

CHSD 128

Vernon Hills, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	78.9	1.5	6.5	9.9	0.1	3.2	5.4	1.5	0.3	0.3	3.0	95.3	3,359
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	99.9		16.9	11.8	119.1
State	96.7		18.0	13.3	201.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
District										19.7
State										19.2

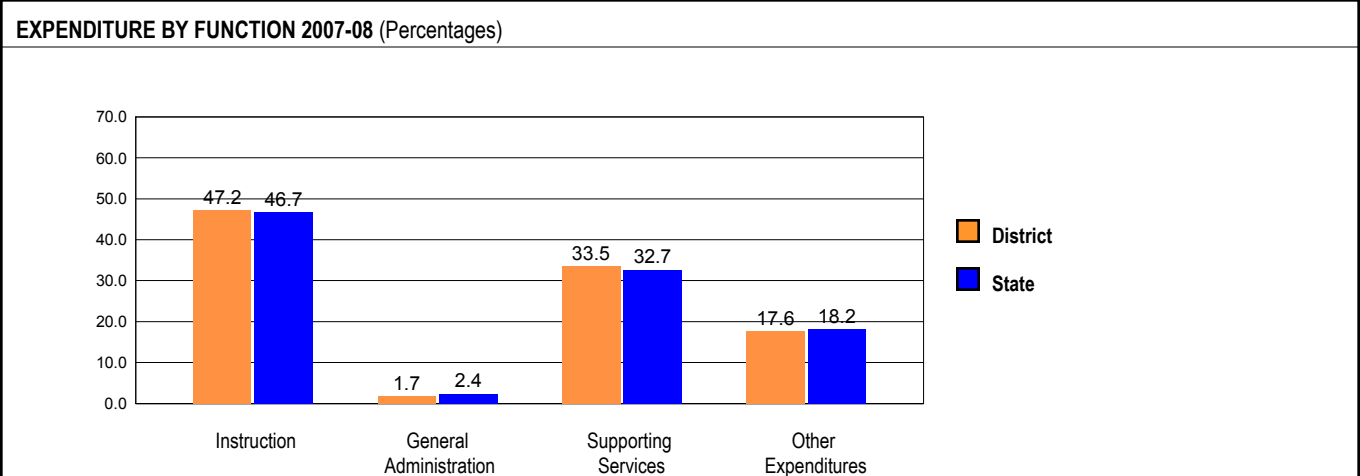
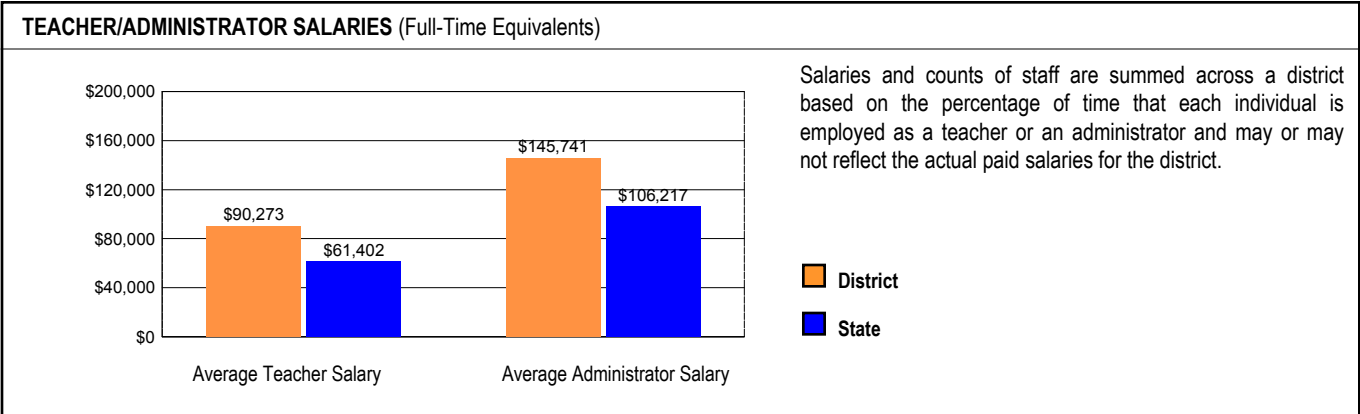
TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.8	0.5	1.4	0.9	0.5	48.5	51.5	217
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	13.2	22.4	77.6	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools	13.2	22.4	77.6	0.0	0.0
State:	All Schools	12.5	44.1	55.8	0.6	1.2
	High Poverty Schools	12.2	45.1	54.6	1.1	4.7
	Low Poverty Schools	12.2	36.8	63.1	0.3	0.1

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES



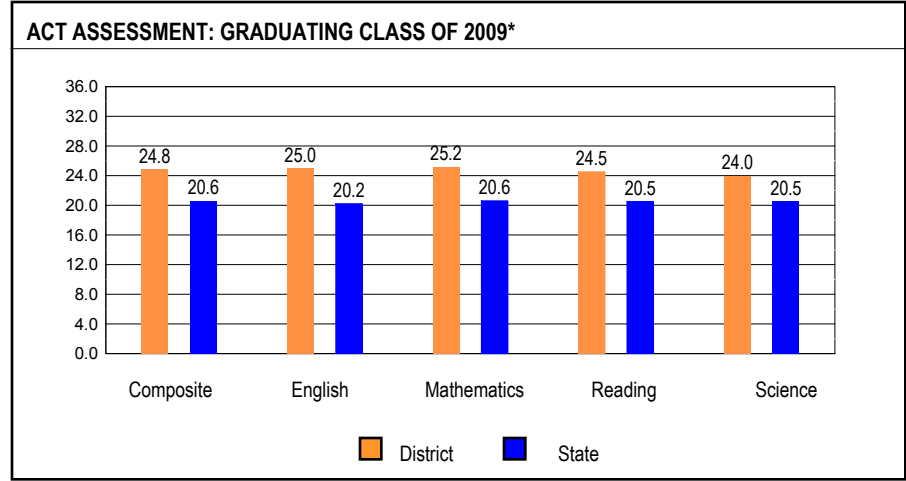
REVENUE BY SOURCE 2007-08			
	District	District %	State %
Local Property Taxes	\$63,198,872	85.8	58.7
Other Local Funding	\$7,090,626	9.6	6.3
General State Aid	\$1,101,718	1.5	18.6
Other State Funding	\$1,958,728	2.7	9.0
Federal Funding	\$323,591	0.4	7.4
TOTAL	\$73,673,535		

EXPENDITURE BY FUND 2007-08			
	District	District %	State %
Education	\$45,817,550	71.8	71.5
Operations & Maintenance	\$10,331,435	16.2	8.6
Transportation	\$2,237,264	3.5	3.9
Bond and Interest	\$4,073,056	6.4	6.3
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,332,772	2.1	1.8
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$0	0.0	6.8
TOTAL	\$63,792,077		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$917,408	2.18	\$9,598	\$16,565
State	**	**	\$6,103	\$10,417

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	All	Gender		Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	95.4	94.0	96.9	96.3	94.7	81.8	97.5		100.0	100.0		91.9	98.2
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0		88.9	63.1		78.1	76.6

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only state results are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.0	32.9	24.2	8.0	21.4	42.3	30.7	5.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	23.3	34.3	30.9	11.5	8.9	40.8	42.1	8.1
Black	56.3	29.5	12.5	1.7	46.0	44.6	9.0	0.4
Hispanic	50.1	32.2	14.7	3.0	35.8	45.2	17.6	1.3
Asian/Pacific Islander	13.1	33.0	37.5	16.4	5.1	32.4	45.0	17.5
Native American								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	76.6	20.0	3.1	0.3	49.8	41.5	7.9	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.2	22.5	10.5	3.8	41.4	36.3	17.9	4.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.4	31.6	13.5	2.4	36.2	46.9	16.1	0.8

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	72.4	84.2
Students with Disabilities	64.9	76.9

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	25.1	45.1	27.5	2.3	29.7	39.5	23.8	7.0

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	17.2	44.6	34.9	3.3	18.5	40.8	31.3	9.4
Black	45.7	44.4	9.7	0.2	59.3	34.0	6.3	0.4
Hispanic	35.9	48.6	15.2	0.4	44.9	42.3	11.8	1.0
Asian/Pacific Islander	13.1	40.9	41.6	4.4	12.8	32.0	32.1	23.0
Native American								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	75.1	22.3	2.6	0.0	56.3	31.6	9.1	3.0

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	64.6	27.0	7.4	0.9	67.7	25.3	6.8	0.2

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	39.2	46.0	14.2	0.6	48.7	38.4	11.3	1.6

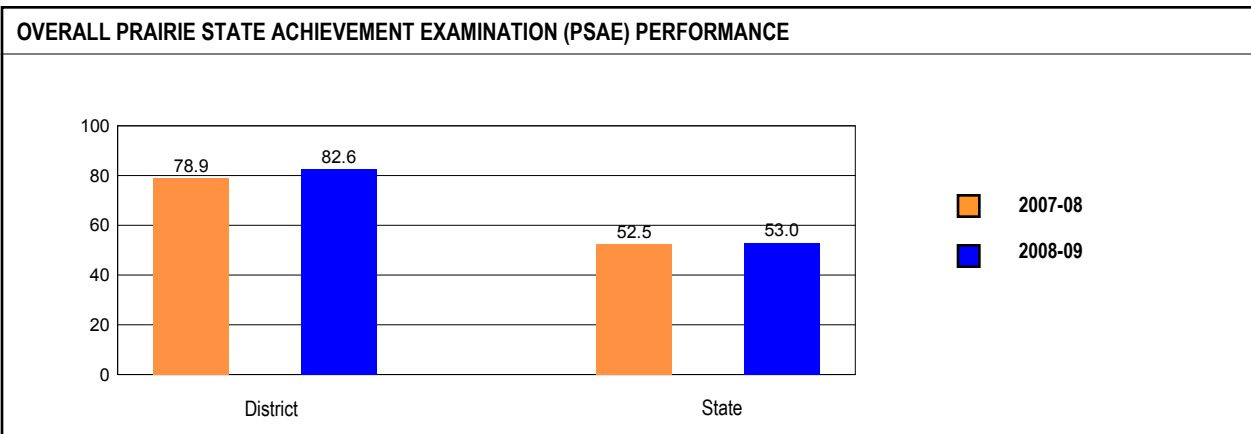
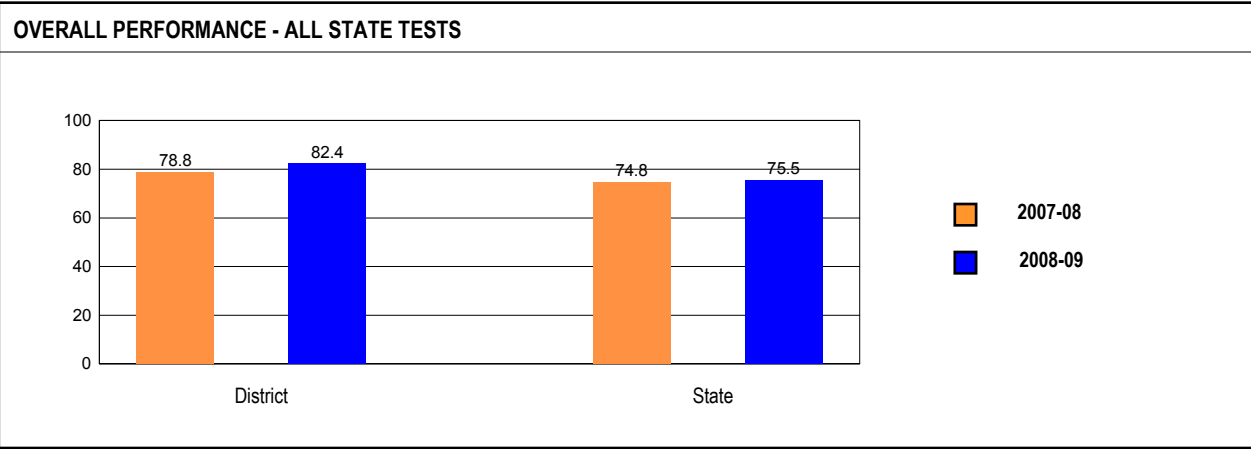
Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	64.3	75.9
Students with Disabilities	71.0	64.9

OVERALL STUDENT PERFORMANCE

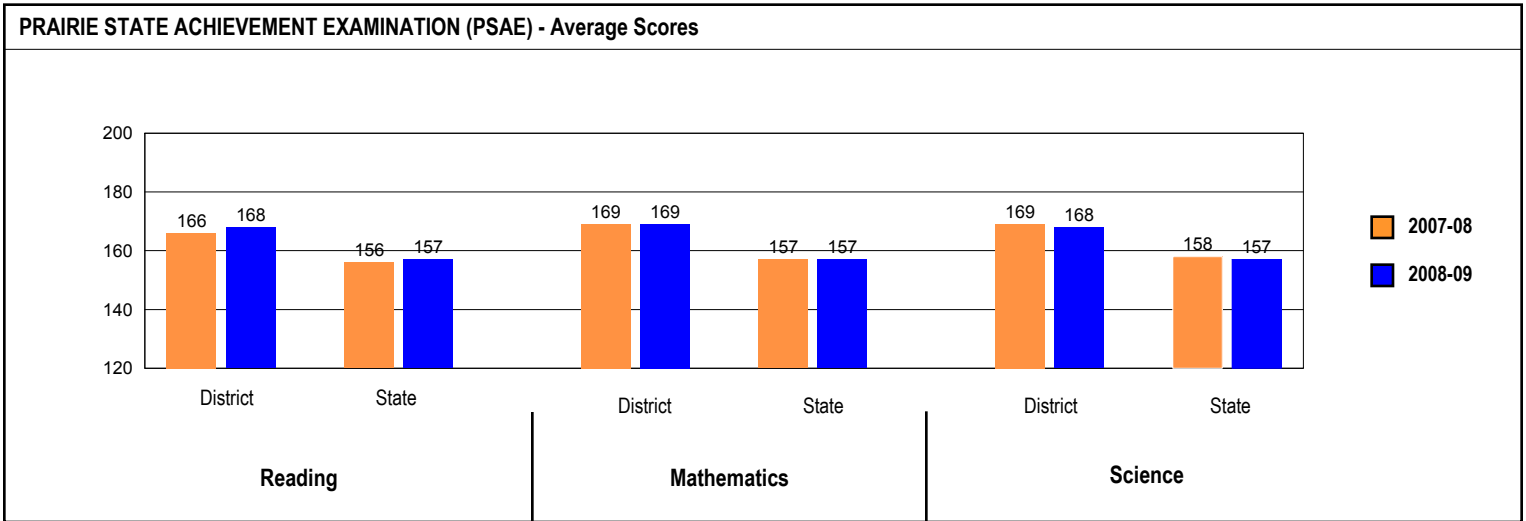
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

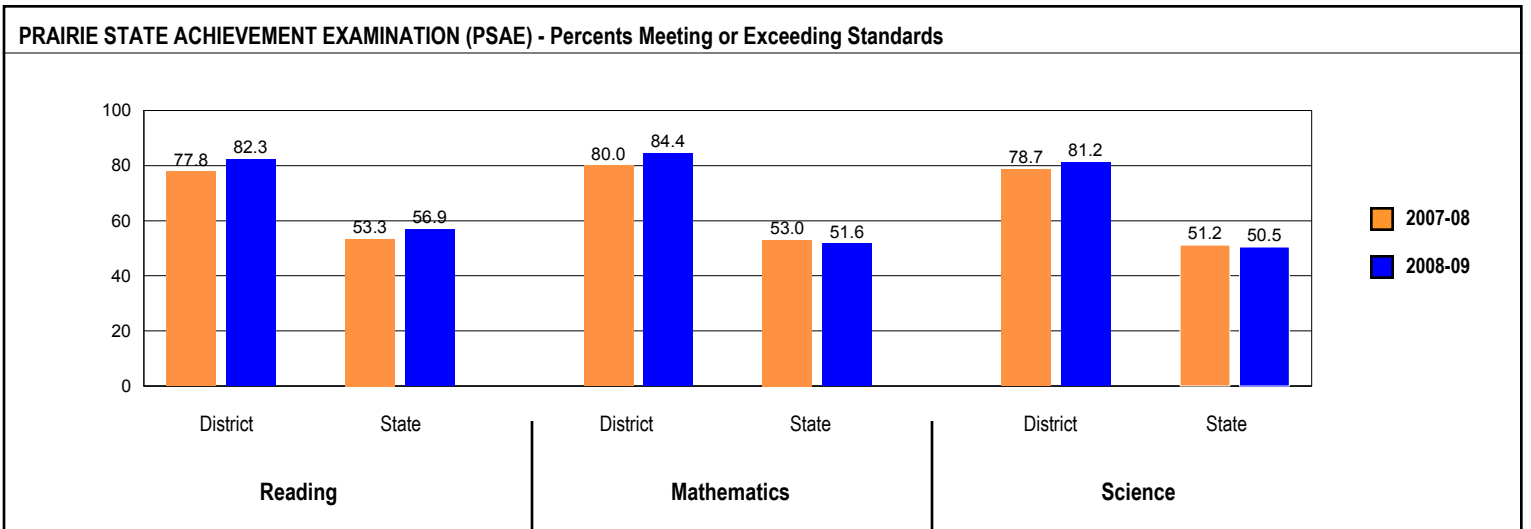


PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2009: 809

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	826	442	384	653	10	51	83	0	29	12	0	103	49
	Reading	0.2	0.0	0.5	0.2	10.0	0.0	0.0		0.0	0.0		1.9	2.0
	Mathematics	0.2	0.0	0.5	0.2	10.0	0.0	0.0		0.0	0.0		1.9	2.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3-8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	826	442	384	653	10	51	83	0	29	12	0	103	49
	Science	0.2	0.0	0.5	0.2	10.0	0.0	0.0		0.0	0.0		1.9	2.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	1.6	16.1	53.7	28.6	2.4	13.2	58.4	26.0	2.1	16.7	57.1	24.1
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.0	17.8	53.6	25.6	3.7	12.0	57.0	27.3	3.5	15.7	51.8	29.0
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	District	0.0	14.1	53.9	32.0	0.8	14.7	60.0	24.5	0.5	17.9	63.1	18.4
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	1.1	14.7	54.8	29.4	2.0	12.7	60.9	24.4	1.6	15.5	59.1	23.9
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	District												
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	District	6.1	34.7	49.0	10.2	6.1	30.6	53.1	10.2	8.2	34.7	49.0	8.2
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	District	0.0	13.4	48.8	37.8	0.0	4.9	42.7	52.4	0.0	13.4	46.3	40.2
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	District	7.1	14.3	57.1	21.4	3.6	17.9	57.1	21.4	7.1	17.9	60.7	14.3
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	8.3	41.7	50.0	0.0	0.0	33.3	58.3	8.3	8.3	75.0	16.7	0.0
State	45.3	46.6	7.9	0.2	37.6	44.6	15.6	2.2	36.5	55.4	7.7	0.5

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	12.0	39.1	39.1	9.8	18.5	39.1	35.9	6.5	11.8	45.2	34.4	8.6
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	District	0.3	13.1	55.6	31.0	0.3	9.9	61.3	28.5	0.8	13.0	60.0	26.2
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	6.5	41.3	43.5	8.7	8.7	45.7	37.0	8.7	8.7	47.8	34.8	8.7
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	District	1.3	14.6	54.3	29.8	2.0	11.3	59.7	27.0	1.7	14.8	58.4	25.1
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1

2009 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	Yes
Is this district making AYP in Reading?	Yes
Is this district making AYP in Mathematics?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2009-10 Federal Improvement Status	
2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.8	Yes	99.8	Yes	82.4		Yes	84.7		Yes			95.4	Yes
White	99.8	Yes	99.8	Yes	84.1		Yes	85.6		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	63.0		Yes	65.2		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes	87.0		Yes	94.8		Yes				
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	98.1	Yes	98.1	Yes	50.5	48.6	Yes	45.3	45.6	Yes			91.9	
Economically Disadvantaged	98.0	Yes	98.0	Yes										

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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 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.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 2
Number of Title I schools: 2
Number of Title I schools in Federal School Improvement Status: 0
Percent of schools in Federal School Improvement Status: 0 %

School ID

School Name

**Years in School
Improvement**

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Planned Improvement for the School and District

The Mission of Community High School District 128 is to provide quality educational opportunities for all students, including developing within each student:

- Respectful, responsible and ethical attitudes and behaviors
- An awareness and appreciation of the diverse cultures in our learning community and our world
- An ability to think critically and solve problems
- An ability to communicate effectively
- An ability to appreciate and demonstrate creativity
- A life-long desire to pursue knowledge

In response to NCLB requirements, Community High School District 128 staff members have analyzed student data and conducted program reviews at both schools. New programs have been developed and implemented in response to taking a closer look at student achievement patterns of both individual students and various student subgroups. These programs include:

- The PAWS program was added to the curriculum. This at-risk program, designed to support 9th and 10th grade students to prepare for and meet academic challenges, meets on a daily basis in a small group setting.
- The District has expanded its testing program to include the EXPLORE test for all incoming 8th grade students and the PLAN test for all current 10th grade students. These tests will assist in identifying those who may benefit from additional support, as well as give students more experience with standardized testing.
- Both schools are working on motivational strategies to help students see the importance of these state and national testing initiatives.
- Staff members at both schools are analyzing data and implementing strategies to help those students with an Individualized Education Program (IEP) to succeed.
- Intense tutorials are available during study halls and lunch study halls for select junior students in preparation for the Prairie State Achievement Examination (PSAE) in April.
- Each department has begun to integrate the core academic themes and skill sets that students will need to experience success on the PSAE.
- Both schools have increased participation in the prep ACT program.
- All juniors have taken a practice WorkKeys mathematics test in their mathematics class.
- The KeyTrain software has been purchased and is being used in various programs to prepare students for the WorkKeys portion of the PSAE test.
- Practice ACT software has been purchased and students are now able to take a practice ACT test online.
- Beginning in 2007, all juniors will take a practice ACT test in October.
- Beginning in the fall of 2007, the District implemented TeenBiz 3000, a reading intervention program for targeted programs and students.
- Implementation of a summer academy program focusing on English and mathematics for incoming freshmen students during the summer of 2008.
- Establishment of district and school Response to Intervention (RtI) committees to develop a district wide plan that designates tiers of intervention to support increased student academic and behavioral performance.
- Investigation of a double period Algebra I course at Libertyville High School to accelerate student achievement in mathematics.
- Implementation of research based grammar, reading and writing initiatives at Vernon Hills High School.
- Investigation and implementation in fall 2009 of co-teaching sections of Freshman Literature and Comprehension and Sophomore Literature and Comprehension at Libertyville High School.

During the 2006-2007 school year, Community High School District 128 began the process of developing a District Strategic Plan. Within that plan, three initiatives were developed that will guide our work over the next three years. These three initiatives are: ensure that all students meet and/or exceed district academic standards; integrate technologies that enhance teaching, learning, and communicating; and maintain the financial stability of the school district. The community was informed of the progress of the strategic plan initiatives in the spring of 2009.

Using the Strategic Plan initiatives, each school will begin a new cycle of developing school goals, establishing an integrated action plan, reflecting and evaluating the process and plan, and creating a shared vision for school improvement. New steering committees will be established and the cycle of improvement will continue. During this cycle, each school will be using a template for school improvement as developed by the state of Illinois. This template will serve to organize information and data about each of our schools, record our goals and implementation plans, document interventions and outcomes, and serve to help review, monitor and revise programs within the District.

Curriculum renewal and revision work is always ongoing in District 128, but in the fall of 2009, the District commenced a new revision initiative to identify standards and learning targets in all subjects. School improvement will focus on staff development in curriculum standards, effective instructional practices, and effective assessment and feedback practices.