

Approved by the Board of Education: May 4, 2010

Reviewed by the Illinois State Board of Education: May 26, 2010

Document Contents

Background	Page 1
Highlights and Summary Comments by State Reviewer and Principal Moeller	Page 2
Executive Summary	Page 3

Background – No Child Left Behind Legislation (2001)

When the No Child Left Behind (NCLB) legislation was signed into law in 2001, provisions in the law required schools and school districts across the country to ensure 100% of students meet or exceed state standards, including “high stakes” testing for all subgroups by FY2014.

NCLB requires each school and district to make [Adequate Yearly Progress \(AYP\)](#) toward the FY2014 goal. For FY2011, 85% of all students, in all subgroups, will be expected to meet or exceed state standards in both reading and math. As the percentage of students required to meet or exceed state standards continues to rise, more schools and districts likely will not meet AYP.

DeKalb High School has not made Adequate Yearly Progress, despite making Safe Harbor in 2009, for four years. This requires DeKalb High School to prepare a school restructuring plan to be approved by the Board of Education.

The District 428 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, is used by the School Improvement Team to set and monitor progress on the seven indicators of successful implementation of a secondary RtI system. The seven indicators of successful 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 PSAE 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 increased 5%, with a 4% gain in math. Even more impressive are the gains made by the economically disadvantaged students. This subgroup showed more than a 20% increase in students meeting or exceeding standards from 2008 to 2009. Math gains for that subgroup were also significant with a 6% gain in meeting or exceeding in 2009. The gain in the percentage of students meeting or exceeding standards was not just limited to subgroup populations. The 2009 report card shows a 5% increase in students meeting or exceeding standards, as well as a 3% increase meeting or exceeding in math.

Highlights and Summary Comments by State Reviewer and Principal Moeller

On May 26, 2010, District 428 administrators, DeKalb High School administrators, school improvement team members, and individuals associated with [RESPRO](#) assisting DeKalb High School in developing Professional Learning Teams, conducted a conference call with the Illinois State Board of Education to review the restructuring plan previously approved by the District 428 Board of Education.

After providing a comprehensive review of the plan, and answering questions regarding numerous aspects of the plan, the reviewer had the following comments to make about the quality of the restructuring plan that had been presented:

"I don't usually praise restructuring plans, but I offer you genuine applause on the scope and comprehensive nature of your plan"

"Your plan is one of the best I've ever seen"

"I admire the collaboration between the teachers union and administration"

"These positive comments are a testament to the collaboration, hard work, and commitment by all district stakeholders involved in developing our restructuring plan," said Doug Moeller, principal of DeKalb High School. "I can't begin to thank everyone who contributed to this effort," he added. "Given the time constraints under which this plan had to be completed, the seamless cooperation, selflessness, and willingness of so many people to dedicate significant hours to this end makes me feel honored to work with everyone here in District 428," Moeller concluded.

Executive Summary

The restructuring plan is intended to identify specific actions, programs, and initiatives that will effectively address areas of improvement resulting in higher levels of student learning in all groups.

There are twelve main points of the 2010 DeKalb High School Restructuring Plan: professional learning teams, teacher quality, DeKalb High School/Northern Illinois University Professional Development School, literacy focus, alteration of math course delivery to all students, PBIS implementation, support for students with IEP's in general education classes, structured academic intervention periods, increase support for Hispanic population, plan and implement "School within a School", Summer Opportunity for Academic Reinforcement (SOAR), and parent communication.

Professional Learning Teams – Four core competencies will be developed within each of the PLT's:

- 1) Continuing to align essential core content to ACT, state or national standards (standardized test preparation in all academic content areas)
- 2) Development of common syllabi including standardized grading system
- 3) Data-based decision-making
- 4) Vertical teaming to provide articulation in English and math (8th grade teachers included)

Teacher Quality – Three core competencies are included in this category:

- 1) Full implementation of the Charlotte Danielson framework as a tool for instructional practice
- 2) Use of instructional coaches
- 3) New teacher induction and mentoring

DeKalb High School/Northern Illinois University Professional Development School – Planning for this concept has already been underway for nearly eighteen months, with the idea of fully implementing a [Professional Development School Model](#) upon the opening of the [new DeKalb High School](#) in the fall of 2011. The effectiveness of this model will be measured using the [NCATE PDS Standards Partnership Implementation framework](#). As part of the PDS, the [STAR \(Student Tutors and Resources\) tutoring](#) will continue to be developed and evaluated. In February 2010, 24 DHS math and science teachers completed the Survey of Enacted Curriculum (SEC). The entire English department will complete the SEC FY11 collaborative data analysis, with teachers receiving targeted professional development to address gaps in alignment. The teachers will complete the SEC survey again in FY2012.

Literacy Focus – Two core competencies are included in this area:

- 1) Adoption of Freshman Literacy Program (modeled after Lincoln Way Central High School)
- 2) Expand Sophomore English to a full year course

Alteration of Math course delivery to all students – Two sections are included here also:

- 1) Single-period math for all students placed in Algebra
- 2) Algebra 2 as an option parallel to Advanced Algebra

PBIS Implementation – The goal is to fully implement the PBIS Universal Program. PBIS uses data teams to determine appropriate interventions and supports for all students. This program is also known as Response to Intervention (RtI). District 428 has recently been identified by the Illinois State Board of Education as one of only five districts in the state of Illinois for the Department of Education to visit during 2010 in order to make recommendations about implementing RtI in other states.

Support for students with IEP's (Individual Education Plan) in General Education Classes - With the goal of supporting students in the least restrictive environment possible, DHS will monitor five measurement criteria in this area. DHS will provide flexible service delivery that allows for differentiation of services based on student need (Consult minutes vs. Direct minutes of service)

Structured Academic Intervention Periods – This includes structured academic intervention periods with a Math Interventionist.

Increased Support for Hispanic Subgroup – Two programs will target support specifically for students and parents in the Hispanic subgroup. The first is the adoption of the Freshman Literacy Program modeled after Lincoln Way Central High School's program and adapted for a sheltered literacy course. Secondly, DHS will provide programs targeting the needs of the Spanish-speaking population.

Plan and implement "School Within A School" – This will encompass a Freshman Academy for all incoming 9th graders.

Summer Opportunity for Academic Reinforcement (SOAR) – This is a summer bridge program from 8th to 9th grade. There will also be voluntary school year support through Freshman check-in and weekly grade monitoring.

Parent Communication – Based on data, administrators will conduct home visits to initiate or continue one-on-one communication with parents of students at risk of not graduating and having discipline referrals. Teachers will also utilize email blasts to parents, fostering a partnership for learning.

###