

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### PRELIMINARY INFORMATION

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#### School & District Information

1. RCDT Code Number : 410570100262010

School Name : HOLLYWOOD HEIGHTS ELEM SCHOOL

District Name: COLLINSVILLE C U SCH DIST 10

Principal :DR JEAN DAYTON

District Address: 201 W CLAY ST

School Address : 6 N OAKLAND DR

City/State/Zip : COLLINSVILLE, IL 62234-3219

City/State/Zip : CASEYVILLE, IL 62232-1132

Contact Person : DR DENNIS CRAFT

Telephone # : (618)346-6211

Email :

Email :

2. Type of Submission : Original Submission

3. Is this for a Title I School? Yes

4. May ISBE use this SIP as a model? No

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section I - BOARD APPROVAL AND ASSURANCES

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A. DATE APPROVED by School Board : 0/0/0

#### B. ASSURANCES

1. 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).
2. 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).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. 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.)

#### SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

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Signature of LEA Superintendent

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

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Part A. School Support Team

**List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.**

<u>Name</u>	<u>Title</u>
Dr. Jean Dayton	Principal
Bette L. Barton	Educational consultant
Julie Brown	District Curriculum Coordinator
Amy Mena	Fourth Grade Teacher
Sharon Putz	Computer Paraprofessional

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

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#### Part B. Parent Notification

**Describe how the school provided written notice about the school's identification to parents of each student, in a format and, to the extent practicable, in a language that the parents can understand. (Title I schools only.)**

Hollywood Heights 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.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

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#### Part C. Stakeholder Involvement

**Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.**

Parent surveys were sent home with the students. Thirty-two percent were returned. Items with the highest percentage of approval included teacher communication with parents and parental involvement in school activities. The lowest percentage of a positive response was the time of the day activities for parents are held. No other items were surprising or noteworthy based on previous surveys. Major comment themes included: parental appreciation of a caring staff, individual attention, and small school environment and class size.

Surveys were placed in staff members' mailboxes and were to be returned to the principals' mailbox upon completion. Fifty percent of staff turned in a survey. Items 1,3,6,7,8 and 9 had a 100% yes responses. These are our strengths: proper supervision of students, effective classroom rules, all work towards a common goal of school improvement, students are proud of school, community expectations are being met, and Hollywood Heights School is seen as a nurturing environment. Items 2,4, and 5 had only 75% yes responses. Discipline was the area indicated as deficient in each of these items. The indication of inconsistent behavior management was surprising. The other comments indicate that the staff is perceived as caring and cooperative. The school itself is considered to be clean and bright.

Student surveys were distributed individually to each student in each class. 97% of the student's turned in the surveys. Our strengths include: students are friendly to each other and are proud of Hollywood Heights School. Teachers care about the students and are willing to help. Our weaknesses include: students believe that the behavior of other students in the class keep them from doing their best, reading silently or aloud at school everyday, and parents being actively involved at school. The most noteworthy comment was that students do like coming to Hollywood Heights School. The major theme of the comments was that students like the teachers and the environment at Hollywood Heights School.

Surveys were placed in the teachers' mailboxes and were to be returned to the principal's mailbox upon completion. One hundred percent of the teachers turned in a survey. All considered the academic, physical, emotional, and social needs of the students are being met. These are our strengths. Curriculum was indicated to be our only area of weakness. Seventy-one percent of the teachers believed the curriculum to be effective and up-to-date. One noteworthy comment was: "I hope we continue to create a safe, friendly, and dedicated to learning school environment." The major themes of the comments were: social worker and nurse need to be at school more frequently, more time needed for staff sharing and planning, staff is cohesive, and small school with limited class size is a plus.

This information along with data that is acquired from student testing, and individual discussions with other principals, Title 1 Coordinator, and District Curriculum Director is used in writing our School Improvement Plan.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

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#### Part D. Peer Review Process

**Describe in detail 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. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.**

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 Hollywood Heights Staff on their SIP Day in May. After it has received the approval of the teachers, the District Elementary Principals meet and review the plans. After this review, changes may or may not be made with the approval of the Hollywood Heights Staff and the School Improvement Team. Then the Hollywood Heights School Improvement Plan is sent to the Collinsville School Board.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

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#### Part E. Teacher Mentoring Process

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

The District sends each new staff member a letter inviting them to two "New Staff Orientation Days" prior to the scheduled start of school. Then 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.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

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#### Part F – District's Responsibilities

**Specify the services and resources that the district has provided to revise the plan and what the district will provide toward implementation of strategies. 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.(See NCLB, 1116.)**

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 Hollywood Heights 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.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section II - PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

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#### Part G – State's Responsibilities

**Specify the services and resources that the State Board of Education, Regional System of Support Service Providers (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 the 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.

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section III DATA AND ANALYSIS**

Part A.1. Adequate Yearly Progress Report for 2005

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		
Is this School making AYP in Mathematics?	Yes	2005-06 Federal Improvement Status	
		2005-06 State Improvement Status	

	Percent 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		47.5			47.5			89.0		66.0	
All	100.0	Yes	100.0	Yes	72.7		Yes	81.8		Yes		Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section III DATA AND ANALYSIS**

Part A.1. Assessment Data

Groups	Reading 99-00 %Meets/Exceeds			Reading 00-01 %Meets/Exceeds			Reading 01-02 %Meets/Exceeds			Reading 02-03 %Meets/Exceeds			Reading 03-04 %Meets/Exceeds			Reading 04-05 %Meets/Exceeds		
	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	63.0	-	-	59.0	-	-	50.0	-	-	40.9	-	-	66.6	-	-	73.9	-	-
Economically disadvantaged	-	-	-	50.0	-	-	44.4	-	-	33.4	-	-	0.0	-	-	60.0	-	-
LEP	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Students w/disabilities	0.0	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
White, Non-Hispanic	-	-	-	59.0	-	-	54.5	-	-	42.9	-	-	65.0	-	-	80.9	-	-
Black, Non-Hispanic	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Asian or Pacific Islander	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Hispanic	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Multi-racial/ethnic	-	-	-	-	-	-	-	-	-	-	-	-	0.0	-	-	0.0	-	-

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section III DATA AND ANALYSIS**

Part A.1. Assessment Data

Groups	Mathematics 99-00 %Meets/Exceeds			Mathematics 00-01 %Meets/Exceeds			Mathematics 01-02 %Meets/Exceeds			Mathematics 02-03 %Meets/Exceeds			Mathematics 03-04 %Meets/Exceeds			Mathematics 04-05 %Meets/Exceeds		
	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	72.0	-	-	77.0	-	-	76.9	-	-	59.1	-	-	81.0	-	-	82.6	-	-
Economically disadvantaged	-	-	-	76.0	-	-	70.0	-	-	53.3	-	-	0.0	-	-	80.0	-	-
LEP	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Students w/disabilities	0.0	-	-	-	-	-	60.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
White, Non-Hispanic	-	-	-	77.0	-	-	81.8	-	-	61.9	-	-	80.0	-	-	85.7	-	-
Black, Non-Hispanic	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Asian or Pacific Islander	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Hispanic	-	-	-	-	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-
Multi-racial/ethnic	-	-	-	-	-	-	-	-	-	-	-	-	0.0	-	-	0.0	-	-

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section III DATA AND ANALYSIS

#### Part A.1. School Information

Basic Information	School Year 2000 - 2001	School Year 2001 - 2002	School Year 2002 - 2003	School Year 2003 - 2004	School Year 2004 - 2005
Attendance Rate (%)	93.5	93.5	93.6	93.9	93.1
Truancy rate (%)	0.0	0.0	0.0	0.0	0.0
Mobility rate (%)	17.7	24.1	30.7	37.6	22.3
Expulsion rate (%)					
Retention rate, if applicable (%)					
HS graduation rate, if applicable (%)	-	-	-	0.0	0.0
HS dropout rate, if applicable (%)	-	-	-	0.0	0.0
Teachers working out-of-field (#)					
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)					
School Population (#)	151	144	134	146	111
Economically disadvantaged (%)	56.3	70.1	63.4	54.8	55.0
Limited English proficient (LEP) (%)	0.0	0.0	0.7	0.0	0.0
Students with disabilities (%)					
White, non-Hispanic (%)	96.0	93.1	94.8	92.5	91.9
Black, non-Hispanic (%)	3.3	5.6	3.0	4.8	4.5
Hispanic (%)	0.7	1.4	0.7	2.7	3.6
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	0.0	0.0	1.5	0.0	0.0

HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

Section III DATA AND ANALYSIS

Part A.1. Race/Ethnicity

<b>Student Demographics &amp; Characteristics - Race / Ethnicity</b>							
	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial./Ethnic(%)
<b>S C H O O L</b>	1999	97.4	2.0	-	0.7	-	-
	2000	94.7	4.6	-	0.7	-	-
	2001	96.0	3.3	0.7	-	-	-
	2002	93.1	5.6	1.4	-	-	-
	2003	94.8	3.0	0.7	1.5	-	-
	2004	92.5	4.8	2.7	-	-	-
	2005	91.9	4.5	3.6	-	-	-
<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	-
<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

# HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

## Section III DATA AND ANALYSIS

### Part A.1. Educational Environment

#### Student Demographics & Characteristics - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic	Chronic	HS Dropout Rate(%)	HS Graduation Rate (%)
<b>S C H O O L</b>	1999	-	53.0	100.0	93.6	27.0	2.0	1.4	-	-
	2000	-	52.6	96.7	93.6	30.9	3.0	1.9	-	-
	2001	-	56.3	97.3	93.5	17.7	-	-	-	-
	2002	-	70.1	99.6	93.5	24.1	-	-	-	-
	2003	0.7	63.4	100.0	93.6	30.7	-	-	-	-
	2004	-	54.8	100.0	93.9	37.6	-	-	-	-
	2005	-	55.0	100.0	93.1	22.3	-	-	-	-
<b>D I S T R I C T</b>	1999	0.7	30.7	100.0	93.9	16.1	70.0	1.3	5.7	80.1
	2000	0.8	32.0	98.8	94.0	18.3	110.0	1.9	6.6	79.5
	2001	1.0	33.7	99.5	93.4	15.2	95.0	1.7	6.5	79.1
	2002	2.4	34.7	100.0	93.3	18.6	31.0	0.6	4.4	85.4
	2003	1.5	33.0	100.0	93.5	18.1	108.0	1.9	7.3	80.9
	2004	1.6	33.5	100.0	93.5	17.6	64.0	1.1	4.4	81.8
	2005	1.4	42.3	100.0	93.2	17.2	97.0	1.6	5.3	83.4
<b>S T A T E</b>	1999	6.4	36.1	96.1	93.6	18.1	43,332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4

# HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

## Section III DATA AND ANALYSIS

### Part A.1. Enrollments

#### Student Demographics & Characteristics - Enrollments

	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	151.0	-	-	-	-	-	-
	2000	152.0	-	-	-	-	-	-
	2001	151.0	-	-	-	-	-	-
	2002	144.0	17.0	22.0	20.0	-	-	-
	2003	134.0	22.0	12.0	15.0	-	-	-
	2004	146.0	21.0	26.0	16.0	-	-	-
	2005	111.0	22.0	19.0	-	-	-	-
<b>D I S T R I C T</b>	1999	5,838.0	-	-	-	-	-	-
	2000	5,924.0	-	-	-	-	-	-
	2001	5,900.0	439.0	445.0	467.0	465.0	425.0	347.0
	2002	5,996.0	410.0	437.0	439.0	508.0	476.0	458.0
	2003	6,038.0	428.0	426.0	446.0	485.0	519.0	427.0
	2004	6,078.0	415.0	435.0	430.0	478.0	474.0	448.0
	2005	6,242.0	418.0	419.0	462.0	467.0	481.0	477.0
<b>S T A T E</b>	1999	1,962,026.0	-	-	-	-	-	-
	2000	1,983,991.0	-	-	-	-	-	-
	2001	2,007,170.0	164,791.0	161,546.0	162,001.0	151,270.0	148,194.0	123,816.0
	2002	2,029,821.0	-	-	-	-	-	-
	2003	2,044,539.0	-	-	-	-	-	-
	2004	2,060,048.0	-	-	-	-	-	-
	2005	2,062,912.0	-	-	-	-	-	-

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section III DATA AND ANALYSIS

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#### Part A.2. Other Data

##### **a. Information and data about the attributes and challenges of the school and community that have affected student learning**

The community is not considered a part of any Public Library System, so the students or parents do not have the availability of a Summer Reading Program in this area or the use of a library with a variety of reading materials and available technology. It is an economically disadvantaged community with a rate of mobility that is greater than the District mobility rate. There is little opportunity for employment in the community. The Economically Disadvantaged rate has increased, attendance is dropping, the white school population is decreasing while the Spanish population is increasing. The Economically Disadvantaged parents are sometimes those who have not had a positive experience in school and this affects their attitude about education and the importance of a good education for their children. The increase in the Spanish population presents a concern with language. Because Hollywood Heights Elementary School has a small student population this presents both positive and negative effects. The teachers do not have anyone at their specific grade level to exchange ideas about their grade level curriculum or strategies. It does present a very cohesive group who know all the students by their names and probably know their parents and their siblings. With the mobility rate and the small student population, the District-wide Character Education program has become a very important part of our positive school-wide discipline program which will be continued. Other school-wide programs that are incentives for good student behavior and completion of school assignments will also be continued. Individual teachers have additional positive classroom incentives.

When Hollywood Heights was compared to the Top Comparable Schools the Opportunity Gap which shows the difference between our proficiency level and the other schools was a -15.19% in Reading and a -15.3% in Mathematics on the ISAT.

# HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

## Section III DATA AND ANALYSIS

### Part A.2. Other Data

#### b. Local Assessment Data.

#### 3.2 LOCAL ASSESSMENT DATA

##### SCHOLASTIC

READING INVENTORY	SRI READING 2003-04		SRI READING 2004-05		SRI READING 2005-06		SRI READING 2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ON GRADE LEVEL								
Groups								

##### 1ST. GRADE

2ND GRADE	15.8%	36.4%	52.6%	45%	12.5%	28%
3RD GRADE	33.3%	40.9%	45%	65%	38.5%	50%

##### PRIMARY

SPECIAL ED	0%	0%	0%	0%		
4TH GRADE	30%	42.9%	61%	77%	52.9%	73.7%

The Scholastic Reading Inventory is the assessment that Hollywood Heights uses to evaluate growth in 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 third year for this test to be used, so there is now trend data available but it does not show any definite trend. It does however provide the teacher with individual data to guide the strategies that needs to be used with the students.

Hollywood Heights Elementary Groups	ISEL 2002-03		ISEL 2003-04		ISEL 2004-05		ISEL 2005-06		ISEL 2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
KDG.	44%	82%	41%	95%	49%	95%	50%	97%		
District Kdg. Average	45%	80%	52%	90%	53%	91%	54%	92%		

1ST. GRADE 53% 92% 48% 91% 55% 92% 59% 95%

District 1st.

Average 56% 86% 44% 86% 52% 87% 56% 89%

2ND GRADE 48% 75% 59% 83% 73% 73% 67% 73%

District 2nd.

Average 44% 72% 66% 83% 67% 74% 67% 84%

Kindergarten in the Fall of each year is always below the District average.

Kindergarten is above the District average in the Spring of each year.

Hollywood Heights Fall 2002 scores were below the District except in Second Grade.

Hollywood Heights Spring scores in 2003 and 2004 are better than or meets the District average but in 2005 they are below the District average. The Second grade does not show the expected growth of previous years.

Hollywood Heights 2005 and 2006 Spring scores are better than the District except in Second grade.

This data is used with the ISAT data to guide the strategies and activities that are included in the School Improvement Plan. The individual student ISAT and IMAGE data is used as additional information to be used in the SIP concerning the Third grade.

# HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

## Section III DATA AND ANALYSIS

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### Part A.2. Other Data

#### c. Educator qualifications and professional growth and development data

	School	District	State
Total Full Time Employees (FTE)	6	347	129,068
Average Teacher Experience (in years)	17.5	15.5	13.9
Bachelor's Degree (%)	16.7%	45.6%	53.9%
Master's degree or higher (%)	83.3%	54.4%	46.0%
White, non-Hispanic Teachers (FTE)	6	98.3%	84.6%
Black, non-Hispanic Teachers (FTE)	0	0.7%	10.2%
American Indian / Alaskan Native Teachers (FTE)	0	0.1%	
Asian or Pacific Islander Teachers (FTE)	0	1.0%	
Hispanic Teachers (FTE)	0	1.0%	4.1%
Male Teachers (FTE)	0	20.2%	23.4%
Female Teachers (FTE)	100%	79.8%	76.6%

. Total teachers Years Experience  
(FTE) 1-5 yrs 6-10 yrs 11-15 yrs 16+ yrs  
1 11 3

the Illinois Reading Conference 1

Total number of paraprofessionals is two and they have their NCLB qualifications through the Paraprofessional Test offered by the state which meets the NCLB criteria.

The five (83.3%) of the teachers have their Master's degree plus additional hours above the degree and one (16.7%) has their Bachelor's degree plus 16 hrs toward her Master's degree.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section III DATA AND ANALYSIS

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#### Part A.2. Other Data

##### **d. Parent Involvement Data.**

The parents are involved as much as their time, work, income, and education can allow them to be. Most of the parents indicate on their surveys and in our positive telephone calls indicate that they check their child's homework and give help when it is needed. They help their child to have good attendance at school. Some of the parents help with activities when they are asked to do so. When it is a program or social school event the parents usually attend. They also try to attend all their child's conferences in an attempt to help their child with their learning. However, the parents say that it is more difficult to help their child with their homework when they reach the upper grades. The District has a "Parent Involvement Policy" that is part of the compliance with the Title I program. The parents are also reached and their opinions are solicited during personal interviews, positive telephone calls, and by sending home surveys about the school and its interaction with them. We are encouraging parents that we need their help and we want them to work with us, so that their child may have the best education that is possible.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section III DATA AND ANALYSIS

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#### Part B- Data Analysis: Key Factors

**Identify 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 or other data.**

Key factors that are within the school's capacity to change that contribute to low achievement are student attendance, proficiency in skills needed to function successful at their grade level, and provide additional help for the segment of the student clientele that scored below the class in both reading and mathematics. The educators are well qualified and continue their professional growth. The curriculum that is in place should be continued because it is helping a large percentage of the students to be successful. Changes in the curriculum are needed to better address the needs of the increasing number of the Economically Disadvantaged. There is a need for District-wide individual grade level performance skill sheets based on the Learning Standards to be used in Reading and Mathematics to monitor the student's achievement of the necessary skills at their grade level. These conclusions are based on the students 2005 ISAT performance, SRI and ISEL testing, performance in the classroom, and the results of the surveys and interviews.

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

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

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section IV ACTION PLAN

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#### Part A. Objective 1

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan**

On the 2005 ISAT the Third Grade the Economically Disadvantaged group scored 60.0% and the Total Group scored 73.9%. In order to meet the 2014 AYP, the Economically Disadvantaged group will increase their score by 5% and the Total group by 3.3% on the 2007 and 2008 ISAT. The Fourth Grade percents can not be determined at this time since we do not have data for them in reading and mathematics, so they will make the identical progress as the Third Grade for 2007. If necessary, adjustments will be made when the 2006 ISAT information is available to Hollywood Heights.

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

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

Part B. Student Strategies and Activities for Objective 1

**State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Strategy 1B1: Integrate technology into the Reading Program school-wide.	August 2006	May 2008	During School	Local Funds	
Activity 1B1.1: Increase individual involvement in school-wide Reading Counts Program through incentives	August 2006 &07	May 2007 & 08	During School	Local Funds	
Activity 1B1.2: Read "Between the Lions" used with 1st and 4th grades	August 2006 &07	May 2007 & 08	During School	Local Funds	
Activity 1B1.3: K-2 will increase reading fluency and comprehension skills with Wiggle Works	August 2006 &07	May 2007 & 08	During School	Local Funds	
Activity 1B1.4: Kindergarten and 1st. grade will utilize the "Starfall" Reading Program to increase phonemic awareness and phonics skills	August 2006 &07	May 2007 & 08	During School	Local Funds	
Activity 1B1.5: The 4th grade students are Reading Buddies with the Kindergartners	August 2006 &07	May 2007 & 08	During School	Local Funds	
Activity 1B1.6: Teachers will provide after school tutoring	November 2006 &07	May 2007 & 08	After School	Local Funds	
Activity 1B1.6: Increase student attendance and decrease tardies	August 2006	May 2008	During School	Local Funds	

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

Part C. Professional Development Strategies and Activities for Objective 1

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Strategy 1C1: Teachers will increase participation in seminars and workshops offered in Reading	August 2006	May 2008	After School	Local Funds	
Activity 1C1.1: Teachers will attend the Reading Conference	August 2006	May 2008	During School	Local Funds	
Activity 1C1.2: Teachers will participate in District Houghton Mifflin Training	August 2006	May 2008	After School	Local Funds	
Activity 1C1.3: Title I and classroom teachers will collaborate on student and classroom needs	August 2006	May 2008	During School	Local Funds	
Activity 1C1.4: Teachers will attend workshops of their choice at the Regional Office of Education	August 2006	May 2008	During School	Local Funds	

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

Part D. Parent Involvement Strategies and Activities for Objective 1

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Strategy 1D1: Families will become more involved with literacy education of their children	August 2006 & 07	May 2007 & 08	After School	Local Funds	
Activity 1D1.1: Books will be available to adults visiting the school at Book Fairs, during family participation activities	August 2006 & 07	May 2007 & 08	Before School	Local Funds	
Activity D1.2: Parents and students will attend Family Reading Night at the school	March 2007 & 08	May 2007 & 08	Before School	Title I	
Activity 1D1.3: School wide student, staff, and parent Spring Reading Event, "Stop, Drop, and Read Program" during school hours	March 2007 & 08	May 2007 & 08	During School	Title I	
Activity 1D1.4: Teachers will communicate classroom reading concepts through newsletters	August 2006 & 07	May 2007 & 08	After School	Local Funds	

# HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

## Section IV ACTION PLAN

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### Part E - Monitoring Process for Objective 1

#### 1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Observations of teachers and students using the Technology Programs that teach reading will monitor the inclusion of technology into the Reading Program. The teachers will share the effectiveness of the programs with the staff. The SRI is used to monitor the progress of the Second through Fourth Grades. The ISEL is used to monitor the progress in reading of the Kindergarten through Second Grades. The ISAT also serves to monitor the progress for the Third and Fourth Grades in Reading.

#### 2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____	Title _____
Dr. Jean Dayton	Principal
Sharon Putz	Technology Specialist
Teachers at each grade level	Teachers

## HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

### Section IV ACTION PLAN

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#### Part A. Objective 2

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan**

Objective # 2 The current achievement in mathematics of the Total group was 82.6% meeting/exceeding and the Economically Disadvantaged subgroup was 80% for ISAT. In order to meet the 2014 AYP, the Total group will raise their score by 2.5% each year and the Economically Disadvantaged subgroup will raise their score by 3% each year in the 2007 and 2008 ISAT.

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

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

Part B. Student Strategies and Activities for Objective 2

**State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Strategy 2B1: School wide implementation of present Mathematics Program	August 2006 & 07	May 2007 & 08	During School	Local Funds	
Activity 2B1.1: Mathematics Student Checklist is used to record student performance on skills necessary for the Learning Standards	August 2006 & 07	May 2007 & 08	During School	Local Funds	
Activity 2B1.2: Administer Mathematics Pretest and Posttest to measure student progress	August 2006 & 07	May 2007 & 08	During School	Local Funds	
Activity 2B1.3: Manipulatives are used to model math concepts	August 2006 & 07	May 2007 & 08	During School	Local Funds	
Activity 2B1.4: Use Problem of the Day to engage higher level thinking skills	August 2006 & 07	May 2007 & 08	During School	Local Funds	

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

Part C. Professional Development Strategies and Activities for Objective 2

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Strategy 2C1: Teachers participate in professional development workshops in mathematics strategies	August 2006	May 2008	Before School	Local Funds	
Activity 2C1.1: Teachers share strategies acquired at Mathematics workshop with staff	August 2006 & 07	May 2007 & 08	After School	Local Funds	
Activity 2C1.2: Teachers implement new Mathematics strategies with students	August 2006 & 07	May 2007 & 08	During School	Local Funds	

**HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10**

**Section IV ACTION PLAN**

Part D. Parent Involvement Strategies and Activities for Objective 2

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
Strategy 2D1: Increase parent involvement to engage children in Mathematics activities at home	August 2006	May 2008	After School	Local Funds	
Activity 2D1.1: Distribute Parent Helpful Hint Handbook with math activities to each family	August 2006	May 2008	Before School	Local Funds	
Activity 2D1.2: Provide parents with a list of interactive Math Websites	August 2006	May 2008	Before School	Local Funds	

# HOLLYWOOD HEIGHTS ELEM SCHOOL-COLLINSVILLE C U SCH DIST 10

## Section IV ACTION PLAN

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### Part E - Monitoring Process for Objective 2

**1. Describe how school personnel will monitor the effectiveness of the strategies and activities.**

The Mathematics Program is monitored by using the teacher's grade level Pretests and Posttests, Student Individual Skill sheets, and teacher observations of students working.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

<u>Name</u>	<u>Title</u>
Each Classroom Teacher	Teacher
Dr. Jean Dayton	Principal