

Local Board Approved	11/16/2011
Initial Submission	
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	010011720221003		
District Name:	Quincy SD 172	School Name:	Quincy Jr High School
Superintendent:	Lonny B Lemon	Principal:	Ms. Diane Glaub
District Address:	1416 Maine St	School Address:	100 S 14th St
City/State/Zip:	Quincy, IL 62301 4261	City/State/Zip:	Quincy, IL 62301 4209
District Telephone#:	Label 2172238700 Extn: 0	School Telephone#:	2172223073 Extn:
District Email:	lemonlo@qps.org	School Email:	
Is this plan for a Title I School? <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2011 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2011-12 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Watch Status Year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.9	Yes	99.9	Yes	78.2		No	76.3		No	93.1	Yes		
White	99.9	Yes	99.9	Yes	81.0	81.1	Yes	79.9	81.6	No	93.3			
Black	100.0	Yes	100.0	Yes	56.1	57.0	Yes	45.6	57.0	No	91.9			
Hispanic														
Asian														

American Indian													
Two or More Races	100.0	Yes	100.0	Yes									
Native Hawaiian/Pacific Islander													
LEP													
Students with Disabilities	100.0	Yes	100.0	Yes	45.0	51.0	No	42.2	49.8	No	91.7		
Economically Disadvantaged	99.8	Yes	99.8	Yes	66.8	66.4	Yes	64.1	69.0	No	91.4		

Four Conditions Are Required For Making Adequate Yearly Progress(AYP)

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 85% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is

applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2011 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

Section I-A Data & Analysis - Report Card Data
Item 3 - School Information

School Information	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	93.8	93.6	93.4	93.3	92.9	92.7	92.9	93.1
Truancy Rate (%)	3.5	2.3	2.8	1.6	2.6	2.4	3.4	2.9
Mobility Rate (%)	30.2	16.6	13.9	18.6	13.8	13.7	10.6	11.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	0.2	-	-	-	-	-	0.0	0.2
School Population (#)	1,639	1,624	1,596	1,510	1,505	1,398	1,391	1,367
Low Income (%)	46.2	48.2	41.4	43.3	45.4	42.9	48.8	44.8
Limited English Proficient (LEP) (%)	0.4	0.1	0.1	0.3	0.1	0.0	0.0	0.3
Students with Disabilities (%)	-	-	-	-	-	-	14.8	14.8
White, non-Hispanic (%)	89.0	89.2	88.7	88.6	89.0	89.5	87.8	85.9
Black, non-Hispanic (%)	9.2	8.7	9.1	9.3	8.8	7.8	8.4	7.5
Hispanic (%)	1.0	1.4	1.1	1.1	1.0	1.0	1.1	1.8
Asian (%)	0.8	0.7	0.7	0.7	0.7	0.7	0.5	0.6
American Indian(%)	0.1	0.1	0.1	0.3	0.1	0.1	0.1	0.1
Two or More Races (%)	-	0.0	0.3	0.1	0.4	0.9	2.2	4.2
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	-	-	0.0

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

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Two Or More Races (%)	Native Hawaiian/ Pacific Islander (%)
S C H O O L	2000	89.7	9.0	0.8	0.4	0.1	-	-
	2001	88.5	9.8	1.0	0.7	0.1	-	-
	2002	90.2	8.5	0.7	0.6	0.1	-	-
	2003	89.7	8.6	0.9	0.7	0.1	-	-
	2004	89.0	9.2	1.0	0.8	0.1	-	-
	2005	89.2	8.7	1.4	0.7	0.1	-	-
	2006	88.7	9.1	1.1	0.7	0.1	0.3	-
	2007	88.6	9.3	1.1	0.7	0.3	0.1	-
	2008	89.0	8.8	1.0	0.7	0.1	0.4	-
	2009	89.5	7.8	1.0	0.7	0.1	0.9	-
	2010	87.8	8.4	1.1	0.5	0.1	2.2	-
2011	85.9	7.5	1.8	0.6	0.1	4.2	-	
D I S T R I C T	2000	89.5	8.8	0.8	0.8	0.1	-	-
	2001	89.0	9.2	1.0	0.7	0.1	-	-
	2002	89.1	9.2	1.0	0.6	-	-	-
	2003	88.5	9.7	1.0	0.6	-	-	-
	2004	88.0	10.0	1.1	0.8	0.1	-	-
	2005	87.9	9.1	1.3	0.8	0.1	0.7	-
	2006	87.2	9.7	1.1	0.8	0.2	1.1	-
	2007	87.5	8.8	1.2	0.8	0.2	1.5	-
	2008	87.3	8.4	1.2	0.8	0.1	2.2	-
	2009	86.7	8.0	1.2	0.9	0.1	3.2	-
2010	85.5	8.4	1.3	0.9	0.1	3.9	-	

	2011	84.5	8.5	1.4	1.0	0.1	4.5	-
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-	-
	2001	60.1	20.9	15.4	3.4	0.2	-	-
	2002	59.3	20.8	16.2	3.5	0.2	-	-
	2003	58.6	20.7	17.0	3.6	0.2	-	-
	2004	57.7	20.8	17.7	3.6	0.2	-	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7	-
	2006	55.7	19.9	18.7	3.8	0.2	1.8	-
	2007	54.9	19.6	19.3	3.8	0.2	2.2	-
	2008	54.0	19.2	19.9	3.9	0.2	2.7	-
	2009	53.3	19.1	20.8	4.1	0.2	2.5	-
	2010	52.8	18.8	21.1	4.2	0.2	2.9	-
	2011	51.4	18.3	23.0	4.1	0.3	2.8	0.1

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

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	0.1	37.5	100.0	93.3	34.6	41	2.6	0.2	-
	2001	0.1	38.2	85.0	92.5	35.9	41	2.6	0.5	-
	2002	-	37.7	86.0	93.2	34.5	55	3.4	-	-
	2003	0.2	37.0	95.2	94.0	29.2	33	1.9	-	-
	2004	0.4	46.2	95.1	93.8	30.2	56	3.5	0.2	-
	2005	0.1	48.2	91.3	93.6	16.6	36	2.3	-	-
	2006	0.1	41.4	91.6	93.4	13.9	43	2.8	-	-
	2007	0.3	43.3	92.1	93.3	18.6	24	1.6	-	-
	2008	0.1	45.4	92.0	92.9	13.8	42	2.6	-	-
	2009	-	42.9	94.3	92.7	13.7	38	2.4	-	-
	2010	-	48.8	94.8	92.9	10.6	51	3.4	-	-
2011	0.3	44.8	92.1	93.1	11.6	40	2.9	0.2	-	
D I S T R I C T	2000	0.2	38.9	91.5	94.2	24.7	116	1.8	4.7	75.3
	2001	0.2	38.5	84.8	93.5	28.9	121	1.9	4.2	74.4
	2002	0.1	41.1	86.0	94.1	34.3	169	2.6	3.6	76.6
	2003	0.2	39.0	91.5	94.3	30.5	158	2.5	2.7	78.5
	2004	0.3	42.5	92.3	93.9	33.1	155	2.5	2.5	82.7
	2005	0.1	44.5	97.8	94.4	26.6	145	2.3	2.7	84.5
	2006	0.1	44.1	97.6	94.0	24.4	155	2.5	1.9	87.6
	2007	0.2	43.8	98.1	94.1	24.7	118	1.9	2.6	88.1
	2008	0.2	48.1	98.1	93.4	15.0	210	3.2	1.9	88.9
	2009	0.1	47.4	98.7	93.8	13.7	306	4.6	2.5	91.0
	2010	0.1	52.7	98.8	94.7	14.9	174	2.6	1.4	90.1
2011	0.3	50.6	98.3	93.8	14.4	177	2.8	1.9	87.9	

S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8
	2011	8.8	48.1	96.0	94.0	12.8	63,067	3.2	2.7	83.8

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

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	1,614	-	-	-	-	-	-
	2001	1,649	-	-	-	-	-	-
	2002	1,621	-	-	-	537	546	-
	2003	1,646	-	-	-	546	553	-
	2004	1,639	-	-	-	557	535	-
	2005	1,624	-	-	-	510	569	-
	2006	1,596	-	-	-	505	501	-
	2007	1,510	-	-	-	514	503	-
	2008	1,505	-	-	-	478	517	-
	2009	1,398	-	-	-	447	459	-
	2010	1,391	-	-	-	443	461	-
	2011	1,367	-	-	-	463	451	-
D I S T R I C T	2000	6,604	-	-	-	-	-	-
	2001	6,659	484	516	519	536	544	463
	2002	6,551	467	485	510	542	566	547
	2003	6,573	484	467	477	549	574	542
	2004	6,518	440	479	472	558	555	574
	2005	6,513	422	448	487	512	580	554
	2006	6,484	422	430	460	513	513	556
	2007	6,431	472	426	432	514	505	540
	2008	6,470	515	472	429	479	521	553
	2009	6,060	466	492	456	449	460	449
	2010	6,389	491	483	511	447	463	497
	2011	6,238	508	483	477	463	451	507
	2000	1,983,991	-	-	-	-	-	-

S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919
	2011	2,074,806	153,516	153,301	154,241	153,981	153,986	151,059

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

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Average Teacher Experience (Years)	Average Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials (%)	Classes not taught by Highly Qualified Teachers (%)
D I S T R I C T	2000	414	16	39,188	46	54	18	32	-	-
	2001	415	15	40,601	50	50	18	36	-	-
	2002	428	15	41,661	53	47	17	36	-	1
	2003	417	16	41,478	49	51	17	40	1	-
	2004	375	17	44,287	45	55	19	37	-	-
	2005	418	15	43,727	50	51	17	31	1	-
	2006	432	13	41,789	54	46	18	25	2	-
	2007	438	13	42,012	50	50	18	20	2	1
	2008	460	13	43,594	48	52	18	20	2	-
	2009	449	14	45,409	45	55	15	19	1	-
	2010	436	14	47,161	46	54	19	21	1	-
2011	407	15	46,810	46	54	19	23	-	-	
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2

S T A T E	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	13	61,402	44	56	18	18	1	1
	2010	132,502	13	63,296	42	57	18	18	1	1
	2011	128,262	13	64,978	40	60	19	19	1	1

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

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	73.2	78.2	82.2	75.7	74.1	75.7	77.9	83.8	79.9	82.3	77.3	78.8
White	-	-	-	-	-	-	76.4	80.7	85.0	76.5	77.4	77.5	80.1	86.3	81.6	84.1	80.2	83.1
Black	-	-	-	-	-	-	48.1	56.0	58.2	75.0	48.5	62.0	56.4	60.4	65.9	66.6	52.6	42.4
Hispanic	-	-	-	-	-	-	-	-	-	-	-	54.6	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	50.1	71.5	-	-	-	-	-	58.8
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	32.9	33.8	42.6	44.5	40.0	27.9	37.1	43.3	39.5	43.5	40.6	38.6
Low Income	-	-	-	-	-	-	59.2	67.6	73.6	62.4	62.3	60.9	64.2	71.0	68.4	71.8	62.7	70.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	81.8	83.6	81.7	78.4	75.6	74.6	76.5	83.9	76.8	74.8	76.9	77.2
White	-	-	-	-	-	-	84.4	86.4	85.5	80.4	79.2	78.0	79.9	86.7	79.1	78.0	79.7	81.2
Black	-	-	-	-	-	-	63.5	60.0	46.5	75.0	42.4	48.3	46.2	61.2	56.1	46.7	55.3	42.4
Hispanic	-	-	-	-	-	-	-	-	-	-	-	54.6	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	56.3	60.7	-	-	-	-	-	58.8
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	45.9	45.1	41.0	45.2	36.9	33.3	38.0	39.4	31.3	22.2	39.0	31.6
Low Income	-	-	-	-	-	-	72.8	71.8	70.0	66.3	63.2	60.7	63.4	72.6	61.4	59.1	66.1	68.0
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Section I-A Data & Analysis - Report Card Data

Data - What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

School report card data indicate that 76% of all students met or exceeded on the reading portion of the 2010-2111 ISAT and 76.7% of all students met or exceeded on the mathematics portion of the ISAT. Gains were made in the Black subgroup with 52.2% meeting or exceeding and in the economically disadvantaged subgroup with 62.7% meeting or exceeding on the reading portion.

The following subgroups did not make AYP in math: black 52.2% (Safe Harbor Target 64.8%), and economically disadvantaged 65.5% (Safe Harbor Target 67.8). In addition, QJHS students in the following subgroups did not make AYP in reading: black 52.2% (Safe Harbor Target 75.3%), students with disabilities 45.6% (Safe Harbor Target 54.4%) and economically disadvantaged 62.7% (Safe Harbor Target 71.6%). The data show a continuous achievement gap among the QJHS students in the subgroups. The data also indicate that improvements need to be made in reading and math for the following subgroups: students with disabilities, economically disadvantaged and black students.

In 7th grade reading data shows no areas needing improvement:

QJHS students scored below standard on the Extended Response test questions in 7th grade reading as compared to the state average.

In 7th grade math, the following areas need improvement:

Standard 6A, 6B, 6C, 6D Number Sense

Standard 7A, 7B, 7C Measurement

Standard 8A, 8B, 8C, 8D Algebra

Standard 9A, 9B Geometry

QJHS students scored below standard on the Extended Response test questions in 7th grade math. and reading, and 8th grade math as compared to the state average.

In 8th grade reading, the following area needs improvement:

Standard 1C Reading Comprehension

In 8th grade math, the following areas need improvement:

Standard 6A, 6B, 6C, 6D Number Sense

Standard 7A, 7B, 7C Measurement

Standard 8A, 8B, 8C, 8D Algebra

Standard 10A, 10B, 10C Data Analysis, Statistics, and Probability

QJHS students scored below standard on the Extended Response test questions in 8th grade math as compared to the state average.

An item analysis of the areas needing improvement will be completed by specific departments.

Percentage of Students Scoring in Stanines 5-9

Reading	5		6		7		8		9	
Grade	7 th	8 th	7 th	8 th	7 th	8 th	7 th	8 th	7 th	8 th

School	14.5	19.3	19.3	19.1	21.9	18.6	20.1	15.2	10.6	5.7
State	16.6	19.2	20.1	19.0	22.8	19.7	19.5	15.8	9.6	5.9
Nation	20.0	20.0	17.0	17.0	12.0	12.0	7.0	7.0	4.0	4.0

Math	5		6		7		8		9	
Grade	7 th	8 th	7 th	8 th	7 th	8 th	7 th	8 th	7 th	8 th
School	17.1	15.7	24.3	16.6	20.4	19.2	16.1	12.5	6.9	9.3
State	13.9	14.5	28	16.6	20.8	23	16.8	15.5	10.4	13.3
Nation	20.0	20.0	17.0	17.0	12.0	12.0	7.0	7.0	4.0	4.0

QJHS students reading scores are slightly below that of the state but do greatly exceed the national scores. QJHS student's math scores however continue to fall below the state average in Stanines 6-9 but also exceed national scores.

QJHS students scored below standard on the Extended Response test questions in 7th grade math and reading, and 8th grade math as compared to the state average. The percent of 8th grade students scoring a 4 on the extended response portion of the test greatly exceeded the state average.

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

Internal Factors:

1. A complete overhaul of the 7th and 8th grade mathematics curriculum.
2. Insufficient time devoted to instructional planning for inclusion teams.
3. Insufficient professional development for staff teaching instructional special education courses.
4. Insufficient training for staff regarding progress monitoring and assessment of student learning.
5. Implementation of the common core standards.
6. Lack of professional development on content area focus on reading strategies.
7. Lack of emphasis on extended response in content areas.
8. Cuts in extra-curricular programs.

External Factors:

- 1 Economically Disadvantaged subgroup is now 44.8%
- 2 Support of local universities as well as the Regional Office of Education.

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

QJHS must make an on-going commitment to literacy and math curriculum development. Through Professional Learning Communities we must collaborate to ensure that the curriculum, assessments and data analysis reflect ongoing student learning and overall growth. Furthermore, we must develop comprehensive systems (e.g. curriculum maps, rigorous and differentiated instruction, common assessments) that consistently meets the needs of our diverse learners. In addition, to promote growth among all subgroups we need to commit to purposeful diagnosis, individualized intervention, and close progress monitoring of students in the three subgroups. Lastly, for the students in the multiple subgroups we must create opportunities for intense interventions to occur in addition to the required core curriculum.

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

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

A. Our local assessment is the Stanford Achievement Test 10. The following charts summarize our students' performance on this test during a three year range. NCE - Normal Curve Equivalent scores of 50 or greater reflect at least one year's growth.

Historical NCE SAT 10 Data

	Grd 7 Sept 2007	Grd 7 Sept 2008	Grd 7 Sept 2009	Grd 7 Sept 2010

RdgCom	55.7	54.5	54.7	56.8
Math	56.1	53.6	53	55.5
	Grd 8 Sept 2007	Grd 8 Sept 2008	Grd 8 Sept 2009	Grd 8 Sept 2010
RdgCom	53.7	54.0	54.5	53.0
Math	55.4	54.2	53.6	51.7
	Grd 9 Sept 2007	Grd 9 Sept 2008	Grd 9 Sept 2009	Grd 9 Sept 2010
RdgCom	58.5	55.4	56.0	55.2
Math	64.6	61.3	61.7	59.2

Longitudinal NCE SAT 10 Data

	Grd 4 Sept 2007	Grd 5 Sept 2008	Grd 6 Sept 2009	Grd 7 Sept 2010
RdgCom	57.3	54.6	54.5	56.8
Math	52.5	54.1	55.0	55.5
	Grd 5 Sept 2007	Grd 6 Sept 2008	Grd 7 Sept 2009	Grd 8 Sept 2010

RdgCom	53.3	51.8	55.5	53.0
Math	56.8	53.8	53.6	51.7
	Grd 6 Sept 2007	Grd 7 Sept 2008	Grd 8 Sept 2009	Grd 9 Sept 2010
RdgCom	51.2	55.7	55.1	55.2
Math	54.6	55.0	54.3	59.2

There is a lack of correlation and coordination between Stanford scores and ISAT scores which makes data analysis difficult. In addition, the lack of subgroup data on the SAT 10 makes early identification of students in need of additional support difficult.

The majority of QJHS students continue to score greater than 50 NCE in both reading and math historically and longitudinally. In 2010 both 8th and 9th grade test scores show a decrease in the historical data. However, these same classes show longitudinal growth in 2010 data.

B. We administer the EXPLORE test to all 8th grade students in April. The following chart summarizes students' results in 2009, 2010 and 2011:

2009, 2010 & 2011 QJHS 8th Grade Explore Data Compared to the National Mean

	English	Math	Reading	Science	Composite
2009 QJHS	14.9	15.6	14.4	15.9	15.3
2010 QJHS	14.9	15.4	14.3	15.7	15.2
2011 QJHS	14.4	15.6	14.4	15.9	15.2
2009-2011 Natl. Mean	14.9	15.7	14.6	16.4	15.5

Areas on which to focus:

QJHS 8th grade students score well on the EXPLORE compared to the 9th grade national average. QJHS scores in math, reading and science have increased one or two tenths while English dropped five tenths compared to scores from 2010. The standard deviation for this data is +/- .3.

ENGLISH

Strengths: Rhetorical Skills: Strategy

Weaknesses: Usage/Mechanics: Punctuation

MATH

Strengths Elementary Algebra

Geometry

Weaknesses: No significant weaknesses

READING

Strengths: No significant strengths

Weaknesses: No significant weaknesses

SCIENCE

Strengths: Data Representation: Physical Science

Weaknesses: Conflicting Viewpoints: Life Science

Research Summaries: Earth/Space Science

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

QJHS administers both the ISAT and Explore test to all 8th grade students. The ISAT is a state assessment that assesses a student's performance based on the Illinois State Learning Standards. However, the Explore test is a precursor to the ACT test and is nationally normed. The Explore test assesses a student's college readiness and is not based on Illinois State Standards. In addition, these two tests are given seven months apart which makes drawing substantial conclusions difficult.

The apparent decrease in specific English skills may be attributed to an imbalanced focus on the writing process and not enough emphasis on the mechanics of writing. The data in science also support the notion that students are not currently given adequate opportunities to consistently utilize higher level thinking. Within the science curriculum students focus on data collection but do not always spend enough time analyzing the results. Math and reading showed no significant weaknesses.

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

We will continue to address the needs and challenges of all students through Professional Learning Communities, staff development, and the school improvement process. Through Professional Learning Communities we must collaborate to ensure that the curriculum, assessments and data analysis reflect ongoing student learning and overall growth. Furthermore, we must develop comprehensive systems (e.g. curriculum maps, rigorous and differentiated instruction, common assessments) that consistently meets the needs of our diverse learners. In addition, to promote growth among all subgroups we need to commit to purposeful diagnosis, individualized intervention, and close progress monitoring of students in the three subgroups. Lastly, for the students in the multiple subgroups we must create opportunities for intense interventions to occur in addition to the required core curriculum.

For growth to occur for all students, more focused staff development is necessary in the following areas: higher level thinking, content area reading, writing, rigor, differentiation, and implementation of common core standards.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

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

Challenges

1. The free/reduced lunch population at QJHS is 44.8% of our student body.
2. Student mobility is 11.6% Students often leave and re-enter QJHS multiple times over their three years at our school.
3. QJHS has had a 49% staff turnover since 2005. In addition, 55% of our special education staff is new to the building since 2005.
4. Loss of class time and missed instructional opportunities for special education students who struggle with behavior in the classroom.
5. Budgetary challenges that resulted in the loss of seven full time staff members in 2008, three in 2009, three in 2010, and one in 2011. Class size for regular education classes ranges from 28 to 32.
6. Loss in staff in support roles due to budget cuts.
7. Difficulty in accessing specific data to impact instruction at the classroom level. A data system has been purchased for our district. It is in the process of being implemented in our schools.
8. QJHS has a unique configuration in that the building houses 7th, 8th, and 9th grade students. Often, the staff and administration find themselves torn between practices appropriate for a middle school and practices appropriate for early high school.

Attributes

1. Quincy Jr. High is able to compare data from three assessments throughout the year. SAT 10 is a local assessment that is norm referenced nationally. ISAT is a state assessment that evaluates progress toward state standards. The EXPLORE test is a precursor to the ACT that evaluates progress toward college readiness goals.
2. Creation of Freshmen Floor has enabled content area teachers to be close in proximity and supported students by forming a sense of community.
3. Professional Learning Communities collaborate and clarify essential knowledge, develop common assessments, analyze student data, and develop action plans to improve student achievement. 4. PBIS addresses the social emotional needs for all Quincy Jr. High School students. Data indicate that certain subgroups (students of poverty, IEP, and black subgroups) are in need of additional support and monitoring.
5. Tier II academic and behavior interventions were introduced in 2010.
6. Partnership and ongoing collaboration with Teen Reach (community outreach program designed to support predominately at risk students).

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

Challenges

1. The high student mobility rate means that many students are getting inconsistently exposed to core curriculum at QJHS.
2. The high staff turnover the last few years means that we have a lot of staff members in their first few years of service.
3. Budget reductions have resulted in higher class sizes as well as fewer resources for interventions both in the classroom and outside of the classroom. QJHS lost its librarian, a literacy teacher and a special education teacher in 2009. In 2010, an English teacher, social studies teacher and a special education teacher were cut due to economics. Three support staff positions along with one special education teacher were cut in 2011.

Attributes

1. Creation of the freshman floor supports collaboration and alignment among 9th grade teachers.
2. Performance Plus data collection system enables QJHS staff to track academic progress over multiple tests and years.

Partnership with Teen Reach provides opportunities for students to obtain 1:1 academic support and monitoring.

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

Challenges

1. The high student mobility rate means that many students are getting inconsistently exposed to core curriculum at QJHS.
2. The high staff turnover the last few years means that we have a lot of staff members in their first few years of service.
3. Budget reductions have resulted in higher class sizes as well as fewer resources for interventions both in the classroom and outside of the classroom. QJHS lost its librarian, a literacy teacher and a special education teacher in 2009. In 2010, an English teacher, social studies teacher and a special education teacher were cut due to economics. Three support staff positions along with one special education teacher were cut in 2011.

Attributes

1. Creation of the freshman floor supports collaboration and alignment among 9th grade teachers.
2. Performance Plus data collection system enables QJHS staff to track academic progress over multiple tests and years.

Partnership with Teen Reach provides opportunities for students to obtain 1:1 academic support and monitoring.

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

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

District Teacher Characteristics	2007	2008	2009	2010	2011
% with Master's Degree	50	52	55	54	54
Average years of experience	13	13	14	14	15
Average salary - District	42,012	43,594	45,409	47,161	46,810
Average salary - State	58,275	60,871	61,402	63,283	64,978

QJHS 2011 -2012 professional development opportunities.

1. Training of Fountas and Pinnell literacy benchmark assessment and other literacy progress monitoring tools
2. Participation in district literacy initiative
3. ISAT reading and writing in-service
4. Content Area Reading instruction in-service
5. Collaboration time for inclusion teams

6. Staff Mentoring
7. PLC in-service and workshops
8. Ongoing curriculum development in all areas
9. New teacher induction
10. Develop and expand RTI interventions
11. Understanding poverty in-service
12. Ongoing training in PBIS
13. 6-12 Curriculum and Instruction work in math
14. Training in Number Worlds Math Intervention tool
15. Part-time Literacy support
16. Targeted training through the 21st grant (interventions, rigor, literacy support)

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

QJHS employs highly qualified staff members to teach content area subjects. QJHS has had a 50% turnover rate in the last 4 years which requires constant retraining in a variety of areas to meet the changing and diverse needs of our students. The combination of staff turnover and reductions impacts the level of teaching experience and increases the **necessity to repeat professional development sequences.**

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

The next steps in improvement planning will include the following:

1. 7-12 Literacy collaboration/intervention
2. 6-12 Math collaboration
3. Additional training on supporting and accelerating students in poverty
4. K-12 Special education curriculum alignment and professional development
5. More time and training for inclusion teams
6. Reinforce extended response instruction in all content areas
7. Focus on Content Area Reading strategies
8. Continue to refine PLC process and ensure a guaranteed curriculum in all courses

9. Training on Differentiated instruction

10. Social Emotional Training for staff to support the needs of students experiencing emotional difficulties
11. Instructional leadership training for PLC leaders and department chairs
12. Progress monitor subgroup data and academic progress

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

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

Communication:

1. School Reach Phone Messaging System
2. Friendly Presence program
3. Quarterly newsletters
4. Home Access
5. Student Planner
6. Eight progress reports (midterm and end of quarter)
7. School website (schedule of activities, school calendar, menu)

8. Various mailings and information throughout the year pertaining to attendance, discipline, upcoming school events.
9. TAOEP program for families of students with attendance problems
10. On-line Homework website

Parent Involvement Activities

1. Curriculum Night - approximately 420 parents attended
2. New parent orientation
3. Ninth grade parent meeting
4. Extracurricular clubs, activity meetings and banquets
5. PTA
 - PTA Membership
 - 2007 - 451
 - 2008 - 420
 - 2009 - 350
 - 2010 - 395
 - 2011 - 279 to date

Parent/Teacher Conferences

2010: conferences held, 456

75 Parent Surveys returned

92% of parents felt favorable about their child's experience

6. Members of JH PBIS team
7. Extracurricular groups/Booster clubs

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

It is evident that the more parents are involved, the better students perform academically and socially. A large portion of our activities in this area involves the school distributing information to parents. We need to continue to improve parent involvement in the education process and in decision-making.

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

1. We need to analyze student, parent and staff survey questions to make sure that the information we get is usable and relevant.
2. We need to find ways to encourage more substantive involvement as opposed to simply distributing information to parents.
3. Friendly Presence - program to encourage parents and grandparents to visit our school during school time.
4. Programs such as School Reach telephone program and eSchool Plus continue to allow us to communicate more effectively.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

1. Content area focus on reading strategies
2. Increased professional development in math and reading
3. Identification of and focus on core math concepts and reading concepts building-wide.
4. Additional PLC collaboration time has been leveraged by combining meetings while not reducing instructional time.
5. Additional parent involvement and support.
6. Development of common assessments in all content areas.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Mathematics Achievement	1,5,2,3,4,6,7,
2	Reading achievement	1,5,2,3,4,6,7,

The following deficiencies have been identified from the most recent AYP Report for your school.

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds
- 3. White students are deficient in Mathematics Meets and Exceeds
- 4. Black students are deficient in Mathematics Meets and Exceeds
- 5. Students with disabilities are deficient in Reading Meets and Exceeds
- 6. Students with disabilities are deficient in Mathematics Meets and Exceeds
- 7. Low Income students are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Mathematics Achievement

Objective 1 Description

In math no subgroup met AYP. In 2011-2012 at least 85% of each subgroup will meet AYP or meet Safe Harbor.

This objective addresses the following areas of AYP deficiency:

- ⓑ 1. School is deficient in Reading Meets and Exceeds
- ⓑ 2. School is deficient in Mathematics Meets and Exceeds
- ⓑ 3. White students are deficient in Mathematics Meets and Exceeds
- ⓑ 4. Black students are deficient in Mathematics Meets and Exceeds
- ⓑ 5. Students with disabilities are deficient in Reading Meets and Exceeds
- ⓑ 6. Students with disabilities are deficient in Mathematics Meets and Exceeds
- ⓑ 7. Low Income students are deficient in Mathematics Meets and Exceeds

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

Objective 1 Title :

Mathematics Achievement

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Living Blue - 1st quarter class for incoming 7th grade students and Success Skills - 1st quarter class for incoming 8th graders. The class will focus on skills important for students to be successful in a large building with multiple teachers; organization, study skills, self advocacy.	08/17/2011	06/01/2012	During School	Local Funds	0
2	Freshman Floor - All freshman core classes, lockers, and Connections will be located on the fourth floor to provide collaborative opportunities for teachers and a high school atmosphere for students	08/17/2009	06/01/2012	During School	Local Funds	0
3	Teachers will frequently model quality extended responses for students. Students will be given multiple opportunities to practice extended writing responses through quick writes, oral writes and other written assessments.	08/17/2011	06/01/2012	During School	Local Funds	0
4	Focused Math classes will provide 8-10 at risk 7th and 8th grade students with focused intervention and instruction on basic skills and problem solving strategies.	08/17/2011	06/01/2012	During School	Local Funds	45,000
5	Teaching appropriate behavior social/academic) in classes consistently and frequently as a part of PBIS.	08/17/2009	06/01/2012	During School	State Funds	0
6	Seventh and eighth grade classes will be physically separated from freshman courses to promote more middle school instructional practices.	08/17/2009	06/01/2012	During School	Local Funds	0
7	Students will have the opportunity to receive small group instruction and test retakes during their connections weekly.	08/17/2011	06/01/2012	During School	Local Funds	0
8	In addition to the regular school day 100 students will receive math intervention and support for one hour through the 21st Century Community Learning Centers grant.	11/01/2011	06/01/2012	After School	State Funds	150,000

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

Objective 1 Title :

Mathematics Achievement

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Ongoing professional development with Sue and Randy Pippen. This will include 7-12 curriculum alignment as well as a focus on engaged instructional practices and best practice assessment practices. This will occur throughout the 2011-2012 school year.	08/17/2009	06/01/2012	During School	Local Funds	10,000
2	PLC time for an hour every month and 35 minutes every Wednesday. Staff will collaborate to design a guaranteed curriculum, to develop a variety of instructional strategies, to create common assessments, and to reflect on student progress toward learning targets.	08/17/2011	06/01/2012	After School	Local Funds	0
3	PBIS Universal Team and Secondary Team trainings throughout the year.	08/17/2011	06/01/2012	Summer School	State Funds	0
4	Evaluate the Honors/Accelerated program throughout the year to maximize opportunities for all students.	08/17/2010	06/01/2012	After School	Local Funds	0
5	Teachers will receive Content Area Reading training.	01/24/2011	06/01/2013	During School	Local Funds	10,000
6	CCR - College Career Readiness: training was provided to the CCR elective teacher in CCR techniques and strategies.	08/17/2010	06/01/2012	Summer School	Local Funds	0
7	Targeted Staff received training in Number Worlds to support students needing additional interventions.	08/17/2011	06/01/2012	Summer School	Local Funds	0
8	Targeted Staff received training from Mind Steps on "Rigor in the classroom"	08/17/2011	06/01/2012	During School	Local Funds	5,000
9	Targeted staff will be trained on math interventions and supports for one hour through the 21st Century Community Learning Centers grant.	08/17/2011	06/01/2012	After School	State Funds	2,000

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

Objective 1 Title :

Mathematics Achievement

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parent Orientation for 7th grade parents and parents of new students to QJHS.	04/20/2011	06/01/2012	Summer School	Local Funds	200
2	Curriculum Night provides parents with an opportunity to become familiar with classroom procedures and curriculum.	08/17/2011	06/01/2012	After School	Local Funds	0
3	Parent/Teacher Conferences allow for individual conversations with teachers and parents to discuss student progress in the curriculum.	08/17/2011	06/01/2012	After School	Local Funds	0
4	TAOEP Grant Program Advisors provide interventions for students who struggle with truancy.	08/17/2011	06/01/2012	During School	State Funds	10,000
5	Family Liaison will provide early intervention for students and siblings who are at-risk.	11/17/2011	06/01/2012	During School	State Funds	15,000
6	Quarterly Newsletters are mailed home to provide parents with information regarding current activities at Quincy Jr. High School.	08/17/2011	06/01/2012	During School	Local Funds	500
7	Training parents on using Home Access Center - an on-line student information system to access grades.	08/17/2011	06/01/2012	During School	Local Funds	0
8	Homework website to keep parents informed of daily assignments	04/13/2011	06/01/2012	During School	Local Funds	0
9	The 21st Century Grant will enhance parent communication regarding their child's progress in school. Parents will also receive support on how they can support their child's education.	11/14/2011	06/01/2012	After School	State Funds	3,500

Section II-E Action Plan - Monitoring

Objective 1 Title :

Mathematics Achievement

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Mathematics Achievement

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Diane Glaub	Principal
2	Laurie Fiorenza	Asst. Principal
3	Rick Owsley	Asst. Principal
4	Sharla Heightman	Math Dept. Chair
5	Trish Viniard	Asst. Supt

Section II-A Action Plan - Objectives

Objective 2

Reading achievement

Objective 2 Description

QJHS students did not meet AYP in two subgroups of reading; all and students with disabilities. In 2011-2012 at least 85% of each subgroup will meet AYP or meet Safe Harbor.

This objective addresses the following areas of AYP deficiency:

- ↳ 1. School is deficient in Reading Meets and Exceeds
- ↳ 2. School is deficient in Mathematics Meets and Exceeds

- b 3. White students are deficient in Mathematics Meets and Exceeds
- b 4. Black students are deficient in Mathematics Meets and Exceeds
- b 5. Students with disabilities are deficient in Reading Meets and Exceeds
- b 6. Students with disabilities are deficient in Mathematics Meets and Exceeds
- b 7. Low Income students are deficient in Mathematics Meets and Exceeds

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

Objective 2 Title :

Reading achievement

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Living Blue - 1st quarter class for incoming 7th grade students and Success Skills - 1st quarter class for incoming 8th graders. The class will focus on skills important for students to be successful in a large building with multiple teachers; organization, study skills, self advocacy.	08/17/2011	06/01/2012	During School	Local Funds	0
2	Freshman Floor - All freshman core classes, lockers, and Connections will be located on the fourth floor to provide collaborative opportunities for teachers and a high school atmosphere for students	08/17/2011	06/01/2012	During School	Local Funds	0
3	Teachers will frequently model quality extended responses for students. Students will be given multiple opportunities to practice extended writing responses through quick writes, oral writes and other written assessments.	08/17/2011	06/01/2012	During School	Local Funds	0
4	Focused Reading classes will provide 8-10 at risk 7th and 8th grade students with focused intervention and instruction on basic skills and problem solving strategies.	08/17/2011	06/01/2012	During School	Local Funds	45,000

5	Teaching appropriate behavior social/academic) in classes consistently and frequently as a part of PBIS.	08/17/2009	06/01/2012	During School	State Funds	0
6	Seventh and eighth grade classes will be physically separated from freshman courses to promote more middle school instructional practices.	08/17/2009	06/01/2012	During School	Local Funds	0
7	Students will have the opportunity to receive small group instruction and test retakes during their connections weekly.	08/17/2011	06/01/2012	During School	Local Funds	0
8	In addition to the regular school day 100 students will receive reading intervention and support for one hour through the 21st Century Community Learning Centers grant.	11/14/2011	06/01/2012	After School	State Funds	150,000
9	Students will engage in 20 minutes of Silent Sustained reading per week as a building-wide initiative. Students will receive additional SSR time in Literacy classes.	08/17/2011	06/01/2012	During School	Local Funds	0
10	Students will engage in Independent Reading for 20 minutes per day in their Literacy class. This provides an opportunity for individual conferencing with the teacher for the purpose of providing direct instruction	08/17/2011	06/01/2012	During School	Local Funds	1,000
11	Living Blue - 1st quarter class for incoming 7th grade students and Success Skills - 1st quarter class for incoming 8th graders. The class will focus on skills important for students to be successful in a large building with multiple teachers; organization, study skills, self advocacy.	08/17/2011	06/01/2012	During School	Local Funds	0
12	Freshman Floor - All freshman core classes, lockers, and Connections will be located on the fourth floor to provide collaborative opportunities for teachers and a high school atmosphere for students	08/17/2009	06/01/2012	During School	Local Funds	0
13	Teachers will frequently model quality extended responses for students. Students will be given multiple opportunities to practice extended writing responses through quick writes, oral writes and other written assessments.	08/17/2011	06/01/2012	During School	Local Funds	0
14	Focused Math classes will provide 8-10 at risk 7th and 8th grade students with focused intervention and instruction on basic skills and problem solving strategies.	08/17/2011	06/01/2012	During School	Local Funds	45,000

15	Teaching appropriate behavior social/academic) in classes consistently and frequently as a part of PBIS.	08/17/2009	06/01/2012	During School	State Funds	0
16	Seventh and eighth grade classes will be physically separated from freshman courses to promote more middle school instructional practices.	08/17/2009	06/01/2012	During School	Local Funds	0
17	Students will have the opportunity to receive small group instruction and test retakes during their connections weekly.	08/17/2011	06/01/2012	During School	Local Funds	0
18	In addition to the regular school day 100 students will receive math intervention and support for one hour through the 21st Century Community Learning Centers grant.	11/01/2011	06/01/2012	After School	State Funds	150,000

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

Objective 2 Title :

Reading achievement

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will receive Content Area Reading training.	01/24/2011	06/01/2012	During School	Local Funds	10,000
2	PLC time for an hour every month and 35 minutes every Wednesday. Staff will collaborate to design a guaranteed curriculum, to develop a variety of instructional strategies, to create common assessments, and to reflect on student progress toward learning targets.	08/17/2011	06/01/2012	After School	Local Funds	0
3	PBIS Universal Team and Secondary Team trainings throughout the year.	08/17/2011	06/01/2012	Summer School	State Funds	0
4	CCR - College Career Readiness: training was provided to the CCR elective teacher in CCR techniques and strategies.	08/17/2011	06/01/2012	Summer School	Local Funds	0
5	Evaluate the Honors/Accelerated program throughout the year to maximize opportunities for all students.	08/17/2011	06/01/2012	After School	Local Funds	0
6	Targeted Staff received training from Mind Steps on "Rigor in the classroom"	08/17/2011	06/01/2012	During School	Local Funds	5,000

7	Training and support of remedial reading programs like Read 180 and System 44.	08/17/2011	06/01/2012	Summer School	Local Funds	10,000
8	Literacy Staff received training on how to build "independent readers" through Independent Reading.	08/17/2011	06/01/2012	After School	Local Funds	2,000
9	Four Language Arts teachers will attend an ISAT Workshop that supports reading and extended response.	08/17/2011	06/01/2012	During School	State Funds	0
10	Special Education staff members will participate in CIM training.	08/17/2011	06/01/2012	After School	Local Funds	10,000
11	Targeted staff will be trained on literacy interventions and supports for one hour through the 21st Century Community Learning Centers grant.	08/17/2011	06/01/2012	After School	State Funds	2,000

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

Objective 2 Title :

Reading achievement

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parent Orientation for 7th grade parents and parents of new students to QJHS.	04/20/2011	06/01/2012	Summer School	Local Funds	200
2	Curriculum Night provides parents with an opportunity to become familiar with classroom procedures and curriculum.	08/17/2011	06/01/2012	After School	Local Funds	0
3	Parent/Teacher Conferences allow for individual conversations with teachers and parents to discuss student progress in the curriculum.	08/17/2011	06/01/2012	After School	Local Funds	0
4	TAOEP Grant Program Advisors provide interventions for students who struggle with truancy.	08/17/2011	06/01/2012	During School	State Funds	10,000
5	Family Liaison will provide early intervention for students and siblings who are at-risk.	11/17/2011	06/01/2012	During School	State Funds	15,000
6	Quarterly Newsletters are mailed home to provide parents with information regarding current activities at Quincy Jr. High School.	08/17/2011	06/01/2012	During School	Local Funds	5,000
7	Training parents on using Home Access Center - an on-line student information system to access grades.	08/17/2011	06/01/2012	During School	Local Funds	0

8	Homework website to keep parents informed of daily assignments	04/13/2011	06/01/2012	During School	Local Funds	0
9	The 21st Century Grant will enhance parent communication regarding their child's progress in school. Parents will also receive support on how they can support their child's education.	11/14/2011	06/01/2012	After School	State Funds	3,500

Section II-E Action Plan - Monitoring

Objective 2 Title :

Reading achievement

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Reading Achievement

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Diane Glaub	Principal
2	Laurie Fiorenza	Asst. Principal
3	Rick Owsley	Asst. Principal
4	Brenda Fleer	Literacy Dept. Chair
5	Mary Christensen	Literacy Coach
6	Trish Viniard	Asst. Supt.

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

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

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

- 1) All staff was invited to a school improvement planning meeting in June of 2011. Data was analyzed, goals discussed, and priorities were set collaboratively.
- 2) In August of 2011, the building leadership team met to refine these goals and to begin implementation planning.
- 3) The a draft of the plan was shared with PTA and other parent groups to get feedback and input into planning.

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

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

- 1) All staff was invited to a school improvement planning meeting in June of 2011. Data was analyzed, goals discussed, and priorities were set collaboratively.
- 2) In August of 2011, the building leadership team met to refine these goals and to begin implementation planning.
- 3) The a draft of the plan was shared with PTA and other parent groups to get feedback and input into planning.

	Name	Title
1	Diane Glaub	Principal
2	Laurie Fiorenza	Asst. Principal
3	Rick Owsley	Asst. Principal
4	Sharla Heightman	Math Dept. Chair
5	Brenda Fleer	English Dept. Chair
6	Deb Routh	Science Dept. Chair
7	Lisa Goughnour	History Dept. Chair
8	Theresa Mapes	PE Dept Chair
9	Jeff Carper	Dean
10	Ann Tierney	Dean
11	Jeff Gragg	Dean
12	Jen Keppner	Special Education Coordinator
13	Renea Yates	Director of Guidance
14	Wendy McDonald	Parent
15	Beth Sassen	Parent
16	Maureen Crickard	Parent
17	Debbie Gorman	Parent

Section III - Development, Review and Implementation
 Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

Section III - Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Quincy Public Schools has an induction and mentoring program for new teachers and teachers new to the district. One of the original ten pilot sites selected for the ISBE-funded *Beginning Teacher Induction Pilot Projects* grants in 2006, the program has grown and is now a state approved program. The project goals include: developing new teachers' understanding and implementation of the Professional Teaching Standards and relevant Content Area Standards; developing in new teachers a repertoire of effective, research-based instructional practices; developing trusting supportive and professional relationships and networks; developing reflective, analytical and self-assessment skills in new teachers; creating an effective, smooth transition from being a student to being a teaching professional; and to improve and maximize student learning and achievement. The project includes many components including formal mentor training, formal induction training for new teachers, monthly protégé and mentor trainings, dialogue journals, formative observations, an individual induction plan, and weekly contacts between mentors and protégés. Mentors are matched with new teachers in their first year of teaching with a ratio that is 3 to 1 or less. In most cases mentors and protégés work in the same building. Exceptions may include support staff where the number of support staff in a particular area may be small (e.g. physical education, music, psychologist, speech therapist). New teacher trainings are held once a month for the new teacher's first two years. Year one trainings include topics such as classroom management; parent involvement and communication; differentiating instruction; lesson planning tied to state standards; and, authentic assessment. Year two trainings address topics such as motivating and engaging instructional practices and assessment for learning. Ongoing mentor training occurs monthly.

Section III - Development, Review and Implementation
Part E. District Responsibilities

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

The district provides key professional development funding and activities, especially in the areas addressed in each site's **School Improvement Plan. Key activities for the 2011 - 2012 year include:**

1. Building Literacy Coach and District Literacy Coach training
2. Special Education Strategic Processing Coach training;
3. **Partnerships in Comprehensive Literacy training for all new K - 6 teachers, and other teachers as appropriate.**
4. Literacy intervention training to meet Response to Intervention;
5. Training for all K - 6 teachers regarding core classroom curriculum and differentiation in math;
6. Math intervention training for targeted staff, with a focus on Tiers 1 and 2;
7. Math alignment (addressing curricular and instructional areas, including transition to new Common Core standards), K - 12.
8. Ongoing PBIS implementation training and other Social/Emotional-related training for targeted personnel.
9. Utilization of key grants (21st CCLC, Kern Foundation, Pre-AP, TAOEP, Mental Health, etc.) to provide targeted professional development within key initiative areas—including AVID and Project Lead the Way.
10. Consultation and assistance from Dr. Joseph Murphy (achievement gap and learning-centered leadership), Dr. Barbara Schubert (literacy and brain research), and Dr. Robyn Jackson (**engagement and rigor at the secondary level**) to improve and strengthen instructional programs.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

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

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school. (Please check all that apply.)

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

Section III - Development, Review and Implementation
Part F. State Responsibilities

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

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board: 11/16/2011

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No

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

Yes No

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

Yes No

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

Yes No

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

LOCAL ASSESSMENT DATA (OPTIONAL)

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

OTHER DATA (OPTIONAL)

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

IDENTIFICATION OF KEY FACTORS

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

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

CLARITY OF OBJECTIVES

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

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

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

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

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

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

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

Yes No N/A Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

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

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

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

Yes No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]

TEACHER MENTORING PROCESS

Yes No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

DISTRICT RESPONSIBILITIES

Yes No

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

Yes No N/A

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

STATE RESPONSIBILITIES

Yes No

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

SCHOOL SUPPORT TEAM

Yes No N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

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

PART II - COMMENTS