
	2000	484	15	60,877	35	65	19	18	-	-
	2001	485	15	61,681	36	64	20	20	-	-
	2002	500	14	61,964	30	70	20	20	1	0
	2003	510	13	59,921	35	65	19	20	1	-
	2004	534	12	59,870	33	67	19	20	1	-
	2005	564	12	62,709	34	66	19	20	1	-
	2006	558	12	63,293	34	66	19	20	1	-
	2007	568	12	64,979	36	64	18	20	1	-
	2008	579	12	67,570	39	61	17	20	1	-
2009	587	12	71,755	41	59	17	20	1	-	
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1

2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	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	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	76.2	78.7	76.5	77.1	74.4	77.4
White	81.2	80.9	81.4	79.6	80.2	80.7
Black	10.0	20.0	38.5	-	41.2	-
Hispanic	29.0	38.2	23.6	37.8	31.4	35.6
Asian/Pacific Islander	72.2	92.0	88.2	86.8	76.3	88.2
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	31.4	36.7	43.7	36.9	46.8	45.4
Low Income	27.9	35.9	24.1	35.6	27.7	35.7

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

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

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	75.0	75.8	75.0	77.0	76.1	76.9
White	78.7	78.9	78.8	79.5	81.1	80.8
Black	20.0	10.0	38.5	-	41.2	-
Hispanic	28.9	23.5	29.5	37.8	31.4	39.0
Asian/Pacific Islander	86.1	88.0	92.1	86.8	94.8	83.3
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	32.9	20.6	37.5	30.6	32.1	32.6
Low Income	21.0	33.4	25.8	37.8	27.6	30.0

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

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?

Analysis of our 2009 PSAE data shows 78.6% of all our students meeting/exceeding standards in Reading, and 78.0% meeting/exceeding standards in Math. Both of these areas showed improvement from the 2008 PSAE, up from 75.0% of our students meeting/exceeding standards in Reading, and 77.0% of our students meeting/exceeding standards in Math. In 2009, all of our identified student subgroups; including Hispanic students, Students with Disabilities, and Low Income students made Adequate Yearly Progress (AYP) in both Reading and Math. During this year, 36.2% of our Hispanic subgroup of students met/exceeded standards in Reading, and 39.7% of students in this subgroup met/exceeded standards in Math. For Students with Disabilities, 48.8% of students in this subgroup met/exceeded standards in Reading and 36.8% of these students met/exceeded standards in Math. With our students identified as Low Income, 37.3% met/exceeded standards in Reading and 32.8% met/exceeded standards in Math.

The 2009 PSAE scores in Mathematics for our Hispanic students improved significantly from 2008, from 30.6% to 39.7%. This represents the highest percentage of BHS Hispanic students meeting/exceeding standards in Math on the PSAE. The growth in the percentage of Hispanic students meeting/exceeding standards in Reading has also steadily increased, however the rate of growth has been somewhat impacted by the elimination of the IMAGE assessment in 2008. Significant growth was also seen in the percentage of Low Income students meeting/exceeding standards in Reading from 27.4% in 2008 to 37.3% in 2009. Similar growth was seen in the percentage of Low Income students meeting/exceeding standards in Math; increasing from 26.0% of students meeting/exceeding standards in 2008 to 32.8% of students in this subgroup meeting/exceeding standards in 2009. Our subgroup of Students with Disabilities also saw increases from 2008 to 2009 in the percentages of these students meeting/exceeding standards in both Reading and Math on the PSAE.

All sub-groups of students met AYP in 2009 based on the percentage of students tested and graduation rates. The 2009 High School Graduation Rate for BHS of 97.1% is well above State AYP minimum target. The Graduation Rate is slightly lower for Hispanics (95.5%) and Low Income students (96.4%) but also still well above AYP minimum standards. The 2009 Graduation Rate for our Students with Disabilities is the highest of any subgroup at 97.3%.

The percentage of all students in 2009 meeting/exceeding standards in both Reading and Math is at an all-time high for Barrington High School. We have seen consistent and steady growth in the percentages of our students meeting/exceeding standards in Reading and Math since the inception of the PSAE. While we have also seen steady growth in the percentages of all our identified student subgroups, our Hispanic, Low

Income, and Students with Disabilities still are under-performing as compared to the percentages of our White and Asian/Pacific Islander subgroups.

Even though our 2009 Adequate Yearly Progress (AYP) Status Report indicates that we made AYP in Reading and Math for all identified subgroups, continued focused efforts need to be made to increase the percentages of students in our under-performing subgroups so that all students at BHS continue to meet/exceed standards in Reading and Math, and we are able to close the achievement gap between our various subgroups.

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

The discrepancy between the percentage of students meeting/exceeding standards in certain student subgroups with that of our overall student population may be due in part to a lack of connection and investment these students feel to BHS, and in relation to their expectations beyond high school. A number of discussions with a focus group of Hispanic students and students on the free/reduced lunch program that began during the 2006-07 school year revealed that this disconnect manifests itself in a number of ways. As some of the students in these subgroups do not necessarily view post-secondary education as an option, the motivation to achieve on standardized tests and in their academic classes may not be as great. Students from these groups do not participate at the same ratio in co-curricular activities or in higher-level courses at BHS as do their White counterparts. Many of these students also have jobs or other family obligations after school and may not be able to participate in after school activities. The student discussions also revealed that many of the students were underutilizing tutoring and intervention programs already in place. In addition, it was found that academic success was not always valued and individual efforts towards academic improvement sometimes produced relational conflict within the peer group. The Hispanic students, particularly the males, in our focus group acknowledged that it is not considered "cool" to do well in school, and those Hispanic students who do achieve are accused of trying to be like the "Barrington kids." These students also expressed their perception that some teachers (possibly out of an empathy for cultural and socio-economic factors) communicate lower expectations for Hispanic and Low Income students. All of this evidence suggests a general feeling of disconnect between the Hispanic students (who make up 10.1% of the total school student population in 2009) and Low Income students (11.7% of the school population in 2009), and their White counterparts. It is important to note that many of the students in the Hispanic subgroup are also included in the Low Income subgroup. Of the 374 students who qualified for the free/reduced lunch program for the 2009-10 school year (as of October, 2009), 248 or 66.3% of those students are Hispanic. Historically, on the PSAT, over 65% of the students who are identified as members of the Hispanic student subgroup are also identified as members of the Low Income student subgroup. A significant percentage of the Hispanic students who are also

members of the Low Income student subgroup do not reside in Barrington but in Carpentersville (geographically located on the edge of the district), causing an additional disconnect and separation from the majority of the students.

The academic preparation that our students in these subgroups have prior to taking the PSAE may also be lacking. For example, we found by examining our data, that students enrolled in our C-level (lower level) math classes are less likely to make AYP in math than students who are enrolled in math classes in our average or honors levels. Not being exposed to the same math concepts and taking courses with less academic rigor may be impacting the students ability to meet/exceed standards. As a result of this data, a systemic review of our grades 6 - 10 C-level math courses is planned for the 2009-10 school year.

While many of these same factors still exist in 2009, initiatives from our 2006 School Improvement Plan have begun to make positive in-roads into addressing these issues. For example, in addition to the growth we have seen in the percentage of students making AYP in 2009, the percentage of our Hispanic students receiving a failing semester grade has been reduced from 31% during the 2006-07 school year to 22.8% during the 2008-09 school year. A similar improvement was seen with our Low Income students, reducing the percentage of these students who received a failing grade from 33.65% in 2006-07 to 24.65% in 2008-09. While the percentage of students in these subgroups who receive failing grades is still significantly higher than our White students (6.6% in 2006-07 and 5.45% in 2008-09), we believe the initiatives identified in our previous SIP are having a positive impact. The fact that the failure rate of our Hispanic and Low Income students is still significantly above that of White students, indicates the need for continuing our academic supports and interventions for students struggling in school.

To address the previously identified concern regarding the lack of connection that our Hispanic students experience at BHS, one result of the 2006-07 focus group was the creation of a Latino Student Leadership Team. This student leadership group, now in its 3rd year, has provided opportunities for Hispanic and Latino students to become more involved in school, has given them a greater positive voice, and has helped to develop connections with other students that did not previously exist. The Latino Student Leadership Team has promoted increased involvement of Hispanic students in athletics and co-curricular activities; sponsored an assembly for all Latino students featuring nationally-known speaker, Carlos Ojeda, who emphasized education as the key to personal success; sponsors an annual all-school dance whose proceeds go toward local college scholarships for BHS Latino students; provides opportunities for Hispanic students to attend a Latino College Fair and student leadership conferences; and hosts an orientation program at the high school for 8th grade Hispanic students from our feeder schools.

A lower frequency of parent involvement may also contribute to some students' under-performance. Often, parents of these students are not as involved with the school and/or do not always understand how to appropriately advocate for their children. This can be attributed to cultural and/or language barriers, or a general disconnect that these parents may also feel to the high school. To better promote communication with these parents, letters sent from the school are written in Spanish to parents who have indicated that Spanish is their home language. Evening programs specifically geared for Hispanic parents are held with translators to ensure proper communication, and a Spanish-language phone hotline was

established at the school. An increased number of our staff members are bilingual, providing more contacts at school for the Spanish speaking parents.

Scores of subgroups who had not made AYP may also be the result of a disproportionate number of Hispanic and Low Income students in lower-level academic classes. Students in these subgroups are generally overrepresented in lower-level classes and underrepresented in higher-level classes such as Honors and AP. As a result, a higher percentage of Hispanic and Low Income students may not have had the necessary level of content exposure and development in reading and math to prepare them for success on the PSAE. Reading readiness and language difficulty with academic vocabulary in math, may also result in unique challenges for some of our Hispanic students when trying to solve word problems or geometric equations.

The lower percentage of students in the subgroup populations not meeting/exceeding standards may have also be due to a previous lack of targeted academic interventions for students who do not qualify for direct services under current guidelines. Most of the students in the Hispanic and Low Income subgroup populations not making AYP do not qualify for Special Education or ELL services. Historically, there have been few systemic, targeted interventions at BHS for these sub-group students not receiving special services based on their performance in academic classes and/or scores on standardized tests. A faculty committee, the VISA Team (Vision for Improving Student Achievement), was formed during the 2006-07 school year to research, develop, and recommend new intervention programs specifically designed to better address the needs of our under-performing students. As a result of this group's work, three new programs; Freshman Reading, Math Academy, and Study Skills were initiated in the 2007-08 school year. Now in its 3rd year, longitudinal data is being analyzed to determine the impact of these programs. Initial data collected during the 2007-08 and 2008-09 school years has indicated that these interventions have resulted in improvement in the reading and math skills for students enrolled in these programs, and hold promise for continued student growth.

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

While Barrington High School made AYP in 2009, and has shown consistent yearly improvement in the percentage of students meeting or exceeding standards with our targeted subgroups, an achievement gap continues to exist between the academic performance of our various subgroups. Analysis of these demographics reveals that a high percentage of the students from one subgroup also fall into one or more other subgroups. Targeted academic interventions to build upon our recently developed programs, along with a closer examination of our current curricular and instructional practices, are needed to more appropriately meet the learning needs of these (and all) students. In addition to better meeting the academic needs of our Hispanic and Low Income students, continued efforts must be made to develop more positive relationships between these students and the staff and majority student population group to help them feel more connected to Barrington High School. We also need to further reinforce with our Hispanic and Low Income students the importance of continuing their education beyond high school and to help them see this as a viable, obtainable option.

Our specific targeted interventions need to be reviewed and further developed in math and reading to best meet the educational needs of the students in the subgroups who are underachieving. In addition, we need to better align our curriculum and course objectives in all content areas and at all levels to state, national, and college readiness benchmark standards to ensure our educational outcomes are consistently meeting the learning needs of all our students.

We need to examine how we can improve the use of local formative assessments to identify student deficiencies and better inform our instruction. This should include more common use of standards and skills language between English and Social Studies, and school-wide reinforcement of reading and writing skills. There is a need for a more focused support system to provide a "bridge" for students who have recently exited out of the ELL program and entered the general education courses. Consideration needs to be given as to how we can better align our special education courses to the curriculum and expectations of our regular education courses. To support all students, we need to improve the effectiveness of the English Writing Lab and tutoring program.

Our data indicates that if students do not successfully complete Algebra IIB, they are less likely to meet/exceed standards on the PSAE. As a result, we need to look at revamping our C-level curriculum in grades 6 - 10 to increase access to Algebra IIB. A greater emphasis needs to be placed in all our math courses on mastering the essential math concepts as opposed to coverage of material. Of the juniors enrolled in Algebra IIB or above, all but 5 students made AYP in 2009.

The improvement of the percentages of Hispanic, Low Income, and Students with Disabilities meeting/exceeding standards in both Reading and Math are the result, we believe, of the targeted interventions and professional development that evolved from the 2006 - 08 School Improvement

Plan. Further data analysis is need to more accurately assess the impact of these programs. Continuing to build on our efforts to address the academic needs of students in these subgroups should result in further growth in the percentages of all students meeting/exceeding standards in both reading and math. Additional staff development needs to be done to increase teachers' awareness of cultural and socio-economic factors that can impact student learning, to develop instructional strategies that can more effectively connect to the students' learning styles and interpersonal needs, and to align our course outcomes to the standards. The progress of students in our academic intervention programs needs to be closely monitored to determine the effectiveness of these supports and to help plan next steps.

Section I-B Data & Analysis - Local Assessment Data

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?

Barrington High School gives a number of standardized tests to students in addition to the PSAE during junior year. In previous years, prior to entering BHS, all eighth grade students had taken the Explore test, which was used to help determine placement in their freshman year courses. Because there was a sense that not all 8th grade students took the Explore test seriously, and that the data gathered from the test was not meeting our needs for placement purposes, beginning with the 2007-08 school year the MAP (Measure of Academic Progress) assessments have been used in place of the Explore Test to provide more relevant data that can be linked to placement and instruction for incoming freshmen at the high school. The continue use of the Explore Test is currently being reviewed at the district and building levels.

The past history at BHS has been for all freshmen and sophomores to take the PLAN test in the fall, which is given to help them prepare for the ACT test, and as a way for students and parents to assess academic strengths and deficiencies. The results of the PLAN are reviewed with freshmen in the advisory program. Results for sophomores are mailed home, with a follow-up program for parents and students offered in the evening. The building administration is currently investigating the possibility of changing our testing schedule, and giving the freshmen the PLAN test and the sophomores a practice ACT during the PSAE testing dates. There is also discussion about giving sophomores practice Work Keys tests in Reading for Information and Applied Mathematics during the second day of PSAE testing. The motivation behind these discussions is to provide more practice and authentic assessment experiences for the students, and additional useful data for the school to help us better identify students who may need accelerated learning experiences to address skill deficits.

In the spring of 2008, we gave all sophomores practice Work Keys assessments in Reading for Information and Applied Mathematics. We used

the GAINS Education Group to analyze our data and requested they disseminate it so that the results were organized by specific sophomore English and Math courses. This allowed us to see how closely the curriculum of the sophomore courses were aligned to the skills that the enrolled students did or did not answer correctly on the Work Keys assessment. Teachers in these courses were given this data to help identify those content areas that may be missing from their curriculum, and to incorporate them into their instruction.

Barrington High School's ACT composite scores for both core and non-core have remained consistently above both the state and national averages. BHS composite averages for the past five years have improved from 23.4 in 2004 to 24.3 in 2009. In addition, the ACT composite scores for BHS students in the areas of English, Mathematics, Reading, and Science are all above both state and national averages.

In looking at the growth of our students from the Explore to the ACT test between 2003 - 07, we found that on average, students gained 6.3 points in English, 6.0 points in Math, 6.9 points in Reading, and 5.1 points in Science. These average gains in each of the content area subtests are above the recommended benchmark gains for growth from Explore to ACT.

The PSAT test is offered to interested sophomores and juniors. Typically the PSAT is taken by juniors. Over the past five years, we have had an average of 12 BHS students per year who have qualified as National Merit Scholarship Semi-Finalists. We are currently examining changing the day we offer the PSAT beginning with the 2010 - 11 school year. Rather than giving the PSAT during a school day as we have done, we are looking at moving to a Saturday test date, so we can reclaim an instructional day.

During the 2008-09 school year, 681 students (or 22.6% of the school enrollment) took Advance Placement exams. Of the 1,430 AP exams taken, 83.1% of these exams earned a 3 or better. Both the number of students taking AP exams and the number of exams receiving passing grades (3 or better) have increased each school year since 2000-01.

In looking at the correlation between grades in our English courses and the percentages of students making AYP in Reading, it was discovered that 82 juniors who received a passing grade in their regular-level Junior English course did not make AYP in Reading in 2009. A one semester Speech or Debate class is required for all students sophomore year. Reading and writing skills are not vital for success in Speech or Debate, but these skills are necessary for success on the PSAT junior year. As a result, we will be reviewing our sophomore and junior year curriculum, to better align the courses with the standards.

In the C-level Geometry and Algebra math classes, many students are earning passing grades but not meeting/exceeding standards on the PSAT. For example, in 2008-09, 64% of the students who earned passing grades in Geometry C and Algebra C did not make AYP. Students who enter the high school math curriculum in Math Survey or Algebra IC are typically not making AYP in grade 11.

Currently, all grade 3 - 8 students in the district are given the MAP (Measure of Academic Progress) assessments in reading and math. This is a state-aligned, computerized adaptive test that measures the academic growth of the students. The MAP tests reports scores are norm-referenced, achievement, and growth indicators, thereby providing different perspectives on an individual student's learning. Beginning with the 2006-07 school year, 9th and 10th grade BHS students in lower-ability Math and English courses were given a MAP assessment. The results of the MAP math subtest from 8th, 9th, and 10th grades are used to help place students in our Math Academy classes. Students with a score below 225 were eligible for placement in the Math Academy. The 8th grade winter MAP Reading scores are also used, along with teacher recommendations, to place students in our Freshman Reading class. Generally, students with a MAP reading score below 219 are placed in Freshman Reading.

The MAP assessments are also given three times per school year (fall, winter, and spring) to students in the Freshman Reading and Math Academy programs to monitor progress and growth. MAP data from the 2008-09 school year in the Math Academy program indicated that, on average, students in the Algebra I-C Math Academy grew 1 grade level; students in the Geometry C Math Academy grew 3 grade levels; and students in the Algebra II-C grew 1.5 grade levels. MAP data from the Freshman Reading program is currently being analyzed.

During the 2007-08 school year, over 2,100 students took a school climate survey. This was done to help assess, among other things, the degree to which students felt comfortable, valued, and supported at school, understanding the correlation between a positive school culture and student achievement. We also wanted to see if there was a significant difference in the perception of our school climate between our White and Hispanic students. From the total number of respondents, 190 were Hispanic students. Response choices to each question were: Always, Often, Sometimes, Rarely, or Never. A response of Always, Often, or Sometimes were considered as affirmative. A sampling of those results indicated that 93.7% of White students and 84.7% of Hispanic students felt a sense of belonging at BHS; 86.1% of White students and 83.7% of Hispanic students felt that at BHS, teachers, administrators, staff, students, and parents listen to one another; 89.5% of White students and 76.8% of Hispanic students felt they are a part of BHS and feel welcomed into the school community; and 80.5% of White students and 78.5% of Hispanic students felt that other students are mostly polite and respectful toward each other. While student responses to the questions were overall favorable, as anticipated, the responses of the Hispanic students were less positive than the White students. A greater percentage of Hispanic students (75.2%) than White students (63.8%) indicated they had witnessed episodes of ethnic/racial prejudice at BHS. Interestingly, a higher percentage of Hispanic students (66.2%) than White students (60.4%) indicated they look forward to coming to school in the morning.

The academic assessment data (ACT, AP, PSAT, MAP scores) reflects the high level of achievement of our overall student body. Many of these same indicators reinforce that our Hispanic subgroup of students tend to under-achieve as compared to our White students. The student survey data also reinforces that, while still mainly positive, our Hispanic students tend to feel less connected to the high school than our other students.

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

A disproportionately higher percentage of students in our Hispanic and Low Income subgroups score lower on standardized tests than our White and Asian students. A lower percentage of Hispanic and Low Income students enroll in our upper-level classes, which may result in these students being less academically prepared for the rigors of standardized tests, as they may not have had the same exposure to and practice with the content skill-levels being assessed.

Our college-bound students have a greater understanding of the impact that test scores may have on their future plans. Students not as focused on post-high school education, or those that do not see it as an option, may be less concerned with the importance of doing well on these tests. Many students in the Latino Student Leadership Team have shared that they feel that their parents do not fully understand the importance of continuing education beyond high school. As a result, these students do not have the same parental expectations or encouragement for continuing education beyond high school as the predominant population of students at BHS. If a student, or his/her parents, do not see a future beyond high school that is connected to academic success, the motivation to do well in school is greatly diminished.

An understanding of the importance of education must, however, begin far earlier than the high school years. The percentage of our Hispanic students enrolled in lower-level academic courses at the high school is far higher than the overall population of Hispanic students at the school. We must both enhance the rigor of our lower-level course to better prepare these students for opportunities beyond high school, and also intervene earlier to better prepare students in our under-achieving subgroups so they can have the academic experiences necessary to enroll in Honors-level and AP courses.

As a high percentage of our Hispanic students are also classified as Low Income, their families do not have the same financial resource that other students have to hire tutors, enroll in academic enrichment programs, travel, etc., all experiences that can enhance students' academic performance. Many of our Low Income students need to work part-time to help supplement their families' income. Often these jobs need to take priority to school-related evening activities such as participating in co-curricular activities, being on sports teams, studying, or doing homework.

Students who feel less connected to school will tend not to perform as well as students who feel more connected to staff, other students, and the larger school community. While noticeable improvements have been made in this area, the degree to which Hispanic students participate in school-related activities is still under-represented.

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

The trend of certain student subgroups to underperform on standardized tests needs to be continually addressed through focused interventions in areas such as reading and math. The use of the Key Train program in our lower-level Math, English, and Special Education classes, the building of reading comprehension skills in our Freshman Reading course, the individualized math skill development interventions in our Math Academy program, the increased use of co-taught classes, and the integration of academic vocabulary instruction in our Health, Earth Science, and Geometry C classes are all designed to break the trend of continued underperformance as students progress through high school. Our academic interventions need to be aligned to those content skill areas in which the test data indicate our students are deficient. If we are aware of students who may not be prepared for the level of content understanding needed for success on standardized assessments, we need to accelerate their learning through focused interventions and increase the rigor in our lower-level courses.

The previously cited factors also imply that we need to better align our curriculum and course outcomes with state, national, and college readiness standards. Staff development initiatives are underway to focus on aligning curriculum with standards, developing common assessments, and utilizing the Understanding by Design model to help teachers better identify what are the essential learnings for their courses. Continued efforts are being made to incorporate teaching literacy skills throughout all the content areas.

A reassessment and restructuring of our standardized assessments are needed to ensure we are gathering the most appropriate and useful data, and are sharing that data with the classroom teachers in a way that helps to inform their instruction and provides them with tools to monitor student growth and respond effectively.

Examine the speech and debate requirements for sophomore year, recognizing that this is a critical time for preparing students for reading and writing on junior year standardized tests.

Align efforts in non-fiction reading instruction in English, Social Studies, and Science curricula. Develop a common set of standards for reading skills instruction throughout the various content areas.

Examine the C-level math curriculum in grades 6 - 10 to better align it to the standards, and increase student access to Algebra IIB concepts. Based on the percentages of students making AYP in math, the Algebra IIC curriculum does not prepare our students as well for the PSAE as does the Algebra IIB curriculum.

It is important that all students understand that success in high school is a precursor to success and opportunities beyond high school. Many of our

students who are underperforming in high school do not see many options for them beyond graduation. While 71% of the students in the Class of 2009 were accepted into 4-year colleges, and 25% are attending 2-year colleges, we need to help our Hispanic students see the importance of post-secondary education and/or career training. Each year we take a group of our Hispanic students to the annual United States Hispanic Leadership Institute College Recruitment Fair in Chicago, to help them see that college is an option for all BHS students.

We need to continue to ensure we are looking at both the academic/learning needs of our students and their social-emotional needs, as they are intertwined. Continuing to find ways to help students feel safe, valued, and connected will provide them with greater opportunities to achieve academic success. We also need to increase our efforts to reach out to the parents of underachieving students, to bring them in as partners with the school so they can better support the academic needs and aspirations of their children.

We will continue to address the false stereotypes, misunderstandings, and barriers that contribute to the disconnect that many of our Hispanic students feel at BHS. Research continues to verify the correlation between academic performance and the degree in which students feel valued and connected. The more we can do to help our Hispanic and Low Income students develop positive relationships with the staff and other students, the greater likelihood there will be for these students to achieve academic success.

Conclusions from local assessment data support previous conclusions that in the big picture, the majority of our students are performing significantly above state and national averages in reading and math on a variety of standardized tests. However, a focused analysis reveals a disproportionate number of students in our subgroups are underperforming on standardized tests in general. Interventions must target this pocket of students who are underperforming while maintaining the high standards of achievements of all students.

Section I-C Data & Analysis - Other Data 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?

Barrington High School currently serves 3,017 students from eleven suburban villages covering 72 square miles spanning four different counties. The majority of communities that comprise the district can be best described as upper-middle class, with a high percentage of residents working in white-collar professional occupations. Overall, the community is very supportive of the school district, and most parents take an active role in their children's education. The high school is part of a unit school district comprised of one high school, two middle schools, eight elementary schools, and one early learning center. While the student body is predominantly white, there is a growing Hispanic population and a wide

economic diversity that exists within the school. Because of the large geographic size of the district, students at the high school come from homes ranging from very affluent communities to those with a large percentage of low-income families. The Hispanic students attending BHS live predominantly in a small section of Carpentersville, located on the far edge of the district. Hispanic students within District 220 attend an elementary school with a predominantly Hispanic population. As they move through the system, they increasingly become a minority within the overall student population. In 2009, Hispanic students comprised 10.1% of the total high school student population, a percentage that has been slowly but steadily increasing. The percentage of students classified as low-income has increased from 5.5% in 2003 to 11.7% in 2009. Many of our Hispanic students also qualify as low-income students. It is this combination of economic discrepancy and ethnic differences within the student body that often presents the greatest challenge in maintaining a feeling of community for all students at the school.

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

As the majority of our students continue their education beyond high school, BHS can best be described as having a college preparatory environment. Academic benchmarks such as ACT scores, number of students taking AP exams and percentage of exams passed, number of students enrolled in Honors-level courses, overall percentage of students meeting/exceeding standards reflect the commitment students have to academic success. This same focus on academic achievement and post-high school planning is not as prevalent in some of our student subgroups as it is with the overall student population. The life situations of many of the students in our Hispanic subgroup are vastly different than most of the White students. Many students in the Hispanic subgroup population are among the lower-income students who do not reside in one of the Barrington villages but in Carpentersville. These students do not participate at the same ratio in co-curricular activities or in higher-level courses at BHS as do their Barrington counterparts. Many of these students also have jobs and other family obligations after school and may not be able to participate in after school activities. Hispanic students self-report that academic success is not always valued within their peer group, although this perception is changing as a result of the efforts made at the high school to increase the understanding of education being the key to future opportunities. A greater understanding of the need to continue their education beyond BHS is resulting in an increased commitment of our Hispanic students to their effort in high school.

While it is rare that overt, noticeable conflicts occur between our Hispanic and White students, Non-Hispanic students at the high school generally do not notice the number of Latino students in the school. This leads to a de facto isolation that is perceived negatively by the subgroup population. Through the efforts of groups such as the Latino Student Leadership Team, there has been increased positive interaction between our White and Hispanic students. One example of this is our annual BHS United Dance, which features Latin music but also brings together both White and Hispanic students for a fun night of dancing. The number of Hispanic students participating in co-curricular activities and athletics is also increasing, providing additional opportunities for positive interactions between students of different ethnic backgrounds.

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

Generally, Hispanic students have expressed a feeling of disconnect from the larger school culture. Our efforts must continue to address the inter-related social-emotional needs and specific learning needs of this population. Providing a framework to greater integrate the Hispanic student population within the larger student population is a key component to these students' success. Identifying specific student learning needs, and focusing academic interventions is necessary to help close the achievement gap. To accomplish these goals, efforts will continue to work directly with the students, and with the faculty through our staff development initiatives.

The Latino Student Leadership Team, started in the spring of the 2006-07 school year, was formed for the purpose of having students identify existing issues/problems and helping to find future solutions, and to provide opportunities for Hispanic students to develop leadership skills. This student team meets twice per month and is facilitated by an Associate Principal and other staff members. Membership in this group has grown from an initial meeting of 20 students to a regular membership of 50+ students. This growth in membership is an indicator of the students' desire to become more connected to BHS. Over the past few years, this leadership team has created an "Embrace Culture" day to highlight the significant contributions made by the Latino culture, sponsors an annual all-school "BHS United" casual dance featuring music of the Latino culture, performed ethnic dances in the auditorium for students and staff, and brought in a nationally-known Hispanic speaker to talk to students about education as the key to success. Students from this leadership team also gave a presentation to the entire faculty during an Institute Day to share their experiences as minority students in a predominantly white school, and have hosted orientation programs for in-coming Hispanic 8th graders to reinforce the importance of getting involved and doing well academically in high school. These activities and initiatives have provided opportunities for many of the Hispanic students to become involved at school, and for many this was the first time they reported feeling empowered, a valued part of the school community, and proud to be a Hispanic student at BHS. The benefits we have seen are encouraging and indicate that we need to continue to provide these type of opportunities for all of our students who feel disconnected from the high school.

Many of our Hispanic and Low Income students do not perceive that college is an option for them. In many situations, particularly for students whose families are recent immigrants, parents may not understand the importance of their children continuing their education beyond high school. The Guidance Department sponsors an annual field trip for Hispanic and Latino students to attend a Latino College Fair in Chicago. Approximately 75 students per year, primarily seniors, participate in this trip each year. Additional efforts need to be made to help our Hispanic students and parents better understand the importance of a college education.

We need to continue providing rigorous academic programs for these students that provide the foundation needed to enroll in more high-level, college preparatory courses. We must continue to address the lack of students of color who are enrolled in our honors-level and AP courses. To continue their education beyond high school, and be successful, these students must have the necessary academic preparation.

Programs such as Math Academy and Freshmen Reading are designed to accelerate learning and raise specific reading and math skill levels. While the criteria for placement in these programs is based primarily on MAP scores, we have found that a high percentage of students in these programs are Hispanic. It is hoped that these interventions, along with next steps as outlined in our new SIP will continue to better meet the academic needs of this student population.

Our recent staff development efforts have centered around helping faculty develop a better understanding, appreciation, and sensitivity toward cultures different than their own. Summer book reading programs have provided staff with books related to Latino cultures, working with minority and special-needs students, and understanding poverty. During the 2007-08 school year, Bonnie Davis, the author of the book, "How to Teach Students Who Don't Look Like You" spoke to the entire certified faculty to help teachers better apply our growing understanding of other cultures and improve educational practices in the classroom.

During the 2009-10 school year, teachers from grades 6 - 12 will be focusing on concepts related to Understanding by Design. Grant Wiggins, the co-author of "Understanding by Design" is scheduled to speak to the faculty twice during the school year, and follow-up with related support activities.

Section I-C Data & Analysis - Other Data 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 and information tell you?

Teachers at Barrington High School are well qualified, with 60.9% of the district staff holding Masters Degrees or higher. Due to a number of retirements in the past few years, the average teaching experience in the district has dropped from 15 years in 1999 to 11.8 years in 2008.

All courses at BHS are taught by highly qualified teachers. Currently, 10 BHS teachers have earned National Board Certification.

Efforts have been made to maintain small class sizes in light of growing student enrollment. The pupil to teacher ratio of 20.3:1 in 2008 is slightly above the state average.

Staff development opportunities are provided for staff every Wednesday when the high school students have an early release. After the conclusion of the last class period each Wednesday, 75 minutes are allocated for professional development activities. In addition, there are 8 district in-service days through out the school year dedicated for professional development.

During the past few years, the high school professional development activities have focused on reading and literacy instruction, understanding the learning needs of our under-performing students, best practice instructional strategies for working with student subgroups not making AYP, developing common assessments, Response to Intervention, and most recently, Understanding by Design.

All newly hired certified staff members participate in a four-day summer orientation program that includes a "Teaching and Learning in District 220" workshop. This workshop meets for three mornings as part of the overall summer orientation program. All certified staff new to BHS also are assigned a faculty mentor and are required to participate in a two-year mentoring program. Certified staff members participate in an annual workshop during their four non-tenured years. These annual workshops cover such topics as creating a positive learning environment, differentiation, teaching literacy skills, and becoming a reflective practitioner.

A building-based Professional Development Committee, comprised of faculty representatives from every department and an Associate Principal, provides input into the planning of our staff development initiatives.

The upward trends seen in the percentages of students in our subgroups meeting/exceeding standards indicates that Barrington High School has highly qualified teachers who will be competent to implement the strategies developed in this School Improvement Plan.

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

The quality of our educators is reflected in the overall performance of our student body. In all areas, BHS student scores on standardized tests is above state and national averages.

Overall, students report having very positive relationships with staff. This is reflected in data from a recent student survey where 88.0% of White students and 82.7% of Hispanic students indicated they "believe that teachers at BHS actively work to create a safe and welcoming environment for every student." In addition to the direct instruction in the classroom, teachers make themselves available to assist students with academic

questions before school, during prep periods, and after school.

Developing positive faculty/student relationships has always been an identified value at BHS, and staff understands the importance of all students having a positive relationship with at least one staff member, and the correlation it has with student learning. Our "Reaching Out" initiative is designed to identify students who may be lacking in such a relationship at school, and will assign a volunteer staff member to reach out to that student to try to build a positive connection.

Efforts to foster a positive school environment is evident in the school's BHS Pride initiative, in the number of co-curricular opportunities (75 clubs) for students at the school, and in the emphasis we are placing on incorporating social-emotional standards into classroom instruction. All of these factors are important to consider as we look at ways we can help our students increase their academic performance.

Our Hispanic students have noted that there are not many teachers at BHS who "look like us." While our Hispanic students report that their relationships with staff is generally positive, there are relatively few Hispanic or Latino staff members. There has been an increase, however, during the past few years in the number of Hispanic and Latino staff members, as well as the number of bilingual educators hired at BHS.

Specific professional learning opportunities are being offered to teachers who have Hispanic students enrolled in their classes, including ways to build academic vocabulary for under-performing students in Health, Earth Science, and Geometry C-level courses.

Recent professional development initiatives have focused on both the learning and social-emotional needs of all our students, with an emphasis on our under-achieving and at-risk students. Staff development activities have addressed the importance of understanding cultural differences and how it may impact instruction and learning. Workshops have been presented to the staff to raise their awareness of the unique learning needs of economically disadvantaged students, special needs students, and students from various ethnic backgrounds; and the best practice instructional strategies that can promote student learning.

Overall, the positive relationships between staff and students is viewed as a strength of BHS and directly contributes to the academic success of our students.

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

There is a high degree of awareness and understanding among staff members of the importance of aligning our staff development efforts with our School Improvement Plan, and the learning needs of our students who are underachieving.

Staff development initiatives for the 2009-10 school year will continue to focus on better addressing the needs of our at-risk students. Professional work is being done to assist teachers in aligning their curriculum to state, national, and college readiness standards. Work has been started to develop assessment practices that better identify what students are learning, and to help inform teachers as to what to do if students are not learning. Teachers in grades 6 - 12 are currently exploring the Understanding by Design model, and are beginning to engage in professional dialogue around "big ideas" and "essential questions."

Progress is being made with our Response to Intervention model, to help us identify and address the learning needs of all students, and to create a continuum of supports to better meet the needs of all students.

Through our work during the past few years, there is a heightened awareness that, while viewed as a whole school, we meet/exceed all the typical benchmarks for student achievement, we do have groups of students who are lagging behind. As a faculty, we must move forward in a way that continues to meet the needs of all our learners, from our AP-level students to those students who have significant deficits in their learning. All faculty members must take ownership of helping to advance the learning needs of students in all our subgroups.

We must continue to build upon the positive relationships that staff members have with students, and the care and concern for students that the faculty members demonstrate on a daily basis.

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

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

In 2009, parental involvement was at 97.5%. The parent community is very involved with their children's education, and the school actively promotes the importance of a partnership between the school and parents.

In the fall of each school year, a Parent Back to School Night is held to give parents the opportunity to follow their children's class schedule to meet teachers and learn about course expectations. This evening program is always very well attended.

In November of each year we have a Parent-Teacher Conference evening program. This provides parents the opportunity to schedule appointments to meet with their children's teachers for 5 minute individual conferences. Last year, a total of 1,030 individual conferences were scheduled. A survey given to parents after our first Parent-Teacher Conference program in 2006 indicated that 97% strongly agreed or agreed that the evening gave them a better understanding of their children's academic progress, and 97% also felt that an evening for individual conferences should be held annually (which it now is). Parents schedule individual conferences on-line prior to the evening of the conferences. Parents without computer access at home can schedule their conferences from any computer that has internet access. Parents are invited and welcome to use the computers in the school library if needed. Interpreters are available for our Spanish-speaking parents who attend the conferences.

There was a concern expressed by some staff after our first parent-teacher conference program that the percentage of parents attending the conferences was lower for parents of students who were underachieving. A special link on our progress report template was created to allow teachers the ability to extend an additional, more personalized invitation to parents of underachieving students to participate in the conferences. These "invitations" are sent to parents via the mail.

All parents are encouraged to contact their children's teachers at anytime if they have questions or concerns. All staff office phone numbers, voice mail numbers, and e-mail addresses are posted on the school web site.

A special phone number for Spanish speaking parents allows them to be connected to a Spanish-speaking staff member or to leave a phone message that will be returned by a staff member who speaks Spanish. While our counselor caseloads are divided alphabetically, students with Spanish speaking parents are individually assigned to one of our bilingual counselors.

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

Parental involvement through individual teacher conferences, mailed progress notices, e-mails, and Back to School Night increases the parents' understanding of their child's progress and helps to improve student achievement.

The lower percentage of parent involvement for underachieving students may serve to dampen the school's efforts and reinforce the belief by some students that education is not important.

The fact that our parents are so involved communicates the value that the community places on education and an understanding and comfort level with the district and community. Lower involvement of parents in some subgroups may be due to either a language barrier, personal discomfort (possibly due to parental education or income levels), or a lack of understanding of the procedures and support systems in place.

To enhance the communication with our Hispanic and/or Spanish-speaking parents, a Hispanic staff member with close ties to the Hispanic community is employed by the district to work as a Family/School Liaison at the high school in the afternoons to facilitate better communication between the school and Hispanic parents. The Family/School liaison is available to all staff to assist with communication with parents, particularly when the primary home language is Spanish.

Evening programs at the high school for Hispanic parents have helped to develop better connections with these parents, opened up lines of communication, increased understanding as to how parents can access school information, and has allowed us to form partnerships with parents for the educational benefit of their children.

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

We believe there is a positive correlation between the high degree of parent involvement and the overall high test scores and general academic achievement of the majority of our students. Increasing the frequency of parental involvement with the parents of our underachieving students should help contribute to improvement in their academic achievement.

To promote greater parent communication, school mailings to Spanish-speaking households are translated into Spanish. We have a Spanish-

language phone hotline. Refrigerator magnets with this phone number are mailed home to Spanish-speaking families. All students with Spanish indicated as their home language are assigned to one of our bilingual counselors. The school provides a bilingual staff member to act as a parent/community liaison for members of the Spanish-speaking community. An evening program at the high school is being planned by the Latino Student Leadership Team for parents of our Hispanic students to help parents develop a better understanding of the importance of their children to continue their education beyond high school, and as a result, to reinforce the need for them to do well academically in high school. This evening program will also provide an opportunity for parents who have not previously been at the high school to meet key school personnel; give them a tour of the school facility; explain the structure and organization of the high school; and discuss ways they can contact the school, advocate for their children, ask questions, have concerns addressed, etc.

It is important that the school reach out to the parents of all our students, and to make a focused effort to connect with the parents of students not making AYP. Additional parent communication is part of our Math Academy, Freshman Reading, and Study Skills support programs for underachieving students. For our IEP students, case managers provide additional communication to parents and serve as another contact person and resource at the high school. Our Red, White, and Black Teams (each comprised of a Social Worker, Psychologist, Dean, Nurse, Associate Principal, and three counselors) also initiates communication to parents when significant concerns are raised about students on their shared caseloads.

As we decide on next steps in our school improvement planning, it is vital that we continue to look for ways to promote on-going communication with all our parents. An extra effort needs to be made to ensure we are building partnerships with parents of our students not making AYP.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), 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?

The PSAE data shows a continued upward trend in the percentage of students at Barrington High School making AYP. In 2009, 78.6% of all students were meeting/exceeding standards in Reading, and 78.0% of all students were meeting/exceeding standards in Math. Also, in 2009, all subgroups made AYP in Reading and Math.

We believe this is due to a number of factors that are within the school's capacity to control:

The development of targeted interventions and supports designed to accelerate learning in reading and math for students in subgroups not making AYP.

Additional support for under-achieving students who experience academic difficulty and fail core content classes.

Restructure learning opportunities for students in subgroups not making AYP, through the use of co-teaching structures for our ELL students and IEP students in some core content classes.

Incorporate reading comprehension and vocabulary building strategies into classroom instruction in a variety of content areas.

Maintain low class sizes in our lower-level and Special Education courses, and lower the case loads of our Special Services program managers.

An emphasis in our professional development activities that align with our efforts to address the learning needs of students in subgroups not making AYP.

Address the needs of our Hispanic and Low Income students holistically, by developing strategies and interventions designed to meet both their learning and social-emotional needs.

Provide new opportunities for subgroups of students who may have previously been disengaged from school to become involved and feel more connected and valued.

Build stronger partnerships with parents through the development of a parent-teacher conference program for all parents, and increased communication vehicles for our Spanish-speaking parents (school letters written in both English and Spanish, a Spanish-speaking phone hotline, evening programs for Spanish-speaking parents, a School/Family Liaison, and an increased number of bilingual staff members).

As a school, we will continue to monitor and assess the effectiveness of our programs such as Math Academy, Freshman Reading, and Study Skills, adjust or revise as necessary, and build upon the student growth we have seen thus far. New initiatives connected to Understanding by Design, better alignment of all curricular areas to standards, an increase in the use of common assessments, a revision of the curriculum in our C-level math courses, a review of our sophomore and junior year English course offerings, and an enhancement of the use of data to inform our instruction are all important next steps in our efforts to improve student achievement.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	While currently 78.6% of our students met AYP in Reading in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.	
2	While currently 78% of our students made AYP in Mathematics in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.	
3	In conjunction with the academic interventions in Math and Reading for our under-performing student subgroups, social-emotional learning needs will be addressed to support student achievement.	

No deficiencies have been identified in the most recent AYP Report for your school

Section II-A Action Plan - Objectives

Objective 1

While currently 78.6% of our students met AYP in Reading in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

Objective 1 Description

Although all subgroups of students made AYP in Reading in 2009, an achievement gap exists with our Hispanic, IEP, and Low Income subgroups

of students . Our strategies are designed to improve reading comprehension and application for students in these subgroups. The School Improvement Plan will address the reading needs of these students, align our professional development plans to support these strategies, and enhance parental involvement and communication.

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

Section II-B Action Plan - Strategies and Activities for Students

While currently 78.6% of our students met AYP in Reading in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	A data analysis of our Freshman Reading course will be done to evaluate the growth in reading comprehension skills of students enrolled in the program. Adjustments or modifications to the program will be made based on the data.	08/25/2009	06/06/2011	During School	Local Funds	0
2	Identify English courses typically taken by students not making AYP, and better align curriculum to standards to promote increased student achievement in reading.	08/25/2009	06/06/2011	During School	Local Funds	0
3	Incorporate instructional strategies specifically designed to build academic vocabulary in Health, Earth Science, and Geometry C courses. A reading specialist will work with the classroom teachers to develop strategies and assessments.	08/25/2009	06/06/2011	During School	Local Funds	0
4	Pilot use of Mastery Manager to better track individual student growth over time in discrete skills aligned with college readiness standards.	08/25/2009	06/06/2011	During School	Local Funds	0
	Freshman remedial English will be eliminated and the students typically					

5	enrolled will be placed in a blocked double period of average-level English and Freshman Reading. Course content will focus on increased reading and writing instruction.	08/25/2009	06/06/2011	During School	Local Funds	0
6	Freshman remedial Global Studies will be eliminated and students will be placed in a more rigorous Global Studies course, focusing on increased reading and writing instruction.	08/25/2009	06/06/2011	During School	Local Funds	0
7	A summer reading/writing courses will be developed and recommended to incoming freshmen who have also qualified for our Freshman Reading program. There will be no cost to the students to participate in this summer experience.	08/25/2009	06/06/2011	Summer School	Other	2,700
8	The development of a Sophomore Reading program will be investigated, to provide continued reading support for students not making AYP.	08/25/2009	06/06/2011	During School	Local Funds	0
9	The SRA Corrective Reading Decoding program is currently used in the Expanded Literature and Strategic Reading classes for IEP students. To build upon the students' developing skills, the reading interventions will be expanded to include the SRA Corrective Reading Comprehension program.	08/24/2010	06/06/2011	During School	Local Funds	0

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

While currently 78.6% of our students met AYP in Reading in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	During the 2009-10 school year, Grant Wiggins will present at two training sessions and three video conferences for grades 6 - 12 certified staff on the topic of Understanding by Design. Staff will be provided with additional in-service days for follow-up and application of UbD concepts related to currcium design, instruction, and assessment.	08/25/2009	06/06/2011	During School	Other	23,800
	Teachers will be trained in the use of Mastery Manager. This training					

2	will help teachers to use the technology for effective data gathering and analysis, and to learn how to use the data to inform instruction. Teachers will learn how to use Mastery Manager to help them align their instruction and assessments to standards.	08/25/2009	06/06/2011	During School	Local Funds	0
3	A reading specialist will work directly with Health, Earth Science, and Geometry C teachers to identify academic vocabulary in each of their content areas, develop instructional strategies to incorporate into their teaching, and assessments for measuring the effectiveness of this initiative.	08/25/2009	06/06/2011	During School	Local Funds	0
4	An Associate Principal and the Department Chairs in English, Social Studies, and Science will review the Freshman Integrated Learning Experience(FILE) to analyze the program's effectiveness for students not making AYP. Appropriate recommendations will be made based on the results of the data.	08/25/2009	06/06/2011	During School	Local Funds	0
5	Teachers in the English Department will review the sophomore course sequence and regular-level junior English course curriculum to determine if it is aligned with the standards that are used to measure AYP.	08/25/2009	06/06/2011	During School	Local Funds	0
6	On-going workshops with our reading specialists and appropriate classroom teachers will continue to help teachers further develop reading strategies, instructional techniques, and assessments to incorporate in to their content areas.	08/25/2009	06/06/2011	During School	Local Funds	0
7	The VISA Team (Vision for Improving Student Achievement) will continue to meet to help assess the effectiveness of our current intervention programs and to pursue ways to expand our supports for underachieving students.	08/25/2009	06/06/2011	During School	Local Funds	0
8	Global Studies Teachers will meet regularly to discuss student progress, deficiencies, needs, and assessment data. These teachers will meet regularly with a reading specialist and members of the English Department.	08/25/2009	06/06/2011	During School	Local Funds	0

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

While currently 78.6% of our students met AYP in Reading in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	As course units are being redesigned based on the Understanding by Design model, objectives and course syllabi will be made available on-line, published in the school newsletter, and/or mailed home to parents	08/25/2009	06/06/2011	During School	Local Funds	0
2	Parents of students who meet the criteria for placement in our Reading program will receive notification and information about the program in the mail during the spring prior to the fall enrollment.	08/25/2009	06/06/2011	During School	Local Funds	0
3	Any changes to our current course offerings as a result of our School Improvement Plan, will be reflected in the Program of Studies, which is updated annual and given to students and parents.	08/25/2009	06/06/2011	During School	Local Funds	0
4	Parents of students identified for our new summer reading/writing course will be notified by mail in the early spring. The purpose of the program will be explained, as well as the importance and benefit for their children to participate.	08/25/2009	06/06/2011	During School	Local Funds	0
5	On-going communication will continue between the Reading Program staff and the parents of the students who are enrolled. Parents will be given regular updates on their children's progress in the course.	08/25/2009	06/06/2011	During School	Local Funds	0

Section II-E Action Plan - Monitoring

While currently 78.6% of our students met AYP in Reading in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

All students in the Freshman Reading program are given multiple reading assessments during the school year to monitor progress in reading comprehension strategies such as making connections, questioning, visualizing, inferring, determining importance, and synthesizing. One assessment tool used in the Freshman Reading program is the Johns Basic Reading Inventory which measures students' instructional, independent, and frustrational reading levels through sight words, fluency (rate and accuracy), and comprehension.

Students in the Freshman Reading program will also be given the MAP assessment for reading in the fall, winter, and spring to monitor student growth and measure the effectiveness of the reading interventions.

All 8th grade students are given the MAP reading assessment. Scores from the 8th grade winter MAP reading assessment (and middle school teacher recommendations) are used to help determine placement in our Freshman Reading program. MAP reading assessments are also given to freshman, sophomore and junior students enrolled in the basic-level English courses.

A core team of English teachers will be meeting to review our sophomore English curriculum, to assess its alignment to the standards and PSAE. An analysis of our average-level Junior English will also be done to address the concern that a high number of students who have passed average-level Junior English did not make AYP in Reading in 2009.

The web-based Key Train program has been incorporated into lower-level English and Special Education classes. The Spanish paper version of Key Train will be used with Hispanic students enrolled in our ELL program. This program is designed to assess and monitor growth in skills aligned with the Work Keys portion of the PSAE.

Our Reading Specialists, Special Education reading teacher, and Reading Consultant meet regularly to monitor the effectiveness of our reading initiatives.

The percentages of students meeting/exceeding standards on the PSAE will also be used to assess the effectiveness of our interventions related to reading.

	Name	Title
1	Scott Kasik	Associate Principal
2	Jack Bowyer	English Department Chair
3	Elizabeth Felice	English Teacher/Reading Specialist
4	Dina Giannakopoulos	English Teacher/Reading Specialist
5	Mary O'Donnell	Special Services Reading Specialist
6	Ty Gorman	Social Studies Department Chair

Section II-A Action Plan - Objectives

Objective 2

While currently 78% of our students made AYP in Mathematics in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

Objective 2 Description

Although all subgroups made AYP in Math in 2009, an achievement gap exists with our Hispanic, IEP, and Low Income subgroups of students. Our strategies are designed to improve math comprehension and applications for students in these subgroups. The School Improvement Plan will address the math needs of these students, align our professional development plans to support these strategies, and enhance parental involvement and communication.

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

Section II-B Action Plan - Strategies and Activities for Students

While currently 78% of our students made AYP in Mathematics in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To better monitor student achievement, all students enrolled in Math courses will take team-developed common assessments aligned to standards twice per school year.	08/25/2009	06/06/2011	During School	Local Funds	0
2	By the end of junior year, all C-level students will have access to the content of an Algebra IIB curriculum.	08/25/2009	06/06/2011	During School	Local Funds	0
3	All grade 8, 9, and 10 students in the C-level courses will be tested with the MAP Math assessment in the winter of each school year. This data will be used to guide instructional strategies to better address student needs in math, and as a means of identifying students for additional math support for the following school year. A post assessment will be given to the same students in the spring of the following school year to measure growth and determine the effectiveness of the interventions.	08/25/2009	06/06/2011	During School	Local Funds	0
4	The Key Train Program (used in Geometry C) and Work Keys review (used in Algebra I & IIC) will be incorporated into additional mainstream lower-level, Special Education, and ELL math courses. These supports will be used to help build student understandings of specific math concepts aligned with the PSAE and to monitor student growth.	08/25/2009	06/06/2011	During School	Other	2,750
5	Math teachers will pilot the use of Mastery Manager to better track individual student growth over time in discrete math skills aligned with college readiness standards.	08/25/2009	06/06/2011	During School	Local Funds	0
6	Students identified through the Map math assessment and/or teacher recommendations will be enrolled in the Math Academy Program. This semester or year-long course is designed to build math skills for students identified with gaps in their math understanding.	08/25/2009	06/06/2011	During School	Local Funds	0

Individualized instruction will focus direct support on the specific math concepts identified as needing improvement.				
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Section II-C Action Plan - Professional Development Strategies and Activities

While currently 78% of our students made AYP in Mathematics in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will evaluate the IIC math curriculum as it aligns with college readiness standards and Illinois state standards. Based upon this evaluation, the Math Department Chair will recommend systemic changes for the grades 6 - 11 C-level curricula.	08/25/2009	06/06/2011	During School	Local Funds	0
2	All course teams will link common assessments to standards using the Mastery Manager program.	08/25/2009	06/06/2011	During School	Local Funds	0
3	Using Mastery Manager, teachers will work in course teams to analyze the results of the common assessments, and use the results to inform instruction.	08/25/2009	06/06/2011	During School	Local Funds	0
4	The Math Department Chair will collect and analyze data to determine if the Math Academy program and co-teaching structures are positively impacting student performance.	08/25/2009	06/06/2011	During School	Local Funds	0
5	The current structure of the Math Resource Center will be evaluated to determine if student use of this support can be required based on course expectations and student performance.	08/25/2009	06/06/2011	During School	Local Funds	0

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

While currently 78% of our students made AYP in Mathematics in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be notified of any changes to the C-level math curriculum via course syllabi and the Program of Studies	08/25/2009	06/06/2011	During School	Local Funds	0
2	Parents will have access to their children's grades and performance through the on-line grading system.	08/25/2009	06/06/2011	During School	Local Funds	0
3	On-going communication will occur between the Math Academy teachers and the parents of students enrolled in the program. Parents will be given regular updates on their children's progress and will be included in the mid-year student assessments. Regular communication will also take place between the Math Academy teachers and the teachers of the math courses in which the students are enrolled. Information gathered from these conversations will be shared with parents. Parents will be invited and strongly encourage to participate in Parent-Teacher conferences.	08/25/2009	06/06/2011	During School	Local Funds	0
4	A letter will be mailed home to parents of students who meet the criteria for placement in Math Academy, explaining the structure, goals, and assessment-monitoring aspects of the program. The importance of parental support of the school's efforts to build math skills for their children will be stressed.	08/25/2009	06/06/2011	During School	Local Funds	0
5	MAP math scores will be shared with the parents of all BHS students who take the assessment.	08/25/2009	06/06/2011	During School	Local Funds	0
6	Parents will be informed of the common math assessment scores, given to their children two times per school year.	08/25/2009	06/06/2011	During School	Local Funds	0

Section II-E Action Plan - Monitoring

While currently 78% of our students made AYP in Mathematics in 2009, our objective is for all students (including Hispanic, IEP, and Low Income subgroups) to make AYP of at least 77.5% in 2010 and 85% in 2011, or Safe Harbor.

All students enrolled in the Math Academy will be given the MAP math assessment at the beginning of the semester to identify areas of strength and areas in need of improvement. Students in the Math Academy program will work in the web-based Compass program, which is aligned with the MAP assessment. The Math Academy teachers will monitor student progress via the Compass program and maintain regular communication with the students' math teachers. All Math Academy students will be given the MAP math assessment near the end of the semester to measure progress and growth, and determine if enrollment should continue during the second semester. Students who demonstrate mastery of the math concepts originally identified as deficits may be exited after the first semester. Students demonstrating improvement but not mastery will continue for the second semester. Parent input will also be sought prior to any decision about continuation in the Math Academy for the second semester. The MAP math assessment will be also be given in the spring to students enrolled in Math Academy.

The MAP math assessment will be given to grades 8, 9, and 10 students enrolled in our lower-level math classes each winter. The scores from the MAP assessment will be used to help determine placement in our Math Academy program (in addition to teacher recommendations). Students enrolled in our basic-level math classes will be given the MAP assessment again the following spring to measure growth, and determine the effectiveness of the math interventions from that school year.

The web-based Key Train program has been integrated into some of our lower-level math and Special Education math classes. The Spanish language paper version of Key Train will be used with our Hispanic students receiving direct ELL support. Progress will be monitored as students work through the Key Train program to determine readiness for the PSAE and to guide future instruction and interventions.

Students receiving grades of "D" or "F" in first semester math classes will be reviewed by our multi-disciplinary teams and the Math Department Chair for possible placement in our Math Academy program, if not already enrolled.

The Math Department Chair will collect and analyze data to determine if the Math Academy and co-teaching models are positively affecting student performance.

Using Mastery Manager, teachers will work in course teams to analyze the results of the common assessments. These results will be used to inform instruction. The standardized test (PLAN, PSAE, etc) scores for students enrolled in our C-level math courses will continue to be monitored

and used to help shape changes to the curriculum.

The percentages of students meeting/exceeding standards on the PSAE will be used to assess the effectiveness of our interventions related to math.

	Name	Title
1	Scott Kasik	Associate Principal
2	Maria Vlahos	Math Department Chair
3	Beth McDuff	Math Academy Teacher
4	Melanie Andrews	Math Academy Teacher
5	Ernest Lane	Math Teacher

Section II-A Action Plan - Objectives

Objective 3

In conjunction with the academic interventions in Math and Reading for our under-performing student subgroups, social-emotional learning needs will be addressed to support student achievement.

Objective 3 Description

We recognize and understand the need to view our students holistically, and address both their cognitive and social-emotional learning needs. We believe that our students will perform better on measures of academic performance if they feel valued, involved, and connected to their peers and adults in the high school. Activities are designed to increase student involvement, promote community, and to help all students feel a sense of belonging.

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

Section II-B Action Plan - Strategies and Activities for Students

In conjunction with the academic interventions in Math and Reading for our under-performing student subgroups, social-emotional learning needs will be addressed to support student achievement.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students from the Latino Student Leadership Team will host a spring orientation program for the incoming 8th grade Hispanic students to welcome them to high school and talk about the importance of becoming involved and doing well academically.	08/25/2009	06/06/2011	During School	Other	250
2	A mentoring program is being developed to pair current junior and senior Hispanic students with freshmen Hispanic students. This on-going relationship is designed to help ensure all students have a connection with at least one other student, provide academic tutoring, and encourage positive involvement in school.	08/25/2009	06/06/2011	During School	Other	500
3	ELL math students and students from the Latino Student Leadership Team participate in annual outdoor adventure team building and high-ropes course activities in the fall. The Leadership Team students will also attend a leadership conference in the spring. These activities are designed to foster group problem solving and leadership skills.	08/25/2009	06/06/2011	During School	Other	1,500
4	An annual "BHS United" Dance, featuring music from the Latino culture, is sponsored by our Hispanic students and is designed to bring White, Hispanic, and other students together for an all-school casual dance. Proceeds from the dance are used to sponsor college scholarships for BHS Hispanic students.	08/25/2009	06/06/2011	After School	Other	500
	A community and school district coalition; HERE in Barrington (Help,					

5	Encouragement, Resources, Education) will sponsor a series of events, activities, and speakers to promote good mental health and an increased awareness of support resources in the community.	08/25/2009	06/06/2011	After School	Other	0
6	Teachers will purposefully seek ways to connect the Social-Emotional Learning Standards in to their classroom instruction.	08/25/2009	06/06/2011	During School	Local Funds	0
7	Our "Reaching Out" initiative will continue to identify students who seem to be lacking a positive adult connection in the school with staff volunteers who are willing to make an extra effort to develop a relationship with identified students.	08/25/2009	06/06/2011	During School	Local Funds	0

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

In conjunction with the academic interventions in Math and Reading for our under-performing student subgroups, social-emotional learning needs will be addressed to support student achievement.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	The Latino Student Leadership Team will sponsor a series of lunch meetings for staff, designed to provide opportunities for small group dialogue to enhance a greater understanding of the issues impacting this student subgroup.	08/25/2009	06/06/2011	During School	Local Funds	0
2	Bilingual staff members will be invited to participate in a professional development program called Navigating the American Educational System: A Hispanic Parental Involvement Curricular and Training Program. This training is desgined to improve the effectiveness of communication with Spanish-speaking parents.	08/25/2009	06/06/2011	During School	Local Funds	250
3	Plans are being investigated to incorporate the S.E.E.D. Project on Inclusive Curriculum (Seeking Educational Equity & Diversity) into our professional development beginning with the 2010-11 school year.	08/24/2010	06/06/2011	During School	Local Funds	0
	The function and purpose of the Red, White, and Black Teams will be					

4	reviewed with staff each year at a faculty meeting. Staff will be instructed how to access these inter-disciplinary teams if they have concerns about student performance and/or behavior.	08/25/2009	06/06/2011	During School	Local Funds	0
5	A monthly New Colleague luncheon workshop will focus on developing effective instructional strategies for educating low income students.	08/25/2009	06/06/2011	During School	Local Funds	0

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

In conjunction with the academic interventions in Math and Reading for our under-performing student subgroups, social-emotional learning needs will be addressed to support student achievement.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Evening programs for the parents of Hispanic students are held to provide opportunities for enhanced communication, and to share information with these parents about school resources, programs, and educational opportunities for their children.	08/25/2009	06/06/2011	After School	Local Funds	250
2	A Hispanic School/Family liasion, with connections in the community, provides a communication link to the school, and a bridge between the faculty and parents.	08/25/2009	06/06/2011	During School	Local Funds	0
3	Important written information from the school to parents is mailed home in English and Spanish.	08/25/2009	06/06/2011	During School	Local Funds	0
4	A Spanish-language phone hotline has been set up to connect parents to a Spanish-speaking staff member when they call the school.	08/25/2009	06/06/2011	During School	Local Funds	0
5	Parents, community members can access information about activities sponsored by HERE in Barrington going to their web site at www.HEREinBarrington.org	08/25/2009	06/06/2011	Before School	Other	0

Section II-E Action Plan - Monitoring

In conjunction with the academic interventions in Math and Reading for our under-performing student subgroups, social-emotional learning needs will be addressed to support student achievement.

A follow-up school climate survey will be given to students to assess the impact of our efforts to address the social-emotional needs of our students.

Attendance rates for students in our under-achieving subgroups will be monitored, as one indicator of how connected students may feel to school.

Data will be gathered as to the number of Hispanic and low income students participating in co-curricular activities and events.

Continued discussions will take place with focus groups of Hispanic students to gather feedback as to their experiences as BHS students.

Parents of students in our under-achieving subgroups will be given surveys to gather data from their perspectives regarding the degree to which their children feel connected, valued, and happy at school.

BHS will give the Illinois Youth Survey every 2 years to gather longitudinal data as to the percentage of students who self-report engaging in unhealthy or high-risk behaviors..

	Name	Title
1	Scott Kasik	Associate Principal
2	Rick Aceves	District ELL Coordinator
3	Monica Barreiro	Bilingual Counselor
4	Paul Gillette	Associate Principal
5	Brenda Nelson	School Social Worker

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

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

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

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

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

A team of administrators and teachers from Barrington and Highland Park High Schools participated in a two-day workshop on September 30 - October 1, 2009 facilitated by the Lake County Regional Office of Education. This Data Analysis and SIP Writing workshop was very helpful in our efforts to understand our student data and to better use this data to focus our reading and math interventions in our SIP.

On-going meetings and other communications have taken place with Margo Schmitt and Paul Leathem from the Lake County ROE and an Associate Principal from the high school. Feedback and suggestions from these meetings has been extremely beneficial in the development of the plan.

The peer review teams from Barrington and Highland Park High Schools met on October 19, 2009 to review each other's SIP. As the demographics and factors impacting achievement in student subgroups are very similar at both schools, this review of each other's SIP was very informative and helpful.

The preliminary strategies for this SIP were also reviewed by the school's VISA Team (Vision for Improving Student Achievement). This group of

teachers, support personnel, and administrators was primarily responsible for the development of our recently created student academic support programs. This team will continue to meet on a regular basis to help monitor the implementation of the SIP and help in the development of additional strategies and interventions.

Communication is regularly shared, and input sought, from members of the BHS Parent Teacher Organization and the District 220 Educational Foundation (parent & community organization). On-going communication regarding our SIP will be done through PTO meetings, PTO-sponsored Morningline programs open to all district parents, and the school's monthly newsletter.

	Name	Title
1	Scott Kasik	Associate Principal
2	Maria Vlahos	Math Department Chair
3	Jack Bowyer	English Department Chair
4	Ty Gorman	Social Studies Department Chair
5	Marni Johnson	Special Services Department Chair
6	Mark Gilbert	Science Department Chair
7	Nick Yeager	English Teacher
8	Maggie Oberg	English Teacher
9	Ernest Lane	Math Teacher
10	David Lenkowski	Social Studies Teacher
11	Debbie LeComte	Special Services Teacher
12	Nancy Vonau	Special Services Teacher
13	Pam Duncan	Science Teacher

Section III - 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. The peer review should precede the local board approval and 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>.

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

Barrington High School's School Improvement Plan was peer reviewed by a team from Highland Park High School on Monday, October 19, 2009. The demographics of both schools are very similar. Each school has a predominantly middle to upper-middle socio-economic White student population, with Hispanic students being the primary minority group. The Hispanic student population in each school lives primarily in a specific geographic location within the district, and has a high percentage of students who are classified as low income. In each school, the percentages of all students making AYP in Reading in Math is in the upper 70 percentile range. The percentages of students in the Hispanic, IEP, and Low Income subgroups meeting/exceeding standards on the PSAE are significantly lower.

Members of the Highland Park peer review team:

Brad Swanson - Principal
Tom Koulentis - Assistant Principal
Sue Hebson - Assistant Superintendent
Warren Wolfe - English Department Chair
Deborah Finn - Math Department Chair
Elizabeth Waller - Math Teacher

Members of the Barrington High School peer review team:

Steve McWilliams - Principal
Scott Kasik - Associate Principal
Cindy Jaskowiak - Assistant Superintendent
Maria Vlahos - Math Department Chair
Jack Bowyer - English Department Chair
Ty Gorman - Social Studies Department Chair
Lori McCarthy - Math Teacher
Shanna Dixon - Math Teacher
Melanie Andrews - Math Teacher
Dina Giannakopoulos - English Teacher/Reading Specialist
Nick Yeager - English Teacher

Section III - 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.

All new certified staff in Barrington Community Unit School District 220 participate in an approved two-year Mentor Program. Staff members interested in being a mentor participate in a training program, and are paired with a new staff member in their building based on compatibility. Mentors must hold a Standard or Master Teaching Certificate, have four or more years of teaching experience, work in the same building as the new staff member, work in the same grade-level or subject area, participate in the district's mentor training once every three years, and be knowledgeable about effective instructional practices and building and district procedures. The mentor is expected to meet with the new staff member on a regular basis and will observe the new teacher a minimum of three times to provide supportive, nonevaluative feedback. The mentor will also review and analyze assignments, assessment instruments, and samples of student work for at least two lessons with the new staff member.

Mentors are available to answer questions and help with problem-solving situations, assist new staff in assimilating to the school culture and in

developing relationships, and to help new staff members become successful members of the Barrington CUSD 220 community.

The new staff members meet regularly with their mentor and their administrator during the school year, and participate in observations with both their supervisor (as part of the supervisory process) and mentor (as part of the induction process). New staff members are expected to keep a written journal for the first year in the district and to make a minimum of 4 entries.

As part of the induction process, all non-tenured staff are required to participate in four annual workshops. Year one - Creating a Positive Learning Environment; year two - Differentiation; year three - Content area Literacy; and year four - Becoming a Reflective Practitioner.

All new staff members at BHS participate in monthly "New Colleague Luncheons" through out the school year. These lunch meetings, facilitated by an Associate Principal, are designed to provide new staff with additional information about Barrington High School, specific events (Parent Open House, Parent Conferences, grading procedures, the functioning of the Deans' Office, etc.), and classroom management and instructional issues. The monthly meetings are also designed to provide additional support and as an opportunity for new staff members to share ideas and dialogue together.

Section III - 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.

The district continues to allocate the necessary resources to support our Freshman Reading, Math Academy, and Study Skills programs. The district has also supported the technology needed to address the educational needs of the students not making AYP. For the 2009-10 school year, we were able to purchase a second classroom set of laptops for the Math Academy program. This has allowed us to expand the use of the web-based Compass program to identify weakness in math concepts and monitor growth. The district has provided training and on-going support for the Math Academy teachers.

The MAP assessments in math and reading will be used with our students in basic-level courses. Training for the MAP assessments is being provided for teachers who work with students in the basic-level Math and English classes.

The Key Train program was purchased through grant money. Both the web-based English language and hard-copy Spanish language versions of the program were purchased. Funds were provided by the district to bring in a trainer to teach staff how to use the program and incorporate it into their curriculum.

There is a Family/Community Liaison position at the high school to assist with communication with our Spanish-speaking parents. This position greatly enhances our ability to build connections with a segment of our parent population that historically has had limited contact with the school.

The ELL math instruction has been reorganized so that classes are co-taught by a certified math and certified ELL teacher. Additional FTE was made available to our Special Services Department to lower the case load sizes of our Program Managers.

A district-level ELL Coordinator has been working directly with the high school to provide assistance in our efforts to meet the needs of students with emerging English-language skills and our Hispanic student population.

A retired BHS teacher, with expertise in reading, has been hired as a consultant for the 2009-10 school year. She will be focusing her attention at the high school on assisting and supporting those teachers working directly with our Hispanic students.

The district has provided the resources for Grant Wiggins to come to Barrington two times during the 2009-10 school year to present to all grade 6 - 12 faculty on Understanding by Design. In addition to these two presentations, three video conferences with Grant are also scheduled for follow-up discussions.

The district provides professional growth opportunities for staff working directly with our AYP student population, by providing funds to send staff to national and local conferences related to secondary reading and math, and meeting the needs of the subgroups of students not making AYP.

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).

- Ⓔ Require implementation of a new research-based curriculum of instructional program;
- Ⓔ Extension of the school year or school day;
- Ⓔ Replacement of staff members relevant to the school's low performance;
- Ⓔ Significant decrease in management authority at the school level;
- Ⓔ Replacement of the principal;
- Ⓔ Restructuring the internal organization of the school;
- Ⓔ Appointment of an outside expert to advise the school.

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.

- Ⓔ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Ⓔ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Ⓔ Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Ⓔ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - Ⓔ governance and management, and/or
 - Ⓔ financing and material resources, and/or
 - Ⓔ staffing.

Section III - 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.

Scott Kasik, an Associate Principal at Barrington High School has been working with Margo Schmitt, School Improvement Coordinator from the Lake County Regional Office of Education. Scott met regularly with Margo during the 2008-09 school year to review the progress of our previous SIP, and met with her during the summer of 2009 to discuss the progress of the development of our current SIP. Margo provided Barrington High School with the e-plan materials and instructions for writing the plan, monitoring prompts, and reviewed the expectations for writing the SIP. In addition to our meetings to review the progress of our SIP, communication was done via the phone and e-mail messages.

Scott also met with Margo, Paul Leathem, and Tom Dempsey from the Lake County Regional Office of Education during the summer of 2009 to discuss data collection in preparation for writing this SIP.

Barrington High School and Highland Park High School participated in a two-day Data Retreat and SIP Writing workshop on September 30 - October 1, 2009 facilitated by Paul Leathem, Margo Schmitt and Tom Dempsey from the Lake County ROE. This workshop provided the opportunity for in-depth analysis of our data and for the writing of our action items based on the data.

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

	Name	Title
1	Margo Schmitt	School Improvement Consultant, Lake County ROE
2	Paul Leathem	Lake County ROE
3	Cindy Jaskowiak	District 220 Assistant Superintendent

Section IV-A Local Board Action

DATE APPROVED by Local Board: **11/03/2009**

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

Yes No

Have the areas of low achievement been clearly identified? [C]

Yes No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

Yes No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

Yes No

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

LOCAL ASSESSMENT DATA

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

OTHER DATA

Yes No N/A

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

Yes No N/A

Do the other data add clarity to the state assessment data?

Yes No N/A

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

IDENTIFICATION OF KEY FACTORS

Yes No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes No Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES

Yes No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes No N/A Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes No Are the strategies and activities measurable? [C]

Yes No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes No N/A Is professional development aligned with the strategies and activities for students? [C]

Yes No N/A 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?

Yes No N/A Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

The reviewer commends Barrington HS for a very thorough and thoughtful analysis of student performance.

The following actions by BHS are of particular significance and are commended.

Forming a focus group of Hispanic students to ask about their HS experiences. This initiative led to BHS forming a Latino Student Leadership Team and an outreach to parents of Latino students.

- Identifying the specific overlap among the Hispanic and Low Income subgroups.
- Analyzing the differing performance levels of students on the PSAE by enrolled in lower level academic classes in general and specifically in junior level math classes.
- Forming a faculty committee (VISA Team) to study student achievement. This group’s recommendations led to three new programs: Freshman Reading, Math Academy, and Study Skills, beginning in 2007-08.
- Recognizing the need to align curriculum with the College readiness Standards.
- Recognizing the need to improve the use of local formative assessments, particularly in the use of common standards between English and social studies and school wide reinforcement of reading and writing skills.
- Planning to revamp the C-level math curriculum to increase access to Algebra IIB.
- Using the MAP to assess reading and math proficiency of students in lower level math and English classes.
- Planning to review the speech/debate requirement in light of junior level English enrollments and AYP in reading.
- Administering a school climate survey to 2,100 students.

- Requiring all teachers new to Barrington attend a “Teaching and Learning in District 220” workshop.

In sum, the data section of this plan was extremely well written and demonstrated an attention to detail rarely seen in this reviewer’s experience. BHS went well beyond the analysis normally seen in the data section of a SIP.

Reading Action Plan Comments:

The Reading Action Plan shows considerable promise of improving student performance. BHS has chosen to focus on courses typically taken by students not making AYP and plans to increase instructional time (Freshman English and reading), aligning English curriculum, revamping courses (Global Studies), and utilizing reading programs (SRA).

Professional development activities align with and enhance the student strategies. BHS is commended for engaging Grant Wiggins for UBD instruction and continuing the VISA team. Parent strategies are also aligned with Student and PD activities. The monitoring section is thorough and inclusive of all activities.

Math Action Plan comments:

The student strategies specifically target those students currently failing to make AYP. The plan addresses C-level students. PD activities align with student strategies, as do parental involvement strategies. As was the case with the reading action plan, BHS’ also has detailed monitoring activities and responsibilities.

Social Emotional learning Action Plan comments:

BHS is commended for their proactive approach to addressing the issue of Hispanic student inclusion into the school community. Including the Latino Student Leadership team in orientation activities, mentoring of freshman students, and professional development is commended.

PART II - SECTIONS III and IV OF THE PLAN	
PARENT NOTIFICATION	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	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) [C]
STAKEHOLDER INVOLVEMENT	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	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? [C]
PEER REVIEW	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the peer review process described <u>and</u> 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? [C]
TEACHER MENTORING PROCESS	
<input type="checkbox"/> Yes <input type="checkbox"/> No	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? [C]
DISTRICT RESPONSIBILITES	

Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

Yes No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

Yes No N/A

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? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS

SIP was approved at the November, 2009 BOE.