

HOOVER-SCHRUM MEMORIAL SD 157

District Improvement Plan 2007

Board Approval Date:	3/11/2008
Plan Submission Date & Ref No:	2/29/2008 - DIP07 - 001557
ISBE Monitoring Date:	Monitoring Not Started.

HOOVER-SCHRUM MEMORIAL SD 157

PRELIMINARY INFORMATION

District Information

RCDT Code Number : 1401615700000

District Name: HOOVER-SCHRUM MEMORIAL SD 157

Superintendent: Dr. David Grace

District Address: 1255 SUPERIOR AVE

Telephone # : 708-868-7500 X:

City/State/Zip: CALUMET CITY, IL 60409 5703

Email : dgrace@hsdist157.org

Is this for a Title I district? Yes

Is this for a Title III district that did not meet AMAO? No

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

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

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	57.7		Yes	69.5		Yes	94.1	Yes		
White														
Black	100.0	Yes	100.0	Yes	55.2		Yes	67.6		Yes				
Hispanic	100.0	Yes	100.0	Yes	66.7		Yes	76.2		Yes				
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	20.0	27.5	No	26.3	27.5	Yes	92.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	55.5		Yes	69.9		Yes				

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Is this district meeting Annual Measurable Achievement Objectives (AMAO)? YES

Is this district making English Proficiency Target?	Y
Is this district meeting Progress in English target?	Y
Is this district meeting AYP for LEP?	

English Proficiency Test Type:
Minimum Target:

English Proficiency Targets	English Progress Targets	AYP Participation Rate	AYP-Percent Meeting/Exceeding		AYP-Other Indicators	
			Reading	Mathematics	Attendance	Graduation
10.0	85.0	95.0	55.0	55.0	90.0	72.0

	Criterion 1 - Proficiency			Criterion 2 - Progress		
	Total Number of Students Tested	Number Making Proficient	Percent Making Proficient	Total Number of Students Tested	Number making Progress	Percent Making Progress
AMAO Performance	69	14	20.2	34	32	94.1

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

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 3 - District Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.3	94.5	94.5	94.7	94.7	94.1
Truancy rate (%)	2.8	1.5	1.4	4.7	0.9	0.8
Mobility rate (%)	38.0	31.8	25.6	47.1	19.4	28.5
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	0.0	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	0.0	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	816	796	863	884	945	938
Economically disadvantaged (%)	32.6	36.7	42.5	71.5	68.1	79.7
Limited English proficient (LEP) (%)	4.2	5.3	4.2	4.9	6.0	6.2
Students with disabilities (%)						
White, non-Hispanic (%)	28.3	22.2	15.1	11.2	7.5	5.3
Black, non-Hispanic (%)	54.3	61.3	67.2	69.8	74.5	75.6
Hispanic (%)	15.9	14.8	16.3	15.0	15.6	17.2
Native American or Alaskan Native (%)	0.2	0.1	0.0	0.1	0.0	0.0
Asian/Pacific Islander (%)	1.2	1.5	1.4	1.6	0.6	0.2

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
D I S T R I C T	2001	33.4	50.7	13.9	1.5	0.5	-
	2002	28.3	54.3	15.9	1.2	0.2	-
	2003	22.2	61.3	14.8	1.5	0.1	-
	2004	15.1	67.2	16.3	1.4	-	-
	2005	11.2	69.8	15.0	1.6	0.1	2.3
	2006	7.5	74.5	15.6	0.6	-	1.8
	2007	5.3	75.6	17.2	0.2	-	1.7
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
D I S T R I C T	2001	2.1	24.0	87.1	94.2	28.6	14.0	1.8	-	-
	2002	4.2	32.6	97.7	94.3	38.0	23.0	2.8	-	-
	2003	5.3	36.7	98.7	94.5	31.8	12.0	1.5	-	-
	2004	4.2	42.5	97.5	94.5	25.6	12.0	1.4	-	-
	2005	4.9	71.5	97.4	94.7	47.1	45.0	4.7	-	-
	2006	6.0	68.1	97.6	94.7	19.4	9.0	0.9	-	-
	2007	6.2	79.7	97.5	94.1	28.5	8.0	0.8	-	-
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

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

HOOVER-SCHRUM MEMORIAL SD 157

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2001	805.0	94.0	94.0	83.0	98.0	83.0	-
	2002	816.0	83.0	90.0	88.0	94.0	93.0	-
	2003	796.0	91.0	91.0	92.0	85.0	92.0	-
	2004	863.0	86.0	110.0	93.0	97.0	86.0	-
	2005	884.0	92.0	95.0	121.0	104.0	101.0	-
	2006	945.0	92.0	101.0	105.0	117.0	107.0	-
	2007	938.0	99.0	98.0	100.0	136.0	100.0	-
S T A T E	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-
	2006	2,075,277.0	136,123.0	139,619.0	146,935.0	153,566.0	154,856.0	-
	2007	2,077,856.0	-	-	-	-	-	-

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

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	46.0	14.2	40,796	66.8	33.2	20.9	-	-	-
	2002	52.0	14.3	40,650	68.9	31.1	17.8	-	1.9	-
	2003	53.0	13.1	43,509	57.5	42.5	16.8	-	1.9	5.4
	2004	55.0	13.7	45,310	59.6	40.4	17.3	-	3.7	-
	2005	60.0	12.5	46,041	53.8	46.2	16.8	-	1.7	4.8
	2006	62.0	11.3	44,193	59.3	40.7	17.1	-	1.6	2.3
	2007	64.0	9.9	41,673	62.3	37.7	15.6	-	-	8.9
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	35.1	48.9	53.8	52.9	55.7	49.5	47.3	39.4	47.7	63.3	53.8	50.0	56.0	66.0	62.2
White	57.1	66.6	-	-	-	54.2	63.2	83.3	-	-	76.0	100.0	66.7	84.6	-
Black	28.2	42.6	47.4	54.3	51.8	48.3	39.7	36.4	41.8	61.9	54.2	38.5	56.6	65.5	59.7
Hispanic	27.3	72.7	-	50.0	76.9	-	52.9	20.0	72.7	-	23.1	54.5	41.7	-	80.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	6.7	15.4	-	-	-	-	-	3.8	-	9.1	7.1	-	20.8	33.3	22.2
Economically Disadvantaged	18.5	42.3	47.0	53.2	52.5	-	43.6	33.3	44.6	59.5	-	36.0	53.8	67.1	59.7

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

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

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	52.9	55.7	76.3	62.3	47.7	63.3	58.0	46.5	53.6	53.3	66.0	62.2
White	-	-	-	-	-	-	-	-	-	-	84.6	-
Black	54.3	51.8	77.1	60.0	41.8	61.9	57.2	43.9	48.7	52.7	65.5	59.7
Hispanic	50.0	76.9	-	66.6	72.7	-	40.0	66.7	62.5	47.1	-	80.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	69.2	-	-	-
Students with Disabilities	-	-	-	27.3	-	9.1	13.3	13.0	7.7	9.5	33.3	22.2
Economically Disadvantaged	53.2	52.5	74.7	62.9	44.6	59.5	52.6	47.6	53.1	51.0	67.1	59.7

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

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

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	46.0	60.5	60.6	74.7	74.2	47.3	52.1	34.4	55.2	74.2	25.5	23.1	31.2	62.4	72.2
White	66.7	81.8	70.0	-	-	50.0	70.0	66.7	-	-	44.0	64.2	40.0	84.6	-
Black	40.0	54.4	57.8	70.4	69.1	46.6	44.8	31.0	49.4	74.7	17.0	13.6	27.6	59.5	67.6
Hispanic	36.4	81.8	-	91.7	100.0	-	52.9	26.7	72.7	-	23.1	27.3	41.7	-	86.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	35.7	46.2	50.0	-	-	-	7.1	-	5.6	27.3	-	-	4.2	6.7	11.1
Economically Disadvantaged	36.0	58.0	57.3	76.2	75.6	-	45.0	26.4	55.5	73.0	-	12.0	24.6	60.0	73.3

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

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

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	74.7	74.2	88.7	76.5	55.2	74.2	60.3	74.2	66.4	54.3	62.4	72.2
White	-	-	-	-	-	-	-	-	-	-	84.6	-
Black	70.4	69.1	88.0	77.3	49.4	74.7	59.1	70.4	63.1	52.2	59.5	67.6
Hispanic	91.7	100.0	-	73.3	72.7	-	53.3	100.0	81.3	64.7	-	86.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	84.6	-	-	-
Students with Disabilities	-	-	-	27.3	5.6	27.3	-	47.8	23.1	-	6.7	11.1
Economically Disadvantaged	76.2	75.6	91.0	80.8	55.5	73.0	53.5	73.8	65.5	52.8	60.0	73.3

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

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

The data tells us that 54.7% of all students meet or exceed in reading, our African American students scored 52.8%, and our economically disadvantaged students scored 51.5%.

The data tells us that 65.7% of all students meet or exceed in math, our African American students scored 62%, and our economically disadvantaged students scored 65.5%.

The data tells us that our students with disabilities did not meet or exceed in reading or math with a score of 18.2% and 21.8% respectively.

The data also tells us that there is growth in the areas of reading and math in all subgroups, but students with disabilities.

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

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

Following are eight factors that have contributed to these results:

1. Lack of parent involvement at Schrum Memorial School and with their students academic life is continuing to decrease. Parental involvement comes in the form of discipline concerns their children may have.
2. Schrum Memorial School community has changed over the past several years. We, like many other suburban schools, are enrolling many students from urban Chicago. The lack of prior knowledge affects Schrum students in many ways. This causes the teachers to re-teach information they have already taught, is cause for the school district to hire additional Title I teachers, and seek grant/funding for programs to work with students who are below grade level.
3. The past several years has shown an increase in mobility for both staff and students. Here at Schrum our students participate in a three year Loop. The consistency of the team has a positive affect on the students academics. When a team has a new teacher each year this affects the progress of the students. Teacher mobility decreased from 30% in 2006 to 25% in 2007. The slight decrease affects student performance because of the inconsistency. As mentioned previously, the mobility of the students is high. Schrum Memorial School must provide needed services and support to students who are below grade level. Student mobility has increased from 18.6% in 2006 to 20.1% in 2007. If this trend continues in 2008 the increase will be approximately 22%.
4. Special Education has been restructured/departmentalized. This process has impacted student achievement. Schrum Memorial School special education teachers now focus on one subject area. All of our students now change classes. Our special education students now have a sense of accomplishment. The data has shown growth with some of our students in math. These students now participate in the regular education math classes. Constant review of the data provides information needed to support student achievement.
5. Schrum Memorial School must incorporate a common planning time with special education teachers during the week. Currently our special education teachers have a common plan with their grade level.
6. Currently our special education students show a discrepancy between grade level scores and their functioning level. The data from class assignments provides the information that our students are achieving. When we look at the test data their is a discrepancy between the two. Special Education teachers must provide strategies that will close the gap.
7. Schrum Memorial School must continue reviewing the data to identify areas of concern. Study Island, Star Reading and Star Math mut be reviewed monthly in gathering necessary data to address weaknesses. SWIS and teacher made assessments must be reviewed weekly to assist in gathering necessary data to address weaknesses.
8. All staff must continue participating in professional development opportunities in reading, math and writing. Schrum Memorial School staff receives professional development from ISC - IV, Thornton Fractional Cooperative and other teacher related organizations to help incrase student achivement.

HOOVER-SCHRUM MEMORIAL SD 157

Section I-A Data & Analysis - Report Card Data

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

The conclusions for school improvement we have drawn from the school report card is:

1. We must continue working with all students in both reading and math.
2. Increased professional development in all areas of weakness which include, reading, math and writing. Professional development is available throughout the school year and is provided by the Thornton Fractional Cooperative, ISC-IV, consultants, and in-house/district-wide in-services.
3. Increase professional development for teachers who are with our children with disabilities. (See number two)
4. Schrum Memorial School must find ways to increase parent involvement throughout the school year. We will seek assistance from our local P.T.A. in recruiting a parent volunteer to help get parents involved.
5. Schrum Memorial School will seek additional resources for special education programs from grants, the district office and from our local businesses.
6. Schrum Memorial School students currently have at least 86 minutes of reading and math. We are planning to incorporate block scheduling for 2008 - 2009.
7. We will continue on-going assessment in reading and math by using Study Island, Star Reading and Star Math and Teacher-made assessments.

HOOVER-SCHRUM MEMORIAL SD 157

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

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

We currently use Study Island along with Star Reading and Star Math as our local assessment. Study Island data is relevant because it gives us the areas we are weak. It also shows us the percentage of students who are meeting/exceeding in reading, math and writing. The data is reviewed quarterly. The Study Island data suggests we are weak in reading, math and writing. According to the data 6th grade has 31.9% of the students achieving in math and 28.6% of the students achieving in reading. According to the data 63.3% of the students achieving in math, 45.5% of the students achieving in reading and 31.3% of the students achieving in writing. The data also shows that there has been some growth since the pre-test.

Star Reading and Star Math is also relevant because we can see specifically where each student is weak and the area(s) that need additional support. Again, the areas of weakness is math and reading. Comprehension and vocabulary are areas of weakness in reading. Number sense, algebra and decimals are areas of weakness for math. The teachers continue to focus on these areas of weakness by re-teaching the strategy learned and participating in professional development that focus on the areas of weakness. Schrum Memorial School must also provide resources, grants or more staff to work with students who have the areas of weakness.

HOOVER-SCHRUM MEMORIAL SD 157

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

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

team has a new teacher each year this affects the progress of the students. Teacher mobility had a slight decrease from 30% in 2006 to 25% in 2007. As mentioned previously, the mobility of the students is high. Schrum Memorial School must provide needed services and support to students who are below grade level. Student mobility has increased from 18.6% in 2006 to 20.1% in 2007. If this trend continues in 2008 the increase will be approximately 22%.

4. PBIS (Positive Behavior Intervention Systems) has been implemented for several years to increase positive student behaviors. The SWIS data indicates an increase of about 10%.

5. Staff must continue to find ways to motivate and encourage students to take all academic challenges seriously. Additional professional development is needed in this area.

HOOVER-SCHRUM MEMORIAL SD 157

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

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

The conclusions drawn for school improvement are:

1. Additional resources in reading, math and writing are needed.
2. Providing additional support for students in reading, math and writing by addressing their needs in the After School Program, Saturday School Program, Homework Club, Book Club and Tutoring.
3. Mandatory parent meetings (1 per quarter, Bring a Parent to School Day, Work with the P.T.A. in providing more parent programs and incentives. Along, with recruiting parent volunteers within the building).
4. This is our first year for having our formal mentoring program. It is important for us to retain our non-tenured personnel. Creating a community where teachers want to return each year provides stability for the school and our students.
5. Schrum Memorial School support our new students with programs and resources. New students are tested on Study Island, Star Reading and Star Math. The data is reviewed for placement. Students who are eligible participate in the Book Club, After School or Saturday School Programs. Those students who are not eligible can participate in the Homework Club or tutoring.
6. Schrum Memorial School provide positive behavior interventions for negative behaviors. Parents are called for good behaviors after a short period of time to motivate positive behavior. Students are given words of praise when positive behavior is observed and students have behavior plans that help to manage their behaviors.
7. Schrum Memorial School provide interventions to motivate students to achieve. Student are able to speak with school socail worker as needed, students have participated in 0 referral fieldtrips, teacher field trips, teachers have classroom movie time, and students are given "No homeowrk passes."
8. During the 2007 - 2008 and 2008 - 2009 school years teachers will begin spiraling the state goals and standards. All core subject teachers will teach the same goals and standards every 9 days and test on the 10th day. Teachers will teach the same message!
9. Meet with students regarding taking test and school seriously. According to staff, parents and students, many of Schrum students are not taking tests or school serious. This can be seen in the data. The data shows that students are achieving in their every day assignments but their teacher made test scores are low. According to the data, the students standardized test scores are at grade level or above. We must continue motivating and giving incentives to students to crate successes.
10. Increased professional development for all teachers in reading, math and writing.
11. Continue review of the data quarterly by parents, staff, students and review by our peers from School District 158.
12. Schrum Memorial School is currently in the planning stages to block the schedule for the 2008 - 2009 school year. With this increased class time in reading and math, Schrum students will have an opportunity to be more successful in these areas, both in class and on tests.
13. Schrum Memorial School is seeking additional resources from the district to provide all students with current technology, books,

consultants, para-professionals and/or additional teaching staff in the classrooms.

14. Schrum Memorial School along with the district, will seek out other funding/grants to assist in purchasing the additional resources needed for student achievement.

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 1 - Attributes and Challenges

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

Schrum Memorial School has many attributes. The most important of these is that we continue to have a talented and dedicated staff. Our principal continues to be proactive providing leadership and support.

Our school is involved in several academic programs and competitions. Some of these activities include the Principal's Scholar Program through the University of Illinois. This program is represented by our academically talented students who were challenged by the college professors at the university. We are also starting a new college program called "Plant The Seed." This program will take our students to colleges and universities to begin the exposure process. We want to educate our students about higher learning. Our first university visit will be the University of Illinois in Champaign. Parents/Guardians must attend with their children. We are currently in the planning stages with South Suburban College that will include visits to college and college class attendance. To better meet the goals of NCLB Title I Reading and Math have been implemented into our curriculum.

Our Saturday School, After School Program, Homework Club, Book Club and Tutoring programs are for students who are one or more years below grade level. Our students compete in the annual Newbery Bowl, and two math competitions. Other programs include PBIS (Positive Behavior Intervention Program), Science Fair (6th - 8th), art and essay contests, along with spelling bees.

Extra-curricular activities are available to all students with a variety of activities that meet diverse abilities and interests. Our students may choose from band, chess club, drama club, fun nights, intramurals, peer mediation, sports and student council.

We currently have three computer labs and three mobile labs that are available to every classroom teacher. One lab focuses exclusively on math. Our 6th and 7th grade students receive an additional 43 minutes per day of reading while our 8th grade receives an additional 43 minutes of math. The IMC has a flexible schedule to accommodate our students' needs at different times of the day. Schrum students are able to utilize the resources in both the library and computer lab.

We continue to have challenges within our community. Student success could be greater if there was more parent involvement at home and at school. Parents are invited to come into the building anytime they wish to talk/meet with teachers and/or administrators as needed. We will continue working with the community to setup annual reading and math nights. We are encouraging our students to participate in an annual writing night also. The goal for these nights is to build a relationship between the community and school. We continue to have the challenge of increasing the success of transfer students who may have low test scores or who may need support from Special Services.

Many of these students are not prepared when they enroll with us. We currently assess each student prior to enrollment, so that we can accurately place them in the right program. We also have the challenge of motivating the student beyond the school day to strive for excellence via homework and other school related academic support activities.

The challenge continues with increasing AYP in reading and math on ISAT. Our scores have increased steadily each year in both areas. We continue to try and get business owners to work with our school to provide incentives to students who excel.

Due to the community changes and students moving from urban to suburban areas, many students are enrolling at Schrum who are not prepared. Therefore, it is imperative that we continue staff development related to diversity and sensitivity for the community and school.

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 1 - Attributes and Challenges

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

Contributions to student performance based on attributes and challenges are:

Attributes:

1. Proactive Principal - meets with all parents and students to sign goal sheets for the year.
2. Increased math scores - due to the number of math teacher in the building. many students receive two or three classes per quarter.
3. Increased student attitudes - open discussions with students about behaviors, careers and success. Schrum participates in the PBIS Program (Positive Behavior Intervention Systems) which helps to create positive attitudes and behaviors.
4. Administrative support and staff morale is high. Teachers are more willing to work as a team. According to the data, teacher attendance is 96% currently at this time.
5. All school field trips - Movie "The Great Debators," South Suburban College and University of Illinois - Champaign Campus.
6. The academic programs offered after school provide additional support for students.
7. The extra-curricular programs provide activities of interest for all students.

Challenges

1. Change in community - students are less prepared.
2. More support from local businesses - provide incentives for children to excel.
3. Parent Involvement - getting more parents involved in their child's academic life increases student performance.
4. Parent Workshops - provide parent workshops that will focus on relevant student education information.

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 1 - Attributes and Challenges

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

We know the more parent involvement we have the fewer problems we have academically and behaviorally with our students. We must get our parents into our building more frequently. We must also continue a consistent review of the data. The results of the data will identify deficiencies. This information will be communicated to parents and utilized as a tool to obtain parental support. The data will also reinforce classroom instruction at home.

The academic and extra-curricular programs provide additional support for all of our students. We work to keep students focused on their successes and continuing to obtain success.

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 2 - Educator Qualifications

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

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 2 - Educator Qualifications

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

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 3 - Parent Involvement

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

No text was entered on the screen.

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 3 - Parent Involvement

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

No text was entered on the screen.

HOOVER-SCHRUM MEMORIAL SD 157

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

Item 3 - Parent Involvement

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

No text was entered on the screen.

HOOVER-SCHRUM MEMORIAL SD 157

Section I-D Data & Analysis - Key Factors

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

Key Factors that are within the school’s capacity to change are: Parents Involvement, Student Behavior, Access Data, Improve curriculum and assessment for Special Education, Professional development for reading, math and writing.

We can change the key factors by having additional strategies that support student achievement, have the data guide the instruction, have professional development that gives guidance for differentiated instruction, and develop and design pacing charts. The administration and staff must consistently implement and monitor instruction of all students and what the learning expectations are.

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

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

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

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

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

Part A. Objective 1

Title : To Increase Achievement in Students with Disabilities in Reading and Math

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

While our current achievement in reading for students with disabilities is 18.2% meeting/exceeding for ISAT, this subgroup will make Safe Harbor in 2007 - 2008 and in the 2008 - 2009.

While our current achievement in mathematics for students with disabilities is 21.8% meeting/exceeding for ISAT, this subgroup will make Safe Harbor in 2007 - 2008 and in 2008 - 2009.

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

Part A. Objective 1

Title : To Increase Achievement in Students with Disabilities in Reading and Math

This objective covers the following AYP deficiency areas.

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

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

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : To Increase Achievement in Students with Disabilities in Reading and Math

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Saturday School - A program designed to work with students using curriculum to prepare and help students achieve academically, learn test taking and study skills. This program is also for students who are two or more years below grade level.	December 2007	March 2009	Before School	Title I	\$18,469.52
2. STARS - An after school program providing help with students 2 years below grade level using curriculum geared to improvement on ISAT in the areas of reading and math	October 2007	April 2009	After School	Local Funds	\$24,000.00
3. Study Island is an internet based program that all students use to prepare them for test taking skills. This program can be used for all standardized tests. This program can be assessed at home and school	September 2007	May 2009	Before School	Local Funds	\$5,920.00
4. Students will be given an opportunity to meet with reading or math teachers twice per week for tutoring.	September 2008	May 2009	During School	Other	0\$
5. Schrum Memorial School's special education department is now departmentalized. Students are given an opportunity to improve student achievement.	September 2007	May 2009	During School	Local Funds	
6. Students will test at the end of each month on Study Island and at the end of each quarter on STAR Reading and STAR Math.	January 2008	May 2009	During School	Local Funds	\$0

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : To Increase Achievement in Students with Disabilities in Reading and Math

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Teachers who participate in Saturday School get training prior to the beginning of the program. These teachers received training in reading and math with the Buckle Down Series	December 2007	March 2009	After School	Title I	\$18,469.52
2. Requesting the appointment of a Reading specialist for students with disabilities.	July 2008	May 2009	During School	Local Funds	\$36,000.00
3. All staff have been trained on Study Island Program to prepare to develop assessments.	September 2007	May 2009	During School	Local Funds	\$5,920.00
4. Students are pre-tested, instructed on weaknesses and then post-tested using Study Island.	September 2008	May 2009	During School	Local Funds	\$0
5. Students who are at least a year below grade level participate in "Book Club" during recess. This program reinforces and improves reading skills.	January 2008	May 2009	During School	Local Funds	\$0
6. Struggling readers participate in the "Homework Club" to have assistance with homework.	September 2008	May 2009	After School	Local Funds	\$8,160

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : To Increase Achievement in Students with Disabilities in Reading and Math

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

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Scheduled and met with parents regarding ISAT and achievement of their students.	July 2007	August 2009	After School	Local Funds	0
2. All parents were notified of the extended response question on reading. Their child had to answer and sign the completed parental form.	February 2008	February 2009	After School	Local Funds	0
3. Parents received handouts on ISAT preparation prior to test that reflect test taking and study skills	February 2008	February 2009	After School	Local Funds	0
4. All parents and students meet with administration to develop academic goals for the upcoming school year.	July 2008	August 2009	After School	Local Funds	0

HOOVER-SCHRUM MEMORIAL SD 157

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : To Increase Achievement in Students with Disabilities in Reading and Math

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

Following is the process to increase achievement for students with disabilities in reading and math:

1. All Special Education teachers must be highly qualified in reading or math.
2. All students will pre-test in reading and math at the beginning of the school year to identify their areas of weakness.
3. Students will participate in the academic programs available to them after school and on Saturday.
4. Students will be given the opportunity to meet with their reading or math teachers twice per week for tutoring.
5. Test students every 10 days on the standards taught for that two week period.
6. Special Education has been departmentalized to assist in improving student achievement.
7. Students are tested at the end of each quarter on Study Island and STAR Reading and Math.

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

<u>Name</u>	<u>Title</u>
Dr. Bennie L. Knott	Principal
Cynthia Young	Director of Special Education
D. Ash, A. Ballard, K. Eizenga and S. Henke	Special Education Teachers

HOOVER-SCHRUM MEMORIAL SD 157

Section III - Development, Review and Implementation

Part A - Stakeholder Involvement

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

This plan was developed by the school improvement team. The team included administration, teachers and teacher/parents. All parents were notified in September regarding our AYP status. They were given written notice by the superintendent, they received phone calls from the school administration, and all parents were notified via parent meetings and principal newsletter.

Parents were notified via the all call phone system for participation on the school improvement team. Staff members were notified in writing if they were interested in participating on the school improvement team.

The team consisted of:

Dr. Bennie L. Knott, Principal
Dana Ash, Assistant Principal
Andrea Ballard, Special Education Teacher/Parent
Latryce Fields, Math Teacher
Lisa Penn, Reading Teacher/Parent

Once the plan has been completed it will be reviewed by all staff, student council members, district office personnel, administration from elementary school, and local businesses. Parents will be notified in writing that the plan is available at Schrum Memorial School for view. Each entity will be notified by letter of the completed plan seeking their participation in the review.

HOOVER-SCHRUM MEMORIAL SD 157

Section III - Development, Review and Implementation

Part B - District Responsibilities

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

The Superintendent and Business Manager were involved in reviewing the school improvement plan. The District supports this plan both financially through budgeting and by approval of professional development activities in the current year and in the years indicated in this plan. Additionally, the district will provide technical assistance in the form of computer staff and technical assistance. The district will analyze test data to help identify school challenges during the term of this plan. Professional development needs, technical assistance, and professional development activities to affect change in instruction are being offered by the district. During the past year, the district has installed a T1 line to Schrum and hardware to provide a totally wireless environment. Finally, 48 wireless laptops were purchased with an emphasis placed on more effective use of testing, internet access and video streaming.

HOOVER-SCHRUM MEMORIAL SD 157

Section III - Development, Review and Implementation

Part C - State Responsibilities

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

The State has provided us with RESPRO services. The RESPRO team comes out periodically to observe classrooms, talk to staff and meet with the administration to give suggestions, ideas, support as needed for strengths and weaknesses. They make recommendations to guide us through the process of improvement. The RESPRO team has and continues to observe the special education classrooms to provide necessary support for enabling students with disabilities to become successful on ISAT.

ISC - IV held a workshop on how to write the school improvement plan. The SIP team attended the workshop and obtained vital information on collecting and reviewing data that is useful to the writing of the plan.

The RESPRO team will also review the completed plan before it is submitted for approval.

RESPRO Team Members:

Bernie Ferreri
Gerald Lauritsen
Bill Wilson

HOOVER-SCHRUM MEMORIAL SD 157

Section IV-A Local Board Action

DATE APPROVED by School Board : 3/11/2008

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Signature of LEA Superintendent

HOOVER-SCHRUM MEMORIAL SD 157

ISBE Monitoring - Part I