

History

For several years, DeKalb High School responded to a trend of decreasing test scores by implementing a series of short-term, unsustainable, and unevaluated initiatives in an effort to improve students' academic achievement. Many of these initiatives lasted for only a year or two and were never thoroughly evaluated for their efficacy. Curriculum mapping, CRISS reading strategies, extended day tutoring, and literacy coaching were all programs dropped after only a single year. Other initiatives such as Standards Aligned Classroom initiative, WorkKeys Interactive Network, and a math consultant lasted for two years but were soon dropped. While the research-based effectiveness of all of these programs was sound in theory, the lack of an overarching structure made them easy to implement with less than full integrity or to eliminate completely when funding became an issue.

The District Secondary RtI Implementation Framework (see attached) was constructed in the fall of 2009 by a group of district administrators including the District #428 RtI Coordinator with input from the Content Area Coordinators. This framework, based on the accumulated research from various fields (see attached), is used by the School Improvement Team to set and monitor progress on the seven Areas of Implementation of a secondary RtI system. The seven Areas of Implementation are professional learning teams, establishing essential course content, forming common syllabi and grading systems, developing common formative assessments, the use of a multi-tiered system of support, positive behavioral support and parent and community involvement.

Although the RtI program has been expanding at the elementary and middle school levels of District 428, many of the tenets of RtI, reflected in the indicators on the Secondary RtI Implementation Framework, are still in the initial phases at the high school. In an effort to focus improvement strategies that would have the most far-reaching impact, the 2007-2008 School Improvement Team decided to focus on improving core curriculum and instruction. With feedback from several groups, the development of professional learning teams, establishing essential course content and developing common formative assessments to improve quality core curriculum and instruction delivered to all students were the first-year goals. These areas have been the primary focus of the work completed to date.

To make progress toward this goal of a quality core curriculum, a number of dramatic program changes, including changing and increasing graduation requirements from 22 to 23 credits were introduced. Unfortunately, as many of these changes altered students' scope and sequence of classes as well as increased the number of classes required for students, this amendment needed to begin with the freshman class of 2013. Thus, we have not, yet seen the corresponding increases in PSAT scores.

Some of the curricular shifts did, however, show promise as our two previously identifiable subgroups, white and economically disadvantaged students, improved sufficiently from 2008 to 2009 to make Safe Harbor. In reading, the percentage of white students who met or exceeded state standards leapt from 59.7% to 64.5%. Similar gains occurred in math where the 53% of white students who met or exceeded in 2008 grew to 57.6% in 2009. Even more impressive are the gains made by the economically disadvantaged students. Whereas only 18.3% met or

exceeded in reading in 2008, that number swelled to 38.6% in 2009. Math gains for that subgroup were also significant with the 19.3% of students meeting or exceeding in 2008 increasing to 25% in 2009. The gains in reading in math were not contained solely to subgroup improvements. All of our students improved their scores in reading from 52.9% meeting in reading in 2008 to 58.6% in 2009. All students made strides in math as well; scores improved from 47.7% to 50.3% meeting and exceeding between 2008 and 2009. Despite the gains in most areas, the addition of the new Hispanic subgroup in 2009 kept the building from making AYP.

Although the PSAE data would indicate that the building made good progress in improving student achievement, one difficulty we currently face is determining what programmatic changes impacted those improvements. The restructuring plan will ensure that changes, outlined in the 2007-2008 and 2008-2009 School Improvement Plans are implemented with fidelity and closely monitored. In addition, new core programs and the expanded targeted support for struggling students are fully aligned with the District 428 Strategic Plan and will, therefore, be implemented fully and evaluated for efficacy.

Responsibility for monitoring effectiveness, for securing necessary resources, and for revising the restructuring plan will fall on a reorganization of current committees into one School Improvement Team. This team is also charged with the setting and monitoring of goals associated with the district Secondary RtI Implementation Framework. Membership on the School Improvement Team will include representatives from content area departments in the building, building and district administration, and community stakeholders. This replaces the fragmented committees that currently exist in the building.

CORE COMPETENCIES

1. Professional Learning Teams

Research abounds regarding the effectiveness of professional learning communities (PLCs) (DuFour, 2005; DuFour, 2006) and learning organizations. Peter Senge defines a learning organization: “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together” (1990). Very few schools can identify themselves as learning organizations, but the model includes systems thinking, personal mastery, mental models, shared vision, and team learning. PLCs allow for double-loop learning (Argyris & Schon, 1978) which is the management of knowledge through reflection in an effort to minimize ineffective assumptions and practices (Achinstein, 2002; Stevenson, 2001). Argyris and Schon (1978) and then Schon independently (1983) in *The Reflective Practitioner* are frequently referred to in the literature and significantly impacted this part of Senge’s framework in explaining the need for individual and systemic reflection within an organization. This can be possible only with a culture of open dialogue such as is found in PLCs. Building shared vision is a long-term process and produces long-term effects. It creates commitment rather than compliance which can be spread through reinforcement (Smith, 2001). Additionally, a culture of collaboration, learning, and teaching that reflect this vision must pervade all school activities. Furthermore, there needs to exist a density of leadership that has built this shared vision.

Based on this solid foundation of research, the DeKalb High School (DHS) 2008-2009 School Improvement Plan included a plan to create a Professional Learning Community for the DHS staff to reflect on core curricular and instructional practices. As teams become more proficient in managing and using formative assessment data, school-wide supports and interventions for students who need added time or instruction can be developed. Adopting the approach of Dr. Charles Johns and Dr. Howard McMackin of the Empowered High Schools Model, the School Improvement Team proposed the development of Professional Learning Teams (PLTs) at DHS. After receiving approval from the school board in the 2008-2009, DHS altered the 2009-2010 school-week schedule in order to include a weekly late start period and began providing professional development for teachers on working in Professional Learning Communities. In the fall of 2009, these 15 departmental teams started working under the guidance of a trained PLT Leader and the support of three RESPRO coaches to align all course curricula to ACT College Readiness Skills Standards as well as state or national content standards.

a. Essential Course Content

This spring 12 teachers in core content areas, with the financial backing of the NIU Professional Development School, completed the Survey of Enacted Curriculum to review and map current instructional practices and compare instructional content to state standards and assessments. In the fall of 2010, PLTs will begin dissecting that data and making informed curricular changes following the recommendations of Eric Osthoff (2007). After ensuring that all course content is aligned to standards, these teams will then establish common expectations, attendance policies, and grading standards to develop common course syllabi.

Following data analysis, teams will then reflect upon instructional delivery methods, scope and sequence of curricula, and student achievement. Additionally, teachers will be trained to disaggregate data to look at subgroups not making sufficient progress in classes and design school-supported interventions for those students. Individual student data will also be examined for developing interventions for those students in need of intensive individualized interventions.

b. Common syllabi

Research indicates that when teachers use common course syllabi, understanding and retention of the information by low-achieving students improves substantially (Deschler, 2006). In the spring of 2010, all teachers of common courses developed common course syllabi that will be used in the fall of 2010. These common course syllabi are used to guide essential core content, to plan and organize units, to demonstrate how those units maintain the “big ideas,” and to illustrate how critical information and concepts are related. Since a well-designed grading system can increase students’ motivation to behave in ways that will help them engage with the instructional content (Sprick, 2006), common syllabi should also indicate to parents and students the grading system used by all teachers of that course.

c. Data-based decision making

One of the most significant mental shifts that our teachers in PLTs must embrace is that of assessment FOR learning in which the teacher gathers formative student data in order to make instructional decisions (Stiggins, R.J., 2002; Black, P. & Wiliam, D., 1998; Darling-Hammond, 2002). Data tells us what we can do differently to solve the problem, eliminate the concern, create or increase progress. Professional development in the creation and monitoring of formative assessments is crucial for any teacher individually. When placed in the context of PLTs, it is equally important that teams of teachers develop common formative assessments in order to analyze data and evaluate benchmarks.

This diagnostic use of assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. It stands in contrast to summative assessment, which generally takes place after a period of instruction and requires making a judgment about the learning that has occurred (e.g., by grading or scoring a test or paper). Black and Wiliam (1998a) conducted an extensive research review of 250 journal articles and book chapters, narrowed from a much larger pool, to determine whether formative assessment raises academic standards in the classroom. They concluded that efforts to strengthen formative assessment produce significant learning gains as measured by comparing the average improvements in the test scores of the students involved in the innovation with the range of scores found for typical groups of students on the same tests.

Feedback given as part of formative assessment helps learners become aware of any gaps that exist between the learning target and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal (Ramaprasad, 1983; Sadler, 1989). This type

of feedback is particularly helpful to lower-achieving students because it emphasizes that students can improve as a result of effort rather than be doomed to low achievement due to some presumed lack of innate ability.

d. Vertical teaming

Two middle schools feed into DeKalb High School, which presents challenges for the vertical alignment of curriculum. In fact, several years of fall ninth-grade EXPLORE test data revealed that freshmen are entering high school without the necessary skills to successfully complete rigorous high school curriculum. To ensure a seamless flow of instruction between both middle schools and the high school, eighth grade language arts and math teachers will meet with DeKalb High School algebra and English teachers to perform a gap analysis to ensure that the scope and sequence of the language arts and math curriculum is aligned 6-12. These teams of teachers will clarify essential course content, develop transition assessments, analyze the results of these assessments, and make changes to curriculum at both levels (DuFour, et al., 2006).

While the effectiveness of PLTs has strong backing from research, the process is not a single-year initiative, and most research indicates that three to five years are necessary to implement such systemic change fully. The district leadership, building administration, and school board are committed to continuing the collaboration time and providing supports to the PLTs for the next several years, which should enable this initiative time to develop effectively.

2. Teacher Quality

a. Charlotte Danielson framework for enhancing professional practice

District 428 has been using an adaptation of the Charlotte Danielson framework since 2003. Currently, our use of the Danielson framework has been limited to the mentoring and evaluation process. As a part of the DHS restructuring plan, though, an instructional coach will help teachers utilize the Danielson model as an instrument to improve teacher quality throughout the course of the school year.

According to a survey devised by the District 428 Teacher Evaluation Committee and given in May 2009 to teachers (including related services and specialists), 14% of 178 respondents disagreed with the statement: “I understand the expectations in each area of the rubric and 51.7% disagreed with: “I received sufficient training on the use of the rubric.” This data reveals that the district expectations and vision for high quality teaching has not been clearly articulated.

More survey feedback indicated that the principal/teacher relationship surrounding evaluation and teacher performance was inadequate. Responses indicated 21.4% disagreed with: “Post-conference meetings provide a good opportunity to discuss the improvement of instruction.” Additionally, 30.7% disagreed with: “The feedback I receive from my evaluator is informative and specific to the improvement of instruction.” This was immediately addressed in training being provided in August 2009 to all evaluating administrators. All principals and teachers will receive additional training on the evaluation tool in 2010. The instructional coaches will imbed the framework in their work with classroom teachers in order to address the culture shift away

from the Danielson framework being used merely as a means to judge performance and toward a means to examine and reflect upon instructional practice.

b. Instructional Coaches

Two fundamental components of high school reform need to take place for academic success of all students. First, ongoing instructional improvement will set the stage for student success. Secondly, structural changes must take place so students may receive the supports and interventions that will help them achieve academically (Quint, 2008).

In order to impact quality core instruction, we must address the needs of all of our teachers, not only our beginning teachers. Teaching quality is frequently cited as the prime factor of student success (Cortese, 2007). Closing the “knowing-doing” gap is essential for new and experienced teachers alike and is made possible through the use of mentors and coaches (Barlin, 2010). The best means of modeling effective teaching is through the use of instructional coaches (Wong, 2002, 2004). We will accomplish increased teacher quality by adding two instructional coaching positions to work with the 96 classroom teachers at DHS.

More research on the impact of Instructional Coaching on student achievement is needed and is being investigated (Cornett & Knight, 2008), but Knight (2007) states: “Teachers will not adopt practices that are difficult to implement....one of a site-based coach’s primary tasks is to do everything possible to make it easier for teachers to implement new teaching practices.”

Knight and Cornett, at Kansas University, have studied the impact of instructional coaching. Teachers who were coached reported they were more likely to use the new teaching practices in the future. This study suggests that instructional coaching will increase the likelihood that teachers adopt new teaching practices. The results also suggest that instructional coaching will increase the likelihood that teachers will use the practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support following professional development.

In Togneri’s (2003), “Beyond Islands of Excellence,” Recommendation #2 states that districts must put in place a system-wide approach to improving instruction. This includes distributing instructional leadership across stakeholders and rethinking professional development. Recommendation #5 is to adopt new approaches to professional development. Working with instructional coaches is an opportunity for continuous professional development unlike any that the teaching staff at DeKalb High School has yet experienced.

The instructional coaches will follow the Kansas University model that includes the essential characteristics of equality, choice, voice, dialogue, reflection, praxis, and reciprocity. Coaches will analyze teachers’ needs, observe classes, collaborate on interventions, prepare materials, model instructional methods, and provide feedback to teachers. Program evaluation of this new corrective action will need to be closely monitored. The instructional coaches will also serve as vital resources for our newly developing professional learning communities.

c. New Teacher Induction and Mentoring

Evidence indicates that teacher qualification affects student achievement (Darling-Hammond & Youngs, 2002). Ensuring high quality teachers is particularly difficult in a district with large numbers of beginning teachers. There is little data that proves a causal connection between induction and student achievement, but there is much research that indicates that a high quality induction program improves teacher quality and retention. “Induction is the ‘umbrella’ label for the process of welcoming beginning educators to their new profession and preparing them to effectively assume the full responsibilities of the career” (Sweeny, 2008). Sweeny’s work also cites seven components to successfully building a new teacher, including individualized support by mentors.

District 428 has had a state-approved two-year new teacher induction program since July 6, 2004, but inconsistencies in leadership and training have resulted in a fragmented program. A second program, that we are currently using, was approved April 3, 2009. In 2008, with the help of Consortium for Educational Change, our district applied for and received grant funds for our induction program. The last two years of mentors have received New Teacher Center training via CEC. Despite the uncertainty of grant funding, our mentor steering committee is dedicated to improving our program and is planning for 2010-2011. For each standard, consult the *Systematizing* column on the Continuum as our target.

After attending the INTC conference in February, our mentor steering committee chose to focus on “Standard 4: Site Administrator Role and Responsibilities” as our greatest priority. Principals have been completely disengaged from our induction program previously. In April 2009, in a survey for administrators developed by our district Induction Coordinator, 9 of 14 respondents answered that they had not been mentored at the start of their careers and only 7 had mentored a new teacher prior to being administrators. Questions regarding the content of the district induction program indicated that our administrators were not properly informed about the program. Even more indicative of principal unawareness concerning induction was the response regarding what they knew about their new teachers: 6 of 13 answered “I’m not sure” to “Do your second year teachers work with mentors?” All principals will engage in professional development in induction and mentoring by the start of 2010 school year.

Standard 8 address the use of formative assessments with an emphasis on documenting confidential use of formative assessment. Program leadership/district/site administrators, and induction and mentoring teams will analyze multiple forms of documentation to provide evidence of reflective processes that impact student learning and improve classroom practices. Standard 7 addresses the development of beginning teacher practice. Program leadership, district/site administrators, and induction and mentoring teams identify, monitor and consistently maintain sanctioned time for induction processes and full program implementation that regularly includes such things as analysis of student work, data collection, observations and reflective conversations. Mentors differentiate time in support of beginning teachers in ways that meet program design and are responsive to the needs of individual beginning teachers.

The New Teacher Induction program is district-wide, but we have specific goals for how it is implemented at DeKalb High School. We have added high school mentors to the district Mentor Steering Committee. In April 2010 we revised the mentor recruitment and selection process in order to ensure new teachers will have mentors within their content area.

3. DeKalb High School/Northern Illinois University Professional Development School (PDS)

a. Professional Development School Model

District 428 and Northern Illinois University have been engaged in a partnership school since 2004 at Wright Elementary School. In 2008, both organizations agreed to expand their partnership into DeKalb High School. With this expansion, a more cohesive organizational structure was developed and our collaborative goals were articulated:

- World class high school curriculum
- Positive school climate
- High level of student success
- Superior preparation of pre-service teachers
- Ongoing and reciprocal professional development for both faculties
- Opportunities for shared research

In July 2008, District 428 and NIU engaged in a collaborative workshop for stakeholders of both organizations. By the conclusion of this kickoff, participants had a working understanding of the RtI model, PDS model, and high school and university contexts. The collaborative group then forged a vision statement and identified gaps between the current reality and the vision. A two-year planning calendar was developed. Since that original workshop, a governance board has been established to monitor policy of not only the partnership with DHS, but also the other elementary partnership schools. The development of the partnership at DHS, however, is the first in the district to model itself as a PDS. A design team was created with sub-committees for professional development, pre-service, curriculum, and the national model.

We are following the model of PDS as outlined by Teitel in *The Professional Schools Handbook* (2003), the National Council for Accreditation of Teacher Evaluation (2001), and the National Association for Professional Development Schools that includes a learning community, accountability and quality assurance, collaboration, diversity and equity, and structures, resources, and roles. All of these will be aimed at student learning outcomes.

Because of the potential power to support continuous improvement at both DHS and NIU teacher education programs, the DHS-NIU partnership chose to establish a PDS, a model that fosters innovation and rigor, when it began in 2008. A Design Team manages the partnership, supervising the work of five planning committees that will continue to meet at least monthly until the PDS is launched at the new high school building in August 2011. The Design Team and all committees have developed goals and implementation frameworks to guide their work and provide one basis for evaluation of the partnership's activities.

In addition, the partnership will use standards established by NCATE that are designed to serve PDS partnerships throughout the development process, promoting movement across stages within each standard towards implementation. The standards provide a means for feedback to the DHS-NIU partnership as it progresses and also provide a framework for evaluating the effectiveness of the partnership. There are five standards:

- Learning Community
- Accountability and Quality Assurance
- Collaboration
- Diversity and Equity
- Structures, Resources, and Roles

Each standard has a set of indicators and a range of accomplishments through four levels of a rubric: *beginning*, *developing*, *at standard*, and *leading*. A PDS is encouraged to achieve *at standard* as the minimum, with *leading* as the optimal level of achievement. In addition to meeting the goals and objectives of each PDS committee, the partnership will show progress across the four levels of the rubric.

The philosophy statement of the PDS Curriculum committee is: The Curriculum Committee provides resources, builds relationships between DHS and NIU faculty, and uses the RtI problem-solving model to improve student learning through good classroom practices by supporting Professional Learning Teams as they examine what DHS expects students to learn, assess what students have learned, and implement interventions. This committee has determined its goals to be:

1. Improve student achievement (DHS Students) through co-teaching and interventions such as STAR tutoring (based on data on student learning and achievement)
2. Improve in-service teachers (professional development for current DHS teachers) with the help of NIU resources (research)
3. Improve the quality of pre-service teachers (NIU Students) through the co-teaching format, more rigorous demands, higher expectations, and more responsibilities

b. STAR Tutoring

Another change that our PDS initiated is the addition of STAR tutoring (Students Tutors and Resources). This program began in January 2010. These tutors are NIU pre-service candidates who tutor during lunch periods and after school in English and Math. The intention of this program is to address the needs of Tier 1 students who occasionally need extra help. This is a passive intervention that relies on the student's motivation and decision to attend. According to data collected from January to April 2010 by STAR tutors, as led by Dr. Judy Cox-Henderson of NIU, 90 DHS students attended STAR tutoring across 200 sessions. According to data analysis performed by Dr. Christine Malecki, eighty percent of the students attended only 1 or 2 times. Most of the students were tutored in algebra and geometry homework. No data could be collected regarding effectiveness of the tutoring. These preliminary findings indicate that the "drop-in" format is reaching neither a large enough population nor a targeted population. To

increase participation in this tutoring program, a plan to improve communication between tutors and classroom teachers is being created.

c. Targeted Professional Development

As part of the DHS-NIU partnership curriculum development activities, math and science teachers at DHS completed the Survey of Enacted Curriculum (SEC) during the 2010 spring semester. By fall of 2010, they will begin studying the data. Participants in the survey expressed concerns about the validity of the results, since the survey was complicated and difficult to complete. Because of concerns expressed by past survey participants, the English teachers will participate in a pre-survey professional development session before completing the survey in early fall 2010. They will begin analysis in the fall as soon as results are available. NIU participants in the DHS-NIU partnership will collaborate with DHS faculty as they analyze the results of the SEC. Study of survey results will benefit NIU teacher preparation programs as well as DHS faculty by increasing understanding of how to align content knowledge and instructional methods with state and national standards. The PLTs offer a time and place for SEC data analysis. Once the results are fully understood, DHS faculty will be able to set specific goals for improvement. NIU and DHS faculty will use the survey results and analysis to determine needs for targeted professional development in content and instructional practices, which will be delivered as part of the partnership. Math, science, and English faculty will repeat the survey, probably in spring of 2012, to assess progress in aligning curriculum to state and national standards.

4. Literacy Focus

a. Adoption of Freshman Literacy Program

Several years of EXPLORE data from freshman fall testing revealed that students are entering their freshman year at DHS unprepared for the rigors of high school reading. EXPLORE data also reveals that students are coming in slightly less prepared every year, with mean reading scores on the EXPLORE falling from 15.7 in 2007 to 15.2 in 2008. Although no targets for ACT's EPAS testing are directly aligned with the PSAE, ACT does publish College Readiness Benchmarks that predict success in entry-level college courses and mark the 2-3 points of growth in scores that ACT suggests all students should make every year in high school. As we have aligned our curriculum to ACT's College Readiness Standards, using ACT's College Readiness Benchmarks (CRBs) is an organic way to measure growth. In 2007, only 57% of freshmen in the class of 2011 were testing at or above ACT's College Readiness Reading Benchmark score of 15 on the EXPLORE in reading. In 2008, that number fell to 52% for the class of 2012. Fall PLAN sophomore reading results are used as an indicator of growth made freshman year. These results revealed that the core freshman curriculum not only failed to make progress toward increasing the number of students who were meeting or exceeding ACT's CRBs, the percentage of students on target for reaching CRBs actually fell. The class of 2011 declined from 56% on target to meet CRBs of 15 as freshmen, to 47% ready to meet the CRBs of 17 sophomore year. Similarly, the class of 2012 experienced a marked decline from 52% meeting or exceeding freshman CRBs to 41% meeting or exceeding sophomore CRBs of 17 the following year.

In light of this data, the School Improvement Team opted to highlight literacy as the focus of freshman year. Following the highly successful literacy model developed by Tim Reilly at Lincolnway Central High School, the School Improvement Team proposed a mandatory literacy course required of all freshmen who test below the 80th percentile on the 8th grade EXPLORE test. After receiving board approval for such a course, 19 teachers in 9 content areas received literacy training. Reading Across the Curriculum teacher training focused on research-based reading strategies such as vocabulary development, schema development, imaging, and examining text structures. Although not all of the teachers who were trained taught the course this year, all of the trained teachers were able to bring the knowledge of reading strategies and literacy development back to their own content areas.

As the current freshmen class of 2013 is the first class to participate in this major curricular shift, we anticipate that the intervention will increase the number of students meeting or exceeding CRBs on the fall PLAN test. Preliminary data, gathered from MAZE tests administered this year, indicate that students in the literacy classes have increased their correct responses by an average of .20 words per week, a statistically significant difference from last year's tests in which the freshmen actually decreased in their average correct responses by .06 per week.

b. Expand Sophomore English to a full-year course

An analysis of our PLAN and Practice ACT data, an indicator of growth during sophomore year, demonstrated that sophomores are not progressing at a rate necessary to meet the increased difficulty level of a 21 on ACT's CRBs. Whereas we would expect our sophomore curriculum to move more students into meeting or exceeding ACT's CRBs from sophomore to junior year, we noted a profound decline, from 47% meeting or exceeding reading CRBs as sophomores in the Class of 2011 to 31% meeting or exceeding CRBs as juniors. This trend is consistent with the downward trend recorded for the last three years. Though spring PSAE and ACT data illustrate that our juniors make great strides toward recovering their lost momentum over the course of junior year, this growth is insufficient to bridge the gap in the sophomore year. Our sophomore core curriculum has not been sufficient to help students make the progress necessary to make AYP. To remedy the obvious slump in scores during the sophomore year, the School Improvement Team proposed altering our required sophomore English curriculum. Previously, sophomores were scheduled for a single semester of tenth-grade English opposite a full semester of Speech. In light of our data, the School Improvement Team proposed expanding our sophomore offerings to include a full year of sophomore English coupled with a semester of Speech. The Class of 2013 is the first class graduating under the new graduation requirements, so 2010-11 will be the first year the course is offered. We must wait, therefore, to measure the effectiveness of this change.

5. Alteration of Math course delivery to all students

a. Single-Period Math for all students placed in Algebra

Giving all students "opportunities to learn" is a guiding principal of RtI and has proven to be a powerful factor in enhancing student achievement (Lezotte, 2005; Marzano, 2003). Further, research spanning three decades illustrates that schools must create an environment of high

expectations for all students (Cotton, 2000; Newmann & Wehlage, 1996; Lezotte, 1991). Core instruction at DHS, must reflect the level of mastery we expect all students to achieve. For those students who struggle to meet those expectations, we must ensure that instructional time, not lowered expectations, is the variable.

Prior to 2007-2008, the scope and sequence of the math curriculum at DHS consisted of a number of lower-level course options for freshmen entering the building, including general math, math applications, and pre-algebra. After working with consultant Claren Einfeldt from CMath2, Inc., the math department made changes to course offerings. The department eliminated pre-algebra and started all freshmen, not already accelerated into geometry or advanced algebra, in an algebra-based course. In 2008-2009, freshmen were placed into either a single period or extended period and a half of algebra for those students who might need additional supports. Two years of data collection in the form of passing percentages and scores on common summative assessments, though, indicates that students in extended algebra are failing the common assessment at a rate four times higher than students in the regular algebra period. Reflecting on this data, the math department and building administration posited that the homogeneous grouping of all lower level students into the course may be impacting the climate of those classes, which in turn affected academic achievement. They have decided, therefore, to eliminate extended algebra and place all algebra students into a single-period algebra class beginning in the 2010-2011 school year. This decision effectively ensures that all freshmen have the opportunity to learn through advanced algebra prior to taking the PSAE junior year. Merely providing students with the “opportunity to learn” is insufficient, however, to meet the varying needs of our students. The increased rigor must be coupled with support for those students with skills deficits.

b. Algebra 2 as an option parallel to Advanced Algebra

With the change in the sequence of the math curriculum to start all freshmen in algebra, the three year math requirement for graduation mandated that all students pass Advanced Algebra to graduate from high school. To help differentiate this very theoretical subject for students who struggle with math, the math department opted to create a course of similar rigor to Advanced Algebra and based on the same National Council of Teachers of Math standards that would use more concrete, application-type strategies for instruction and assessment. The course would complement tests and quizzes with project-based assessments for Algebra 2 students. These students would still be college-bound but would approach material differently.

6. PBIS Implementation

Recognizing that students achieve more in an environment with a firmly established set of behavioral expectations and a generally positive atmosphere, DeKalb High School was one of the first high schools in the state to integrate Positive Behavior Interventions and Supports (PBIS) into the overall school culture in 2004-2005. The PBIS Universal Team has created a behavior matrix explaining appropriate school behavior. They have also instituted a method of delivery for teaching staff and students expected behaviors in a variety of situations. A school-wide system of student and staff incentives has also been established and is integrated into the

culture of the building. Regular data team meetings to review discipline and attendance data drive the initiatives and interventions coming from the Universal Team. Data is then shared with the faculty through the Dean's Barb Behavior newsletter, which includes positive referral information, discipline and attendance data. Reviews of the Benchmarks of Quality, School-wide Evaluation Tool, and Self-Assessment Survey indicate an effective program that reacts fluidly to the discipline needs of the building. After examining the data from this year, the team will roll out the theme for next year "Do the Right Thing, Right Now!" to address the increasing trend of students showing disrespect by being disruptive in the classroom and disrespectful toward substitute teachers. Again, the building and district administration has fully committed resources to making PBIS a part of the Three-Tiered Model.

7. Support for Students with IEPs in General Education Classes

a and b. Resource classes for "Core Plus More" and flexible service delivery

DHS, in accordance with the goals of our Secondary RtI Implementation Framework, is allowing for flexible use of specialized support staff in all core areas. Historically, students with significant basic skills deficits received intensive instruction, delivered by a special education teacher, for a full period each day. Other students in need of support in a given content area were provided with either daily support from a special education teacher in a general education classroom or they could voluntarily access support on an as needed basis.

In 2010-2011, students eligible for special education services will receive support that is specifically tailored to their individual needs. In all core content areas, DHS will continue to offer intensive level courses for students with basic skill deficits as well as general education co-taught classes; however, a content-area specific resource class will now be offered in addition to the previous programming (e. g. Algebra Resource or Humanities X). This aligns with the "Core plus More" philosophy of the RtI framework. Additionally, assistants will support in inclusion classes by providing logistical support. On the other hand, certified special education teachers will be scheduled more flexibly, enabling them to provide focused support to special education students within the general education course sections based on data (student performance on classroom assessments, lab performance etc.).

For the upcoming school year special and general education teachers will have common planning time to ensure that the content within any supported course aligns with the corresponding general education course. These collaborative teams will work together to develop a collective understanding of student learning and appropriate strategies for differentiating instruction within the general education setting to meet the needs of all students.

8. Structured Academic Intervention Periods

a. Structured Intervention Period with a Math Interventionists

Currently, math interventions for non IEP students at DeKalb High School rely on teachers trying to differentiate instruction for all students within a 48 minute period and on students voluntarily seeking tutoring from teachers or NIU volunteers during a study hall, lunch period, or outside the school day. DuFour et al. contend, however, that such interventions lead to wildly varying degrees of help for students. Rather, a school must have a "collective response" to

struggling students that is timely, directive, systematic, and exists within the confines of the school day. If time and resources are the constants, then student achievement will always be the variable with some students meeting the rigorous expectations and some not meeting them. In contrast, if high standards are the constant for all students, then time and resources must be the flexible variables in a students' journey toward academic achievement. DuFour et al. further argue, "It is disingenuous for any school to claim its purpose is to help all students learn at high levels and then fail to create a system of intervention to give struggling students additional time and support for learning." Not all students will acquire the skills and knowledge of a course at the same pace, so students who are struggling to meet the high expectations of a solid core curriculum must have additional time and support built into the school day (DuFour et al., 2006).

Reorganizing our current model of self-directed, voluntary tutoring will require that students identified from 8th grade data as struggling in math will be assigned a study hall period. Students identified by data teams examining common formative assessments will then use that information to identify students in need of additional time and resources. Struggling students will be reassigned from study hall to a Structured Academic Intervention Period with a certified teacher who will work both to tutor the students to keep up with daily work while also working on skill development and remediation to ensure that any deficiencies are addressed. The students' performance on future assessments will be monitored by both the classroom teacher and the intervention teacher. When data indicates that the student is achieving to a predetermined level of proficiency in the class, the student will be removed from the intervention period and scheduled back into a study hall. Thus, the intervention period is fluid, responding to the specific needs of the student.

At the upper grades in middle school and at the high school level, targeted support shifts from a focus on basic skill acquisition to supporting success in content area instruction. Research on this shift includes studies on teaching routines, those interventions focused on what teachers can use, and learning strategies, which have a focus on what students use for success (Strategic Learning Center, 2007).

Response to Intervention (RtI) begins with high-quality instruction and universal screening for ALL students. Whereas high-quality instruction seeks to prevent mathematics difficulties, screening allows for early detection of difficulties if they emerge (VanDerheyden, 2008). Universal screening and progress monitoring tools sample the curriculum and are indicators of general proficiency in a content area. The AAIMS, (Algebra Assessment and Instruction: Meeting Standards), is one such tool for use with students in Algebra (Foegen, 2007a).

In a multi-tiered system of support there are increasingly intensive supports available to match student need. For students who are in need of focused content area support, supplemental small group instruction aimed at building targeted proficiencies has been found effective (Burdette, 2006). This targeted support is provided by a highly qualified "interventionist" in a flexible system that is driven by student performance data (Shinn, 2008). Through direct work with students, the math interventionist imbeds learning strategies into instruction not only to improve outcomes, but also to increase student self sufficiency.

9. Increased Support for Hispanic Population

The term “Hispanic” does not describe a group of students at DeKalb High School with a unified set of characteristics or a prevailing set of attitudes. There is an enormous range of diversity among these students. Some students live in homes where Spanish is the only language spoken, while others speak English exclusively. Some families embrace the traditions of their home culture, while others have fully assimilated into the culture of the United States after several generations of living here. Students are charged with navigating both the home culture and the school culture and bridge the gaps with little to no assistance. Low achievement both on the EPAS and academic success within the classroom, as well as overrepresentation in discipline data, establish a need for support and educational interventions.

a. ELL Sheltered Literacy

Because English Language Learners have distinctly different literacy needs than the general education population, DHS will implement a sheltered ELL literacy course in the fall of 2010. ESL students will be placed into an ELL Literacy course tiered to their academic and language levels. The standard freshman literacy curriculum will be adapted to address both the literacy growth and language acquisition needs of this targeted group.

b. Parent programs

Other interventions implemented for Hispanic students are the Latino Parent Night and the Incoming ELL Students Orientation. During the Latino Parent Night counselors and administrators worked with parents of Hispanic students by providing them with current information related to the students’ performance and progress towards completing the graduation requirements. During the Incoming ELL Students’ Orientation, incoming ELL students and their families were provided with information related to the resources available, school expectations, graduation requirements, and course offerings. Both activities were presented in Spanish and parents were given the contact information of a Spanish-speaking administrator. For both activities one hundred percent of the students were Hispanic students.

Hispanic students identified by attendance, discipline, and/or academic issues are targeted for home visits by DHS administrators. Administrators and parents collaborate to resolve a myriad of student issues.

10. Plan for School Within A School

a. Freshman Academy for all incoming 9th graders

University of Chicago researcher Elaine Allensworth (2005), along with others, has found that the first-year high school grades are the best predictors of whether students will succeed in the rest of their high school career. Students who fail more than half of their freshmen classes and would need substantial interventions to graduate represent the biggest category of ninth graders who ultimately drop out of school. However, students who only fail a few classes are also at high risk of not graduating. Allensworth’s research found that failing just one semester-long class in the freshman year decreases the likelihood of graduating by 23 percent.

Data from DeKalb High School indicates that 23% of current 9th graders failed at least one course in the fall of 2010. With this in mind, teachers at DeKalb High School will begin planning a freshman academy to address both academics and a sense of belonging as students transition from middle school to high school. The goal of this freshman academy would be to make sure all freshman students are prepared with the skills to be successful in the regular college-preparatory classes the sophomore year.

11. Summer Opportunity for Academic Reinforcement (SOAR)

a. Summer bridge program from 8th to 9th grade

The SOAR program is based upon a similar program at Belleville High School East in Belleville, Illinois. The SOAR program targets incoming freshmen who have been identified as at-risk for not completing high school in four years. These eighth-grade students (generally Tier-2 students) may be recommended for SOAR placement for chronic attendance issues, excessive disciplinary referrals, or academic weaknesses. Students are generally not considered for SOAR placement if they are considered for enrollment in alternative placements, have IEPs that mandate intensive classes, or are ELL students for whom there would be a duplication of services.

SOAR began in the summer of 2008, with 26 identified students attending a five-week, summer school program. The program focuses on reading and math with an additional emphasis on life skills (building relationships and career exploration) and study skills (organizational skills, listening skills, reading strategies, note-taking strategies, and test-taking strategies). Upon successful completion of the five-week program, students earn a .5 elective credit.

Although scheduling sometimes presents challenges, the intent of the program is to build on the rapport established during the summer and design students' schedules so that they will have at least one of their SOAR teachers during the school day.

There has been a 51% decrease in absenteeism from middle school to high school for the identified SOAR students. Twenty-four percent of the identified SOAR students have had an increase in behavior referrals at the high school, while 63% of the identified SOAR students have had a decrease in behavior referrals. The remaining 13% of the identified SOAR students did not have behavior referral issues at either the middle school or the high school. Currently only 18% of the identified SOAR students are on track to graduate within a four-year period, in terms of credits earned per semester.

b. Voluntary school-year support for SOAR students

The PBIS secondary team follows up the summer SOAR program with a research-based check-in program for students. This is a passive intervention where SOAR students are met by the check-in coordinators and invited to join the program. The purpose of the before school

check-in with SOAR students is to build relationships with the students and to check on homework completion and the students' readiness to begin the school day. Students are offered school supplies on a daily basis along with a light breakfast.

The check-in coordinators began monitoring grades with this target group weekly during lunch time in an effort to increase student awareness of the importance of academics and attendance. Students are met by their counselor or check-in mentor and self-monitor their grade percentage, attendance, and tardiness using the Skyward student access. Students keep track of their progress and color code personal data. Although students are not passing 100% of their classes, they understand the importance of homework completion and set personal goals for success each week. Eighty percent of the check-in students are making progress toward graduation this year.

This voluntary program has 52% of the identified 2009-2010 SOAR students checking in on a regular basis. One hundred percent of the SOAR students who participate in check-in have had a decrease in absenteeism from middle school to high school.

In examining data from middle school to high school, seventy-three percent of the SOAR students participating in check-in have had a decrease in discipline referrals, seven percent of the students have not had a change in the number of discipline referrals, seven percent of the students have seen an increase in discipline referrals, and thirteen percent have no discipline history.

Twenty-seven percent of the check-in students are on track to graduate on time, forty-seven percent of the check-in students are within .5 credits to graduate on time, and twenty-six percent of the check-in students are not on target to graduate within a four- year period.

12. Parent Communication

a. Administrative Home Visits

The administration is using home visits to target parents of students with attendance concerns and multiple discipline referrals. Additionally, students who are in danger of dropping out of school have been identified and those families have been visited. The goals during the visits are to increase communication with parents and to collaborate and plan interventions that will help the students to become academically successful at DHS.

b. Teacher training in Skyward Email Blasts

The District 428 educational administrative software system, Skyward, has created many opportunities to increase parents' awareness of their children's educational progress. Daily as well as cumulative grades, attendance reports, and discipline logs can all be accessed by parents from any computer once parents are given an access code. This system has been a great success, with over one million hits in an eight-month period in 2009-2010. To fully use the capability of this software, teachers will be given the opportunity to be trained to send email blasts to all parents in a given class so that pertinent class information can be easily disseminated to parents.

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Secondary RtI Implementation Framework

Each Phase Assumes Continuation of Activities at the Lower Phase

DeKalb High School 2009-2010

Area of Implementation	Includes:	Phase 1 Vision and Professional Development	Phase 2 Skill Building	Phase 3 Application in Practice	Phase 4 Established Custom/Institutionalization
1. Professional Learning Communities (PLC)	<p style="text-align: center;"><i>Teaming</i></p> <p style="text-align: center;"><i>Differentiation</i></p> <p style="text-align: center;"><i>Use of data for decision making</i></p>	<p>Define PLC and its relationship to other team structures.</p> <p>Establish team norms, common beliefs, language, and protocols that support the implementation of PLC s.</p> <p>Building staff and leadership discuss the components needed to effectively implement PLT’s</p> <p>Within each PLC identify research-based instructional strategies for content area instruction.</p> <p>Examine available data to identify trends in content area performance including strengths and weaknesses and use existing data sources to identify student learning needs.</p> <p>Assess the effectiveness of common formative assessments as a tool for identifying student instructional need</p>	<p>Share research-based instructional strategies for content area instruction <i>within and between</i> PLC ‘s</p> <p>Discuss student learning needs and plan classroom interventions to address diverse learning needs within a course section.</p> <p>Professional development on differentiation, matched to level of need, has been provided to all staff</p> <p>Create common formative assessments based on essential content to inform teacher decisions for group learning.</p>	<p>Use common formative assessments based on essential content to inform teacher decisions for group learning.</p> <p>Conduct regular, systematic data analysis meeting and use universal screening, progress monitoring, and common formative assessment data to inform instruction and intervention for individual students.</p> <p>Teachers implement differentiated instructional strategies to meet the needs of the group.</p>	<p>Collaboratively examine common formative assessment data and plan instruction and interventions based on group and individual student learning needs.</p> <p>Use disaggregated data from a variety of sources by subgroups or standards to plan for differentiated instruction for identified groups of students or learning standards.</p> <p>Interventions exist in varying levels of intensity and across a variety of subjects for all students at all instructional levels.</p> <p>Teachers implement differentiated instructional strategies to meet the needs of the group and individual students.</p>

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2. Essential Course Content	<p style="text-align: center;"><i>Aligning professional development</i></p> <p style="text-align: center;"><i>Learning standards</i></p>	<p>Choose a model for establishing essential content</p> <p>Inventory existing work and identify gaps.(those staff who have not had training on any model)</p> <p>Develop a Professional Development model consistent with Implementation Framework goals</p> <p>All 6-12 staff will participate in professional development on chosen model</p> <p>PLT's become familiar with the appropriate standards relating to their content area</p>	<p>PLC's map their current curriculum content</p> <p>PLC's record the time that is currently devoted to components of current curriculum content</p> <p>PLC's align their course content to appropriate standards</p> <p>PLC's will prioritize content, including reasoning and problem solving skills, for students with varying instructional levels</p> <p>PLC's will develop common formative assessments that measure the essential course content</p>	<p>Teachers implement curriculum content as prioritized for student groups and aligned to standards</p> <p>Implementation integrity will be accomplished through coaching sessions</p> <p>Provide continued targeted professional development for all staff based on the Implementation Framework</p> <p>PLC's will use common formative assessments that measure the essential course content</p>	<p>Formative assessment data is used to adjust instruction when groups of students demonstrate that they have not acquired the essential course content</p> <p>Monitor progress toward full implementation using integrity data.</p> <p>Continue targeted Professional Development as necessary.</p>

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Area of Implementation	Includes:	Phase 1 Vision and Professional Development	Phase 2 Skill Building	Phase 3 Application in Practice	Phase 4 Established Custom/Institutionalization
3. Consistent Course Syllabi and Planning	<p style="text-align: center;"><i>Grading system</i></p> <p style="text-align: center;"><i>Attendance policies</i></p>	<p>Investigate models and formats of effective syllabi and encourage individual use of course syllabi</p> <p>Investigate/examine description of essential course content in individual syllabi and determine the methods by which student achievement will be measured in each course (e.g., homework, participation, formative and summative assessments, papers, projects, presentations, etc.)</p> <p>Inventory existing district attendance procedures/policies and data</p> <p>Examine consistency of individual classroom policies with district attendance/grading policies</p> <p>Investigate research-based attendance procedures/policies</p>	<p>Adopt a model of effective syllabi for universal use</p> <p>Align course syllabi and grading policies with district policies</p> <p>Incorporate essential course content into common course syllabi</p> <p>Establish relative importance (weights) for each student evaluation method for each course(from phase 1)</p> <p>Develop/review attendance policy at building/district level</p> <p>Develop/define research-based attendance interventions based upon data and prior investigation</p> <p>Provide Professional Development on grading and attendance systems for stakeholders</p>	<p>Teachers will consistently use the adopted model of course syllabi.</p> <p>Include description of a consistent grading system in district wide communications</p> <p>Develop plan for students to monitor individual grades and academic progress</p> <p>Implement research-based attendance intervention and use data to make decisions.</p> <p>Align attendance policies district-wide</p> <p>Establish a system for providing stakeholders with feedback regarding scores on stated evaluation methods</p>	<p>Ongoing review and revision of course syllabi and alignment to district policies</p> <p>All aspects of the system of evaluation and grading, are communicated to students and parents</p> <p>Use attendance data to review school wide programming on a consistent basis</p>

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4. Multi tiered system of support (3TM)	<p style="text-align: center;"><i>Scheduling</i></p> <p style="text-align: center;"><i>Research-based Tier 3 tools</i></p> <p style="text-align: center;"><i>Flexible use of support staff</i></p>	<p>Collaboratively identify a desired model for a building schedule that allows time for targeted and intensive support</p> <p>Inventory the existing schedule and available resources within each building (personnel, materials, & interventions)</p> <p>Building leadership team evaluates how the schedule of the school day supports instruction</p> <p>Inventory existing Tier 3 tools</p> <p>Provide Professional Development for research-based Tier 3 interventions.</p> <p>Building staff understands Response to Intervention (RtI) and the term “research based.”</p> <p>Staff taught the differences between accommodations, modifications, and interventions</p>	<p>Develop systematic procedures for implementing Tier 3 interventions</p> <p>Teams are provided with training, guided practice and performance feedback on methods to monitor intervention integrity.</p> <p>Support staff is trained in the use of Instructional Planning Forms (IPF’s).</p> <p>Support staff engages in activities that are in line with a multi tiered model.</p> <p>Research-based, skill building interventions and resources for research-based instructional strategies are available at each building.</p> <p>Staff practices the differences between accommodations, modifications, and interventions with performance feedback from coaches</p>	<p>Implement scheduling model and monitor effectiveness</p> <p>Building uses multiple Tier 3 interventions with fidelity and integrity with variation in time, intensity, and instruction</p> <p>Tier 3 interventions are supplemental to the core curriculum</p> <p>Building leadership team insures that the schedule of the school day supports instruction within a multi tiered model by writing measurable school improvement goals.</p> <p>Teachers demonstrate understanding of the differences between accommodations, modifications, and interventions by applying them in practice</p> <p>Building utilizes support staff flexibly to meet the needs of individual children.</p>	<p>Building schedule is reviewed yearly and adjusted to insure that it complements targeted and intensive support needs</p> <p>Research-based interventions are continually developed and modified based on student need and data collection.</p> <p>Intervention integrity is monitored through each school’s data team.</p> <p>Building leadership team continues to write and evaluate measurable goals for the school improvement process that include the components of a multi tiered system of support</p>

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5. Common formative assessment	<p style="text-align: center;"><i>Universal screening</i></p> <p style="text-align: center;"><i>Progress monitoring</i></p> <p style="text-align: center;"><i>High-stakes tests</i></p>	<p>Inventory the existing data sources and their use (e.g. essential content, skills, and performance).</p> <p>All staff receives training on the appropriate use of assessment data, including general outcome measures, diagnostic assessments, and high-stakes tests.</p> <p>Staff is trained on the critical components of common assessments and understands basic test development principles as delineated within the common assessment research</p> <p>Targeted building personnel participate in training on data management systems.</p>	<p>Screening and progress monitoring tools are available to gather data for the identification of students' academic and behavioral needs</p> <p>Entrance and exit decision rules for academic and behavioral concerns at Tiers 2 & 3 are established.</p> <p>Staff develops common formative assessments based on learning standards/essential content in accordance with test development principles and common assessment research to track progress on learning standards/essential content</p> <p>A system for sharing individual student plans across grade levels is established</p>	<p>Establish and implement routines for benchmarking and progress monitoring</p> <p>Establish and implement a clear schedule for regular, systematic data analysis (including universal screening, progress monitoring, and formative assessment data)</p> <p>Measurable goals are used to evaluate student progress in all three tiers.</p> <p>Student performance data from a variety of sources is disaggregated by subgroup</p> <p>Available school-wide data are presented at an all-school staff meeting.</p> <p>Individual problem-solving plans are shared with all relevant staff.</p>	<p>Regularly monitor integrity of procedures and processes for analyzing and utilizing universal screening, progress monitoring, common assessments, and high-stakes tests.</p> <p>When data indicate student academic and behavioral concerns a formal Problem-Solving process is routinely followed with integrity</p> <p>Formative assessment data is used to inform student and teacher decisions, plan interventions and differentiate instruction for all students</p>

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6. School wide Positive Behavioral Support	<p style="text-align: center;"><i>School wide behavioral expectations</i></p> <p style="text-align: center;"><i>Behavioral trends</i></p>	<p>Explore possible models and their effectiveness for the secondary level.</p> <p>Investigate positive behavioral support models for completing critical content, including structure and logistics for implementation.</p> <p>Develop and define a professional development model to establish positive behavioral supports.</p> <p>Building Leadership takes an active role in goal setting and program maintenance</p>	<p>Establish and implement a school wide universal team</p> <p>Designate and train internal behavior coaches</p> <p>School wide behavioral expectations established</p> <p>A system for collecting discipline data is established</p> <p>Clear expectations about behavior problems handled in the classroom and those handled by the administration have been developed</p> <p>School wide behavior expectations taught directly and systematically to all students</p> <p>Data are used to make decisions regarding additional need for professional development.</p>	<p>Teams meet regularly to review data and develop interventions at all three levels</p> <p>School wide behavioral expectations are posted throughout the building</p> <p>Discipline handbooks and language aligned with behavioral expectations</p> <p>Process for evaluating behavioral data is integrated into the basic skill and data teaming framework.</p> <p>Discipline data collected, entered and reported to staff</p> <p>Links with community have been established to provide incentives for students and staff.</p>	<p>Monitor the effectiveness of the behavioral model by regularly examining school wide trends in behavioral data</p> <p>Teams meet regularly to review data and develop interventions at all three levels</p> <p>Data collection and review of implementation integrity occurs at all levels</p>

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DeKalb High School 2009-2010

Area of Implementation	Includes:	Phase 1 Vision and Professional Development	Phase 2 Skill Building	Phase 3 Application in Practice	Phase 4 Established Custom/Institutionalization
7. Parent and Community Involvement	<p style="text-align: center;"><i>Information</i></p> <p style="text-align: center;"><i>Notification</i></p> <p style="text-align: center;"><i>Participation</i></p>	<p>Building staff have communicated the purpose of the multi tiered model to parents and other stakeholders</p> <p>Parents are informed when student concerns arise</p> <p>Parents are informed when their student is referred for Individual problem solving</p> <p>Parents and stakeholders have access to high stakes test data via school report cards.</p>	<p>Building staff have provided information to parents on RtI when asked or when an academic or behavioral concern arises.</p> <p>Parent notification of group-level interventions occurs</p> <p>Parents are participants in the individual problem-solving process</p> <p>Parents have access to high stakes assessment results (aggregated via school and district website)</p> <p>District leadership explores possible protocols for educating and involving parents in the RtI process.</p>	<p>School and district websites contain information for parents and stakeholders who want to gain a stronger understanding of RtI</p> <p>Universal screening, common formative assessments, and high stakes assessment data are shared with parents and stakeholders in a systematic way as delineated in the strategic plan</p> <p>Involve community groups and agencies in the tiered system of support for all students</p> <p>District adopts a protocol for educating and involving parents in the RtI process.</p>	<p>Building staff follow district protocol for educating parents and stakeholders about RtI</p> <p>Progress monitoring data are provided to parents of students receiving tier 2 or tier 3 interventions on a systematic, ongoing basis</p> <p>All data sources (universal screening, common formative assessment, high stakes tests) are easily available for all stakeholders to access as delineated in the strategic plan</p>

Numbers in () correspond to the Area of Implementation on the Secondary RtI Implementation Framework—See end of document

Focus		Core Competencies	Methods for Measurement	Timeline	Expected Outcomes
1. Professional Learning Teams (1)	a.	Essential Course Content (2) aligned to ACT, state and/or national standards <ul style="list-style-type: none"> • Standardized test preparation in all academic content areas 	Common formative and summative assessments (5) EPAS(EXPLORE, PLAN, ACT) data PSAA data Survey of Enacted Curriculum	09-10 professional development in deconstructing standards 09-10 PLTs began work of aligning content to ACT College Readiness Standards and national and/or state content area standards 10-11 Teams work to imbed standardized test preparation throughout curriculum and across content areas	Average rate of improvement of 3 points per year in EPAS data Make Safe Harbor in math and reading for all identifiable subgroups in 2011-2012 Consistent curriculum in alike courses
	b.	Common Syllabi including standardized grading system (3)	Principal review	09-10 professional development on effective course syllabi 09-10 common template created (disseminated to all teachers) 09-10 PLTs create common syllabi for alike courses August 2010 Common syllabi completed and used in courses	Consistent student expectations of courses and teachers
	c.	Data-based decision making (1)	Common formative and summative assessments (5) Student EPAS performance data	By October 2010 Staff development in writing reliable and valid common formative and summative assessments 10-11 Professional Development in data teaming 10-11 Data managing systems selected 11-12 Data teams fully implemented with corresponding technology	Teams record instructional changes made as a result of common formative and summative assessments
	d.	Vertical teaming to provide articulation in English and math (8 th grade teachers included)	Gap analysis Transition assessments aligned to articulated standards	10-11 vertical team organization, goal setting, and development of transition assessments in English and math 11-12 begin use of transition assessments	Improved scope and sequence with clarified essential outcomes of each grade level/course Student skills will match the expected curriculum standards as evidenced by performance on transition assessments (formative and summative)

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<p>2. Teacher Quality (1)</p>	<p>a.</p>	<p>Full implementation of the Charlotte Danielson framework as a tool for instructional practice (1)</p>	<p>Teacher evaluation climate survey</p>	<p>03-04 District adopts Danielson framework for evaluation purposes only August 2008 District Evaluation Plan approved by ISBE 09-10 and ongoing All administrators trained in use of evaluation tools and the Danielson framework for teaching September 2010 and ongoing with instructional coaches—professional development in using framework to drive professional practices</p>	<p>90% of teachers will report an understanding and use of Danielson framework to improve teaching</p> <p>80% of teachers will report that they received sufficient training on the use of the rubrics</p> <p>90% of teachers will report that post-conference meetings provide a good opportunity to discuss the improvement of instruction</p> <p>80% of teachers will report that the feedback they receive from their evaluator is informative and specific to the improvement of instruction</p>
	<p>b.</p>	<p>2-Instructional Coaches (4)</p>	<p>Self-reported teacher checklist of instructional methods</p> <p>Instructional Coach effectiveness tool</p> <p>Aggregate use of coach walkthrough tool</p>	<p>By August 2010, create and/or select a tool for measuring the effectiveness of instructional coach</p> <p>By August 2010, create and/or select a coach walkthrough tool</p> <p>September 2010 professional development in accessing instructional coaches</p> <p>2010-11 Instructional coaches gather classroom observation data, assist data teams, and incorporate literacy across content areas</p>	<p>Effectiveness tool will indicate increased use of varied instructional methods and confidence in using them</p> <p>Effectiveness tool will indicate increased feelings of trust and collegiality among staff members</p> <p>Aggregate departmental data will indicate use of literacy strategies and varied instructional methods</p>
	<p>c.</p>	<p>New Teacher Induction and Mentoring (2)</p>	<p>New Teacher Induction Survey for administrators, new teachers, and mentors</p> <p>ICE 21 formative assessment tools</p>	<p>07-08 Training new teachers in Danielson framework</p> <p>07-09 Mentors trained by CEC in the New Teacher Center model</p> <p>May 2009 new teacher induction survey administered to new</p>	<p>On the New Teacher Induction survey, all DHS administrators will indicate an understanding of the program and their roles and responsibilities.</p> <p>Teams of mentors and proteges</p>

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				<p>teachers, mentors, and administrators</p> <p>09-10 Induction Coordinator began professional development with principals</p> <p>February 2010 INTC conference and mentor steering committee began aligning our existing program to the Continuum</p> <p>April 2010 (3) high school mentors added to mentor steering committee in order to address content-area needs of new teachers</p> <p>April 2010 Mentor steering committee revised the mentor selection/assignment tool and process</p>	<p>document reflective practice.</p> <p>Teams will report that they have met at their sanctioned/scheduled time 80% of the time</p>
<p>3. DeKalb High School/Northern Illinois University Professional Development School (7)</p>	a.	Professional Development School Model	NCATE PDS Standards Partnership Implementation Framework	<p>July 2008 (3)-day Workshop for DHS and NIU</p> <p>September 2008 Follow up workshop to recruit more NIU faculty</p> <p>08-09 Design Team and sub-committees developed</p> <p>09-10 Established regular committee meeting schedule and goals</p> <p>March 2010 DHS/NIU participants at NAPDS conference</p> <p>Fall 10-11 establish baseline on standards and strategize implementation of each standard</p> <p>Fall 11-12 measure progress on standards</p>	<p>Move across at least one level within each standard</p> <p>PDS implemented in August 2011</p>
	b.	STAR (Students Tutors and Resources) tutoring (4)	Survey data	<p>January 2010 - Pilot and monitor for effectiveness</p> <p>2010-2011 Expand tutoring program; develop system to increase communication between teachers and tutors</p>	<p>Increase student participation in tutoring from the current 5% of student population to 10%</p>

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	c.	Targeted Professional Development	Survey of Enacted Curriculum (SEC) results	February 2010 (24) math and science teachers completed the Survey of Enacted Curriculum Fall 2010 pre-survey training and entire English department will complete the SEC 10-11 Collaborative data analysis, professional development targeted to gaps in alignment, and goal setting 11-12 Math, science and English teachers will complete the SEC again	Improved curricular alignment to ACT college readiness standards in math, science, and English Specific measurable goals will be determined through study of the SEC results
4. Literacy Focus (4)	a.	Adoption of Freshman Literacy Program modeled after Lincoln Way Central High School	Common formative and summative assessments (5) Freshman EXPLORE to sophomore PLAN data	08-09 Program and curriculum development June 2009 training of (19) teachers in Reading Across the Curriculum 09-10 Full implementation and monitoring 10-11 Continuation of Literacy program 10-11 Professional development of more teachers in the Literacy Program (Reading Across the Curriculum)	Statistically significant improvement on common summative assessments Average of 3 points of growth in reading between freshman EXPLORE and sophomore PLAN data
	b.	Expand Sophomore English to a full-year course (4)	Common formative and summative assessments (5) Sophomore PLAN to ACT data	09-10 Curriculum development 10-11 common assessment development August 2010 Course implemented 11-12 Common assessments used	Average of 3 points of growth in reading between freshman EXPLORE and sophomore PLAN data
5. Alteration of Math course delivery to all students (4)	a.	Single-period math for all students placed in Algebra (4)	Common formative and summative assessments (5) EPAS data Algebra probes	09-10 Targeted students enrolled in Algebra Extended (longer class period) May 2010 Training in use of manipulatives in Algebra with Math Consultant June 2010 TI-Nspire Calculator Training in the Algebra	Improved student scores on common formative and summative assessments EPAS—Average rate of improvement of 3 points per year

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				Classroom July 2010 Gifted/Differentiation instruction professional development August 2010 Implement new math sequence starting all freshmen in single period of algebra or higher in math Summer 2010 training in developing formative assessments	Statistically significant improvement in number of students who meet expectations on the algebra probe
	b.	Algebra 2 as an option parallel to Advanced Algebra (4)	Common formative and summative assessments (5) EPAS data	June 2010 Algebra 2 Curriculum development August 2010 Course implementation	EPAS – Average rate of Improvement of 3 points per year Common formative and summative assessments
6. PBIS Implementation (6)	a.	Fully Implemented PBIS Universal Program	Discipline and attendance data Positive Referral data Benchmarks of Quality survey Discipline matrix developed through the dean’s office	2005 Professional development and planning 2006-2008 Program growth 2008-2009 Fully implemented universal team	Decrease discipline referrals Decrease unexcused absences and tardies Increase number of positive referrals Consequences for discipline will become consistent across the building
7. Support for Students with IEPs in General Education Classes (4)	a.	Resource classes for “Core Plus More”	1.Number of students with IEP’s in general education curriculum 2.Student success in the least restrictive environment as measured by earned credits 3.Performance on assessments comparable to peers participating in same core curriculum 4.Algebra probes 5.% of students meeting IEP goals as reported by My Service Tracker	Humanities Extension 09-10 pilot program 10-11 continued Algebra 1 Resource, Geometry Resource, Algebra 2 Resource 10-11 reinstated support model Spring 2009 Teacher training on My Service Tracker 09-10 full implementation of My Service Tracker 10-11 Establish baseline data	Data for number of students in general education courses Progression through the course sequence/ earned credits Increased scores on Algebra probes Increase in students meeting IEP goals Common formative and summative assessments

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				11-12 Analyze and monitor data	
	b.	Flexible service delivery that allows for differentiation of services based on student need (Consult minutes vs. Direct minutes of service)	1.Number of students with IEP's in general education curriculum 2.Student success in the least restrictive environment as measured by earned credits 3.Performance on assessments comparable to peers participating in same core curriculum 4.Algebra probes 5.% of students meeting IEP goals as reported by My Service Tracker	09-10 piloted in Science 10-11 refined and expanded for Humanities and Math	Data for number of students in general education courses Progression through the course sequence/ earned credits Increased Algebra probe scores Increase in students meeting IEP goals Common formative and summative assessments
8. Structured Academic Intervention Periods (4)	a.	Structured Academic Intervention Periods with a Math Interventionist	Formative assessment data Algebra probes	April 2010 Students at risk for failure in algebra identified and placed in study hall August 2010 Program pilot with certified math teacher 2011-2012 Program growth with focus on supporting core program objectives	Improvement on formative assessments The rates of improvement of students in the intervention exceed the rate of improvement of a typically developing student on Algebra probes
9. Increase support for Hispanic population (4)	a.	Adoption of Freshman Literacy Program modeled after Lincoln Way Central High School and Adapted for a sheltered literacy course	Common formative and summative assessments (5) Freshman EXPLORE to sophomore PLAN data	08-09 Program and curriculum development June 2009 training of (17) teachers in Reading Across the Curriculum including (2) teachers of ELL students 09-10 Implementation in general education courses 10-11 Implementation of adapted curriculum for sheltered instruction	Statistically significant improvement on common summative assessments Average of 3 points of growth in reading between freshman EXPLORE and sophomore PLAN data
	b.	Parent programs targeting the needs of the Spanish-speaking population	Parent attendance data	08-09 and on-going annual Latino Parent night 09-10 and ongoing Spanish translator for parent orientation night March 2010 ELL Incoming Student Orientation	Increased parent participation in conferences, Latino Parent night, and ELL Incoming Student Orientation night

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10. Plan and Implement School Within a School (4)	a.	Freshman Academy for all incoming 9 th graders	Indicators of best practice for small learning communities Task force action step progress	August 2010 Establish task force By December 2010 School-within-school developed 2011-2012 Program implemented with program evaluation system in place	Establishment of a task force to research and complete a proposal for a freshman academy
11. Summer Opportunity for Academic Reinforcement (SOAR) Program (4)	a.	Summer bridge program from 8 th to 9 th grade	School Motivation and Learning Strategies Inventory (SMALSI) Number of course credits earned Existing formative assessments in literacy and math that are gathered in those courses	Spring of 08 Pilot Check in group 08-09 School year SOAR student check in began: discipline, attendance, grades tracked 09-10 SOAR student check in with discipline, attendance, and weekly self-monitoring of grades with an adult mentor	Post-test on SMALSI will be in the average range. Students of SOAR will start high school with .5 elective credit. Rate of improvement on formative assessments will be greater than or equal to 9 th grade student average.
	b.	Voluntary school year support through Freshman check-in and weekly grade monitoring	Discipline and attendance data Number of course credits earned	09-10 and ongoing Freshmen check-ins	The cohort group of check-in students will have the same average number of discipline referrals and attendance as the regular freshman population The cohort group of check-in students will earn 80% of the credits they attempt each semester
12. Parent Communication (7)	a.	Administrative Home Visits	Discipline and attendance data Number of course credits earned	Spring 2010 administrators began visiting the homes of students who were in danger of not graduating and had a number of discipline referrals. 10-11 Continuation of home visits	Improve communication between the school and parents For the targeted population: Decrease attendance issues Increase graduation rate Decrease number of discipline referrals
	b.	Teacher email blasts as a communication option	Self-reported teacher use of email blasts to parents	May 2010 establish baseline data of email blast use September 2010 professional development in sending email blasts to parents of all students	Increase in self-reported number of email blasts sent with class information

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Teacher On Special Assignment –Instructional Coach (TOSA)
DHS
Job Description

ROLE AND RESPONSIBILITIES:

- Provide information and guidance regarding a range of effective and innovative research-based instructional practices including Danielson’s Framework, Marzano’s strategies, and Jim McKnight’s work through various activities such as:
 - individual discussions (informal and formal)
 - coaching sessions
 - demonstration lessons with pre- and post-discussion/analysis
 - study groups
 - staff meetings
 - professional development programs
 - classroom observations
 - Research and provide resources to staff regarding research-based instructional practices in the following four areas:
 - classroom management
 - content
 - instructional teaching practices
 - assessment techniques
- Coordinate and support the infusion of literacy across all content areas.
Maintain paperwork consistently, appropriately and in a timely manner.
- Maintain the confidentiality of schools, teachers, and classrooms.
 - Coordinate/facilitate instructional material pilots and implementations (including software and web resources).

SKILLS AND COMPETENCIES:

- An excellent classroom teacher with in-depth knowledge of sound instructional practice
- Ability to present to teacher groups and to facilitate teacher groups
- Ability to gather data from classroom observations
- Understand cross-curricular instructional practice
- Understand and apply differentiated instruction
- Knowledge of quality formative assessment
- Ability to engage in collaborative dialogue to improve instructional practice
- Ability to establish and maintain positive relationships with DHS staff
- Ability to coach and to model good instruction

*This is a non-evaluative role

*This position will not have supervisory issues/duties

*This is not an administrative position

EVALUATION:

The TOSA for Instructional Coach will be evaluated by a member of the DHS administrative team.

Teacher On Special Assignment –Math Interventionist (TOSA)
DHS
Job Description

ROLE AND RESPONSIBILITIES:

- Provide Tier 2 (small group) and Tier 3 (individual support) to algebra students identified as needing support beyond the core curriculum.
- Gather data to help algebra teachers implement research-based instructional practices matched to identified student needs.
- Provide Tier 2 supports such as: Introduction of a skill to be learned (pre-teaching), teaching a prerequisite skill to mastery, fluency building of an already acquired skill, guided practice to apply the skill under novel conditions
- Support teachers to provide the following research-based instructional practices: sequencing content, ensuring that skills are taught to mastery as instruction progresses, and adequate corrective feedback matched to the student’s level of competence.
- Match the task difficulty to the capability of the identified students and provide high numbers of opportunities to practice the skill
- Use data to provide the appropriate interventions matched to the targeted students’ needs.

SKILLS AND COMPETENCIES

- Evidence of experience and knowledge in using fundamental principles of mathematics teaching and learning, such as but not limited to
 - Research-based instructional practices in the area of mathematics
 - Inquiry based theory and research
 - Familiarity with the DHS math curriculum
 - Formative assessment practices and progress-monitoring
 - Differentiated instructional practices
 - Data-driven decision making
 - Effective classroom management skills
 - Use of manipulatives

- Computer literacy (SmartBoard)
- Professionalism as demonstrated by the ability to manage time effectively, work with different stakeholders (students, teachers, staff, administrators)
- Ability to establish a cooperative working relationship with the DHS staff

*This is a non-evaluative role

*This position will not have supervisory issues/duties

*This is not an administrative position

EVALUATION: The TOSA for Math Interventionist will be evaluated by a member of the DHS administrative team.

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