

<b>PRELIMINARY INFORMATION</b>
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RCDT Number	410570100262006		
District Name	COLLINSVILLE CUSD 10	School Name	Caseyville Elementary School
Superintendent	DR DENNIS CRAFT	Principal	Dr Jean Dayton
District Address	201 W CLAY ST	School Address	433 S 2nd St
City/State/Zip	COLLINSVILLE,IL,62234	City/State/Zip	Caseyville ,IL, 62232 1525
District Telephone#	6183466350 Extn:238	School Telephone#	6183466205 Extn:0
District Email	jbrown@kahoks.org	School Email	jdayton@kahoks.org

**Is this plan for a Title I School?** True

**Section I-A Data & Analysis - Report Card Data  
Item 1 - 2008 AYP Report**

Is this School making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percentage 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	66.0		Yes	85.1		Yes	94.6	Yes		
White	100.0	Yes	100.0	Yes										
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress**

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007.

\*\* Safe Harbor Targets of 62.5% 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 - 2008 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**

<b>School Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	93.1	93.1	93.5	93.4	92.5	92.9	93.2	94.6
Truancy Rate (%)	1.3	0.0	0.0	0.0	0.0	0.0	0.0	6.1
Mobility Rate (%)	17.5	33.7	34.2	22.7	24.6	16.4	18.1	3.8
HS Graduation Rate, if applicable (%)	-	-	-	0.0	0.0	0.0	0.0	0.0
HS Dropout Rate, if applicable (%)	-	-	-	0.0	0.0	0.0	0.0	0.0
School Population (#)	268	283	271	258	165	178	174	175
Economically Disadvantaged (%)	49.6	60.1	60.9	48.4	58.2	61.8	59.2	58.9
Limited English Proficient (LEP) (%)	0.0	1.1	1.5	1.6	0.0	0.0	0.0	0.6
Students with Disabilities (%)								
White, non-Hispanic (%)	86.2	85.2	90.4	90.3	93.3	91.6	87.9	85.7
Black, non-Hispanic (%)	7.5	6.0	5.5	6.2	3.0	3.9	4.6	2.9
Hispanic (%)	6.3	8.8	4.1	3.5	3.0	3.4	6.3	9.1
Asian/Pacific Islander (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.6	0.6	0.0	0.0
Multiracial/Ethnic (%)	-	-	-	-	0.0	0.6	1.1	2.3

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	1999	90.7	6.2	3.1	0.0	0.0	-
	2000	89.2	7.1	3.0	0.7	0.0	-
	2001	86.2	7.5	6.3	0.0	0.0	-
	2002	85.2	6.0	8.8	0.0	0.0	-
	2003	90.4	5.5	4.1	0.0	0.0	-
	2004	90.3	6.2	3.5	0.0	0.0	-
	2005	93.3	3.0	3.0	0.0	0.6	0.0
	2006	91.6	3.9	3.4	0.0	0.6	0.6
	2007	87.9	4.6	6.3	0.0	0.0	1.1
	2008	85.7	2.9	9.1	0.0	0.0	2.3
<b>D I S T R I C T</b>	1999	87.9	6.7	4.5	0.7	0.2	-
	2000	86.3	7.8	4.9	0.8	0.2	-
	2001	85.2	8.3	5.4	0.8	0.4	-
	2002	84.3	8.3	6.5	0.8	0.2	-
	2003	83.4	8.3	7.1	1.0	0.2	-
	2004	81.5	9.3	8.1	0.9	0.2	-
	2005	80.2	9.8	9.0	0.7	0.4	0.0
	2006	78.2	10.7	9.4	0.8	0.5	0.4
	2007	76.4	11.0	10.4	0.8	0.4	0.9
2008	75.3	11.1	11.0	0.3	0.8	1.5	

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	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	-
	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	

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(%)
<b>S C H O O L</b>	1999	0.4	56.2	100.0	92.8	38.0	6	2.8	-	-
	2000	0.4	48.9	99.7	92.6	44.0	3	1.3	-	-
	2001	0.0	49.6	100.0	93.1	17.5	3	1.3	-	-
	2002	1.1	60.1	100.0	93.1	33.7	0.0	0.0	-	-
	2003	1.5	60.9	100.0	93.5	34.2	0.0	0.0	-	-
	2004	1.6	48.4	100.0	93.4	22.7	0.0	0.0	0.0	0.0
	2005	0.0	58.2	100.0	92.5	24.6	0.0	0.0	0.0	0.0
	2006	0.0	61.8	100.0	92.9	16.4	0.0	0.0	0.0	0.0
	2007	0.0	59.2	100.0	93.2	18.1	0.0	0.0	0.0	0.0
2008	0.6	58.9	100.0	94.6	3.8	8	6.1	0.0	0.0	
<b>D I S T R I C T</b>	1999	0.7	30.7	100.0	93.9	16.1	70	1.3	5.7	80.1
	2000	0.8	32.0	98.8	94.0	18.3	110	1.9	6.6	79.5
	2001	1.0	33.7	99.5	93.4	15.2	95	1.7	6.5	79.1
	2002	2.4	34.7	100.0	93.3	18.6	31	0.6	4.4	85.4
	2003	1.5	33.0	100.0	93.5	18.1	108	1.9	7.3	80.9
	2004	1.6	33.5	100.0	93.5	17.6	64	1.1	4.4	81.8
	2005	1.4	42.3	100.0	93.2	17.2	97	1.6	5.3	83.4
	2006	1.9	41.6	100.0	93.5	16.6	47	0.8	2.9	82.6
	2007	2.4	42.8	95.4	94.2	14.0	69	1.1	3.6	85.9
2008	2.5	44.2	100.0	94.0	12.5	324	5.1	3.5	84.2	

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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)
<b>S C H O O L</b>	1999	258	-	-	-	-	-	-
	2000	259	-	-	-	-	-	-
	2001	268	-	-	-	-	-	-
	2002	283	35	42	39	-	-	-
	2003	271	25	33	37	-	-	-
	2004	258	29	28	35	-	-	-
	2005	165	25	26	-	-	-	-
	2006	178	26	27	-	-	-	-
	2007	174	25	31	-	-	-	-
	2008	175	-	-	-	-	-	-
<b>D I S T R I C T</b>	1999	5838	-	-	-	-	-	-
	2000	5924	-	-	-	-	-	-
	2001	5900	439	445	467	465	425	347
	2002	5996	410	437	439	508	476	458
	2003	6038	428	426	446	485	519	427
	2004	6078	415	435	430	478	474	448
	2005	6242	418	419	462	467	481	477
	2006	6342	407	413	431	467	470	529
	2007	6458	475	429	434	494	476	467
	2008	6377	-	-	-	-	-	-

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	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
<b>S T A T E</b>	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

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, Staff Capacity and Professional Development**

	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(%)
<b>D I S T R I C T</b>	1999	328	18	43621	45	55	21	23	-	-
	2000	348	18	44065	47	53	20	20	-	-
	2001	355	17	44529	45	55	20	20	-	-
	2002	345	16	45326	45	55	20	23	0	0.0
	2003	347	16	46597	46	54	21	22	1	0.0
	2004	352	15	48619	47	53	20	24	0	0.0
	2005	358	15	49554	50	50	20	23	1	0.0
	2006	356	13	41816	52	48	21	23	1	0.0
	2007	344	12	49388	55	44	23	24	2	0
	2008	377	12	51364	58	42	21	21	0	0.0
<b>S T A T E</b>	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	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, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	50.0	50.0	59.1	57.7	58.3	64.0	-	-	-	59.1	60.7	60.7	40.0	60.0	-	-	-	-
White	46.1	52.2	57.1	57.7	52.4	65.2	-	-	-	55.0	62.9	58.4	42.8	64.0	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	53.4	47.0	46.7	58.8	57.1	64.7	-	-	-	46.6	52.6	60.9	27.8	46.6	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	71.4	91.6	91.0	84.6	95.8	84.0	-	-	-	90.9	89.3	82.1	58.0	63.3	-	-	-	-
White	73.1	91.3	90.5	84.6	95.2	91.3	-	-	-	90.0	88.9	83.3	62.0	68.0	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	58.3	-	-	-	-	-	-	-	-	-	-	-	20.0	-	-	-	-	-
Economically Disadvantaged	60.0	88.2	86.7	82.4	95.3	88.3	-	-	-	86.6	84.2	78.2	57.9	66.7	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

### 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?*

In reading, our scores improved to get closer to state average; math dropped for us, but it is at state level. Reading is weaker with Math being stronger. Appears that Vocabulary and Reading Strategies are areas of concern - areas of concentration.

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

The higher percentage of meets/exceeds in Math could be due to the use of the Math Curricular Checklists for the past few years. The Lang. Arts Curricular Checklists were instituted this past school year. Hopefully, the implementation of this guide will show improvement in reading scores as it did with math scores.

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

It could be that the curricular checklists allowed the teachers easy access to the skills which are necessary and at what time during the school year. It will be interesting to see if the percentage of Meets/Exceeds increases in Reading (to the level they are in Math).

### 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?*

SCHOLASTIC READING INVENTORY SRI

Groups At Risk Basic Proficient Advanced

Year Pre Post Pre Post Pre Post Pre Post

2003-04

2ND GRADE 50% 10% 18% 25% 32% 40% 0% 25%

3RD GRADE 16% 0% 16% 27% 46% 50% 21% 23%

1/9/2009 12:20:47 PM

4TH GRADE 19% 10% 38% 35% 33% 40% 9% 15%

2004-05

2ND GRADE 48% 5% 29% 19% 19% 52% 4% 24%

3RD GRADE 22% 5% 52% 37% 22% 47% 4% 11%

4TH GRADE 9% 4% 27% 14% 41% 59% 23% 23%

2005-06

2ND GRADE 50% 17% 18% 17% 27% 52% 4% 13%

3RD GRADE 11% 0% 42% 29% 42% 52% 5% 19%

4TH GRADE 18% 5% 27% 20% 50% 65% 4% 10%

2006-2007

2ND GRADE 55% 11% 15% 11% 20% 63% 10% 15%

3RD GRADE 26% 13% 54% 50% 16% 27% 4% 10%

4TH GRADE 27% 13% 23% 18% 50% 59% 0% 10%

The Scholastic Reading Inventory is the assessment that Caseyville uses for Reading.

The attention span of some of the students and the longevity of the test may affect the scores at the beginning of the year.

This is the fourth year for this assessment to be used so we do have trend data at this point. It shows that all grade levels make progress in reading. Not all are on grade level but they have made progress in the learning the skills necessary for becoming proficient and advanced readers.

Caseyville Elementary Students Performance on the ISEL

01-02 02-03 03-04 04-05 05-06 06-07

Groups Fall Spring Fall Spring Fall Spring Fall Spring Fall Spring Fall Spring

KDG. 48% 88% 45% 77% 41% 87% 52% 90% 53% 90% 48% 92%

Dist. Kdg.

Average NA 89% 45% 80% 52% 90% 53% 91% 54% 92% 52% 92%

1ST. GRADE 50% 87% 50% 89% 45% 88% 45% 83% 51% 84% 59% 87%

Dist. 1st.

Average NA NA 56% 86% 44% 86% 57% 87% 56% 89% 58% 88%

2ND GRADE NA NA 51% 76% 68% 82% 70% 77% 67% 75% 69% 77%

Dist.2nd.

Average NA NA 44% 72% 66% 83% 66% 74% 67% 84% 68% 77%

Caseyville ISEL scores tend to remain in approximately the same over the years at each grade level.

The percentages are close to the District average at each grade level and the First and Second grades are usually slightly higher than the District average.

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

A new reading series was initiated during the 05-06 school year. This series incorporates Lang. Arts. ThinkLink and Study Island were also initiated last school year to assist with reading skills, as well as math.

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

The new reading series (incorporation of language arts) and initiation of technological programs (Thinklink and Study Island) appear to have assisted in the increase of student skills from beginning of the year to the end.

**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?

Caseyville School is located in the Village of Caseyville, which is in the southwestern corner of the Unit #10 School District. Caseyville is a relatively small community. There are a few small businesses in town, as well as a local post office, library, police department, and a fire department, operated by volunteers. Approximately 68% of the students walk to school or are transported by their parents. Approximately 32% of the resident students ride the local bus to school. The school population is primarily Caucasian with approximately 3.4% representing the African American students and 2.5% representing the Hispanic students. The Mobility rate is approximately 24.6% was dropping until 2005 and now is rising and is higher than the District or State. The Economically Disadvantaged rate is approximately 58.2% which is higher than the District and State. The attendance rate has slowly been dropping since 2001 and is approximately 92.5% which is lower than the District or State. The surveys returned by the teachers, pupils, staff, and parents indicate that almost everyone is pleased with Caseyville School and its expectations for the students, discipline policy, teachers, staff, principal. They also believe that it is a caring staff that works to meet all students expectations. Some of the students indicated that some of the students are not friendly or keep them from doing their best work in class. So the Character Education program and the Regal Eagle Discipline program will be continued in an effort to promote better student relationships with each other. Caseyville will continue with its programs that have encouraged positive student behavior.

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

Our teachers, students, and community/parents all work together to continue to improve upon the positive climate and academic gains that have been made in the past few years.

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

Caseyville School should continue to encourage positive student behavior, maintain its good working relationship with the community and parents, and continue to utilize the curricular checklists to continue bridging the proficiency level gap.

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

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

**3.3 EDUCATOR DATA**

Educator Characteristics and Qualifications

School	District	State			
Total Full Time Employees (FTE)	9	352	125,702		
Average Teacher Experience (in years)	18.3	15.2	13.8		
Bachelor's Degree (%)	66.7	46.5	51.3		
Master's degree or higher (%)	33.3	48.6			
White, non-Hispanic Teachers (FTE)	9	97.7	85.0		
Black, non-Hispanic Teachers (FTE)	0	1.1	9.8		
American Indian / Alaskan Native Teachers (FTE)			0	0.0	0.1
Asian or Pacific Islander Teachers (FTE)	0	0.0	1.0		
Hispanic Teachers (FTE)	0	1.1	4.0		
Male Teachers (FTE)	0	19.3	23.4		
Female Teachers (FTE)	7	80.7	76.6		

Complete the following data table if reporting longevity, attendance rate, or professional growth.

Total teachers

(FTE) 1-5 years 6-10 years 11-15 years 16+ years

experience experience experience experience

2 0 2 5

Total # paraprofessionals 3

# paraprofessionals with associate's degrees

# paraprofessionals with at least 2 years of post-secondary study 2

# paraprofessionals certified through other assessment options 1

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

Our teachers and staff continue to gain new knowledge and implement new/researched-based programming and strategies.

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

Continued improvement in academics and environment are related to continued professional development of all staff.

### 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?*

One hundred seventy-six surveys were distributed to the families through our students. Eighty (46%) of the surveys were returned. 100% responded that the principal, teachers, and students all work together to make Caseyville a better place. They all agreed that the teachers care about and have high expectations for their child, and they make learning interesting. 40% of the parents indicated they are not actively involved at Caseyville School. 18% of our students are not reading at home every night. 34% of parents do not feel that social influences in the community effect their child's learning. The things the parents like the most about Caseyville School are the teachers. They also commented that they liked that Caseyville is a small school.

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

Students are encouraged at home to do their best - shown that education is important.

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

A positive outcome has been noticed with school and home encouraging and sending the same message.

### Section I-D Data & Analysis - Key Factors

**Section I-D - Key Factors** – *From the preceding screens (I-A, I-B, I-C-1, 2, 3) 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?*

The key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment and other data are the continuation of our curriculum which is meeting the needs of most of the students, student attendance, proficiency in skills needed to function successfully at each grade level, and provide additional help for students who show a need for additional help. We can also continue our positive discipline program so that students spend more time on task rather than being distracted by other students. Caseyville school can also provide additional professional development for teachers to provide variety in their instructional strategies. Parent involvement activities can be continued and new ones added in an effort to involve more parents in their child's education by helping them see the need for their being involved.

### Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	On the ISAT, the total group will raise their Reading score by 6.3%, and the Economically Disadvantaged subgroup by 6.2% yearly.	
2	On the ISAT, the total group will raise their Math score by 2.8% and the Economically Disadvantaged subgroup by 2.8% yearly.	

The following deficiencies [not objectives] have been identified from the most recent AYP Report for your school.

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

### Section II-A Action Plan - Objectives

#### Objective: 1

On the ISAT, the total group will raise their Reading score by 6.3%, and the Economically Disadvantaged subgroup by 6.2% yearly.

**Objective 1 Description:**

The current achievement in Reading of the Total group was 62.4% meeting and exceeding, and the Economically Disadvantaged subgroup was 62.8% for ISAT. In order to meet the 2014 AYP (100%), the Total group will raise their score by 6.3% and the Economically Disadvantaged group by 6.2% each year on future ISATs.

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

**Section II-B Action Plan - Student Strategies and Activities**

<b>Objective 1 Title :</b> On the ISAT, the total group will raise their Reading score by 6.3%, and the Economically Disadvantaged subgroup by 6.2% yearly.						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Strategy 1B1: Students will spend additional time on reading.	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 1B1.1: Teachers will use ISAT, ISEL, and other assessments to determine skills that individual students need.	8/19/2008	5/21/2010	During School	Local Funds	
3	Activity 1B1.2: Tutoring will be provided for students who need additional help.	8/19/2008	5/21/2010	After School	Title I	
4	Activity 1B1.3: Classroom libraries will be made more appealing to students.	8/19/2008	5/21/2010	During School	Title I	
5	Activity 1B1.4: Students will pair up (from different grade levels) to form "reading buddies".	8/29/2008	5/21/2010	During School	Local Funds	

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

<b>Objective 1 Title :</b> On the ISAT, the total group will raise their Reading score by 6.3%, and the Economically Disadvantaged subgroup by 6.2% yearly.						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Strategy 1C1: Additional professional development in the Houghton Mifflin Lang. Arts series, as well as teaching strategies will be provided.	8/19/2008	5/21/2010	During School	Title I	
2	Activity 1C1.1: Teachers will attend seminars or workshops in the areas necessary to improve teaching strategies.	8/19/2008	5/21/2010	During School	Title I	
3	Activity 1C1.2: Title and classroom teachers will collaborate on meeting the needs of individual students and classrooms.	8/19/2008	5/21/2010	During School	Title I	

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

**Objective 1 Title :** On the ISAT, the total group will raise their Reading score by 6.3%, and the Economically Disadvantaged subgroup by 6.2% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 1D1: Parens and adults become more involved with the education of their child.	8/19/2008	5/21/2010	After School	Local Funds	
2	Activity 1D1.1: Family reading night, grandparents' breadkfast, PTA, bookrairs, and Read Across America will be examples of activities held at school.	8/19/2008	5/21/2010	After School	Title I	
3	Activity 1D1.2: Parents and teachers communicate and exchange ideas via conference, phone calls, newsletters, etc..	8/19/2008	5/21/2010	After School	Local Funds	

### Section II-E Action Plan - Monitoring

**Objective 1 Title :** On the ISAT, the total group will raise their Reading score by 6.3%, and the Economically Disadvantaged subgroup by 6.2% yearly.

**Monitoring** - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

**Monitoring Persons** - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title

### Section II-A Action Plan - Objectives

#### Objective: 2

On the ISAT, the total group will raise their Math score by 2.8% and the Economically Disadvantaged subgroup by 2.8% yearly.

#### Objective 2 Description:

The current achievement in Math of the Total group was 83.1% meeting/exceeding, and the Economically Disadvantaged subgroup was 83.3% on the ISAT. In order to meet the 2014 AYP (100%), the Total group will raise their score by 2.8% and the Economically Disadvantaged subgroup will raise their score by 2.8% on future ISATs.

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

### Section II-B Action Plan - Student Strategies and Activities

**Objective 2 Title :** On the ISAT, the total group will raise their Math score by 2.8% and the Economically Disadvantaged subgroup by 2.8% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 2B1: Additional time will be spent on math.	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 2B1.1: Teachers will evaluate the curriculum to include more activities on learning standards that were scored lowest on the ISAT.	8/19/2008	5/21/2010	During School	Local Funds	
3	Strategy 2B1: Additional time will be spent on math.	8/19/2008	5/21/2010	During School	Local Funds	
4	Activity 2B1.1: Teachers will evaluate the curriculum to include more activities on learning standards that were scored lowest on the ISAT.	8/19/2008	5/21/2010	During School	Local Funds	
5	Activity 2B1.2: Teachers will use the math skills checklist for their grade aligned to the learning standards to determine help needed by each student.	8/19/2008	5/21/2010	During School	Local Funds	
6	Activity 2B1.3: Peer helpers will be assigned when doing extended reponses in math.	8/19/2008	5/21/2010	During School	Local Funds	

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

**Objective 2 Title :** On the ISAT, the total group will raise their Math score by 2.8% and the Economically Disadvantaged subgroup by 2.8% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 2C1: Teachers will engage in professional development to enrich their teaching strategies in math.	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 2C1.1: Weekly grade level team meetings will be held to share strategies and continue to monitor math curriculum.	8/19/2008	5/21/2010	During School	Local Funds	
3	Activity 2C1.2: Teachers will participate in seminars or workshops to learn new math strategies.	8/19/2008	5/21/2010	During School	Title I	

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

**Objective 2 Title :** On the ISAT, the total group will raise their Math score by 2.8% and the Economically Disadvantaged subgroup by 2.8% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 2D1: Increase parent involvement in helping their child in math.	8/19/2008	5/21/2010	After School	Local Funds	

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
2	Activity 2D1.1: Provide each family with a math parent handbook per grade level.	8/19/2008	5/21/2010	After School	Local Funds	
3	Activity 2D1.2: Family math night will be held to show parents and children games they can play to enrich math skills.	8/19/2008	5/21/2010	During School	Local Funds	

### Section II-E Action Plan - Monitoring

**Objective 2 Title :** On the ISAT, the total group will raise their Math score by 2.8% and the Economically Disadvantaged subgroup by 2.8% yearly.

**Monitoring** - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The school will monitor the effectiveness of the strategies and activities with parents and children by the attendance and the results of the surveys. Teachers will monitor their classroom by seeing individual skills increase and the performance on the ISAT, teacher made tests, end of chapter tests, and Student Math Skills checklists.

**Monitoring Persons** - List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Dr. Jean Dayton	Principal
Classroom Teachers	Pre-K through 4th gr., sped., and title teachers

### Section III - Plan 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.*)

Caseyville has Parent/Teacher conferences for all Parents at the end of the first grading period. At this time, the student's performance on the ISAT is discussed with the parents and the parents are informed of the performance of the school on the ISAT using the School Profile for Parents. They are also informed of the ISBE website where they can obtain several types of information about their school. They can also see how it compares with other schools in

the District and State.

### Section III - Plan 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.

Surveys were given to all the stakeholders and informal interviews were conducted whenever there was an opportunity as visitors came to our building. These included District personnel, parents, volunteers from the community, former students, and students from colleges.

100% of the teacher surveys were returned. Several strengths emerged from the data. Academic needs of students are being met in all areas. The physical condition of the school is good. Rules and discipline are fair. Principal is interested, concerned, and provides encouragement. The students are involved, proud, and aware of academic and behavioral expectations. Several concerns emerged from the data: lack of parental involvement, concerns about negative social influences in the community (i.e., drugs, violence, poverty, single parents, and teen pregnancy), and the physical size of some of the classrooms. There were numerous positive comments about the flexibility and compassion of the staff, as well as the atmosphere of our small school. Some suggestions were to hold assemblies for the character traits words to motivate the students, have spring parent-teacher conferences to share progress from entire year, have a uniform discipline plan, have more parental participation, have more room for the Christmas program, and offer help for those who never go to Regal Eagles. Also mentioned was to keep the Silver Spoon program and announcements as positive reinforcement.

The total return rate of staff surveys was 100%. All of the respondents answered each statement positively. Respondents indicated that rules and discipline are appropriate. The students and community are proud of the school. Caseyville School is a good place for students to learn and grow. There were no areas of concern. A common comment was that the staff is flexible, close-knit, and concerned about students. Some suggestions were for newer classroom computers, a fence around the playground, blacktop resurfacing, and to move the recess room to a larger room.

The total percentage of student surveys returned was 98% (119 of 121). 98% and 97% the students felt the principal and teachers (respectively) cared about them. 98% of the students stated their teachers expected them to do their best work. 15% of the students stated their parents are not actively involved in the school, and 14% of them felt discipline at the school was unfair and that there are times when the behavior of others in their classroom kept them from doing their best work. The most common things the students liked best about Caseyville School was their teachers, their friends, and Regal Eagles.

46% of the parent surveys were returned. 100% responded that the principal, teachers, and students all work together to make Caseyville a better place. They all agreed that the teachers care about and have high expectations for their child. Teachers also make learning interesting. 40% of the parents indicated they are not actively involved at Caseyville School. 18% of our students are not reading at home every night. 34% of parents do not feel that social influences in the community effect their child's learning. The things that the parents like the most about Caseyville School are the teachers. They also commented that they liked that Caseyville is a small school.

The information provided by these surveys along with interviews, local data, and state data will be used to guide our School Improvement Plan.

**Names and titles of school improvement team or plan developers:**

	Name	Title
1	Dr. Jean Dayton	Principal
2	Mrs. Lynda Heimer	Title I Teacher
3	Mrs. Becky DesPain	Early Childhood Teacher
4	Mrs. Deb Calvin	Pre-K Teacher
5	Mrs. Kathy Sullivan	Kindergarten Teacher
6	Mrs. Sarah Palau	1st Grade Teacher
7	Mrs. Jacqueline Sommer	2nd Grade Teacher
8	Mrs. Jennifer Hoyt	3rd Grade Teacher
9	Ms. Kim Chiarottino	4th Grade Teacher
10	Mrs. Sheryl Votrian	3rd & 4th Grade Special Education Teacher
11	Dr. Laura O'Hara	Speech/Language Pathologist

**Section III - Plan 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. Peer review and subsequent local board approval 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>.

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

After the School Improvement Plan has been completed and approved by the people that comprise the School Improvement Team it then begins the following approval process. The Peer Review Process is done within the District because of the performance and AYP that the Elementary Schools have received. The

School Improvement Plan, when it has been put into its final form, is then reviewed in its entirety by the Caseyville Staff on their SIP Day in the spring. Then after the revisions, and it has received the approval of the teachers, the plan is then reviewed by the Assistant Superintendent of Curriculum and Instruction. After this review, changes may or may not be made with the approval of the Caseyville Staff and the School Improvement Team. The Caseyville School Improvement Plan is then submitted to the Collinsville School Board.

### Section III - Plan 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.

The District sends each new staff member a letter inviting them to two "New Staff Orientation Days" prior to the scheduled start of school. In August, the new teacher is teamed with an established teacher in his/her building and at her/his grade level if there is one available. If an established teacher, who is willing to be a mentor is not available, then the teacher is teamed with either a teacher in the grade above, or below their grade. The new teacher and her/his mentor work together by meeting several times a week to help make it a successful year for the new teacher and her/his students.

### Section III - Plan 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.

Funding is provided from the IDEA flow through grant, Title I, Title II and Title IV for substitutes, travel expenses and registration costs which allows for teachers to attend professional workshops and conferences aligned with the challenge areas Caseyville School has chosen to focus on.

Funding is provided through Title I to provide an after school tutoring program for all students recommended.

Title I provides a Reading Specialist full-time to assist students with reading skills.

The district provides professional development opportunities to all staff members to work collaboratively. Workshops are given on district institute days, as well as after school and summer sessions.

The district purchases up-to-date textbooks and provides training and additional professional development opportunities to support these purchases.

The district provides funds to purchase educational materials and supplies which support the district curriculum.

The district provides support staff to service the needs of the students. These staff members include: school nurse, health aide, computer support specialist, social worker, school psychologist, special education case manager and speech teacher.

The district provided the funding for membership to the Interactive Illinois Report Card system which allows staff and administrators to easily manipulate and analyze data in order to make decisions for improvement purposes.

The Assistant Superintendent for Curriculum and Instruction held grade level meetings for all elementary grades in order to create consistency throughout the district. As a result of these meetings, some subject based committees were formed to continue working in different subject areas.

Funding is provided through Title II for professional development and materials and supplies for all subject areas.

Funding is provided through Title IV for drug free and safe school activities.

Funding is provided through Title I for professional development and materials and supplies for Reading and Math.

Funding is provided for a summer school program which focuses on math and reading.

Funding is provided through Title I for substitutes to allow teachers to work collaboratively.

The district purchases up-to-date textbooks and provides training and additional professional development opportunities to support these purchases.

The district provides funds to purchase educational materials and supplies which support the district curriculum.

**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).

**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.

**Section III - Plan 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.

The Regional Office of Education provides professional development and support activities.

The state provides ISAT test materials for students in grades 3 and 4, as well as the student scores.

The Illinois Principal's Association provides a variety of professional development activities.

The State Superintendent of Education provides a Weekly Message to state administrators.

Illinois textbook loan program helps with purchasing new textbooks and/or educational materials.

The Regional Office of Education has materials and supplies that can be checked out for use by districts.

**Section III - Plan Development, Review and Implementation**  
**Part G. School Support Team**

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	<b>Name</b>	<b>Title</b>
1	Dr. Jean Dayton	Principal
2	Mrs. Julie Brown	District Curriculum Director
3	Mrs. Becky DesPain	Early Childhood Teacher
4	Mrs. Deb Calvin	Pre-K Teacher

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5	Mrs. Kathy Sullivan	Kindergarten Teacher
6	Mrs. Sarah Palau	1st Grade Teacher
7	Mrs. Jacqueline Sommer	2nd Grade Teacher
8	Mrs. Jennifer Hoyt	3rd Grade Teacher
9	Ms. Kim Chiarottino	4th Grade Teacher
10	Mrs. Sheryl Votrian	3rd & 4th Grade Special Education Teacher
11	Mrs. Lynda Heimer	Title I Teacher

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**Section IV-A Local Board Action**

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**DATE APPROVED** by Local Board:

**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

Have the areas of low achievement been clearly identified?

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

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

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

##### LOCAL ASSESSMENT DATA (OPTIONAL)

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

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

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

##### OTHER DATA (OPTIONAL)

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

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

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

##### IDENTIFICATION OF KEY FACTORS

Have data or research been used to determine the key factors believed to cause low performance?

Are the key factors within the district's capacity to change or control?

##### CLARITY OF OBJECTIVES

Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?

Do the objectives address all areas of AYP deficiency?

##### ALIGNMENT OF STRATEGIES AND ACTIVITIES

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Will the selected strategies and activities likely improve student learning and achievement?

Are the strategies and activities measurable?

Are the measures of progress for the strategies and activities clearly identified?

Are expectations for classroom behavior and practice related to the objectives clear?

	Is professional development aligned with the strategies and activities for students?
	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?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
<b>MONITORING</b>	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

**PART I - COMMENTS**

**PART II - SECTIONS III and IV OF THE PLAN**

<b>PARENT NOTIFICATION</b>	
	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? <font color="red">(Title I Schools Only)</font>
<b>STAKEHOLDER INVOLVEMENT</b>	
	Does the plan describe how stakeholders have been consulted?
	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?
<b>PEER REVIEW</b>	
	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?
<b>TEACHER MENTORING PROCESS</b>	
	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?
<b>DISTRICT RESPONSIBILITIES</b>	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
<b>STATE RESPONSIBILITIES</b>	

	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	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?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

**PART II - COMMENTS**