

PRELIMINARY INFORMATION

RCDT Number	410570100262010		
District Name	COLLINSVILLE CUSD 10	School Name	Hollywood Heights Elem School
Superintendent	DR DENNIS CRAFT	Principal	Dr Jean Dayton
District Address	201 W CLAY ST	School Address	6 N Oakland Dr
City/State/Zip	COLLINSVILLE,IL,62234	City/State/Zip	Caseyville ,IL, 62232 1132
District Telephone#	6183466350 Extn:0	School Telephone#	6183466211 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	77.8		Yes	91.9		Yes	94.6	Yes		
White														
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**

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	93.5	93.5	93.6	93.9	93.1	93.5	93.5	94.6
Truancy Rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.2
Mobility Rate (%)	17.7	24.1	30.7	37.6	22.3	27.1	20.7	26.0
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 (#)	151	144	134	146	111	99	118	104
Economically Disadvantaged (%)	56.3	70.1	63.4	54.8	55.0	66.7	74.6	74.0
Limited English Proficient (LEP) (%)	0.0	0.0	0.7	0.0	0.0	0.0	2.5	4.8
Students with Disabilities (%)								
White, non-Hispanic (%)	96.0	93.1	94.8	92.5	91.9	88.9	81.4	81.7
Black, non-Hispanic (%)	3.3	5.6	3.0	4.8	4.5	7.1	13.6	9.6
Hispanic (%)	0.7	1.4	0.7	2.7	3.6	2.0	4.2	6.7
Asian/Pacific Islander (%)	0.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	-	-	0.0	2.0	0.8	1.9

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(%)
S C H O O L	1999	97.4	2.0	0.0	0.7	0.0	-
	2000	94.7	4.6	0.0	0.7	0.0	-
	2001	96.0	3.3	0.7	0.0	0.0	-
	2002	93.1	5.6	1.4	0.0	0.0	-
	2003	94.8	3.0	0.7	1.5	0.0	-
	2004	92.5	4.8	2.7	0.0	0.0	-
	2005	91.9	4.5	3.6	0.0	0.0	0.0
	2006	88.9	7.1	2.0	0.0	0.0	2.0
	2007	81.4	13.6	4.2	0.0	0.0	0.8
	2008	81.7	9.6	6.7	0.0	0.0	1.9
D I S T R I C T	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(%)
S T A T E	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(%)
S C H O O L	1999	0.0	53.0	100.0	93.6	27.0	2	1.4	-	-
	2000	0.0	52.6	96.7	93.6	30.9	3	1.9	-	-
	2001	0.0	56.3	97.3	93.5	17.7	0.0	0.0	-	-
	2002	0.0	70.1	99.6	93.5	24.1	0.0	0.0	-	-
	2003	0.7	63.4	100.0	93.6	30.7	0.0	0.0	-	-
	2004	0.0	54.8	100.0	93.9	37.6	0.0	0.0	0.0	0.0
	2005	0.0	55.0	100.0	93.1	22.3	0.0	0.0	0.0	0.0
	2006	0.0	66.7	100.0	93.5	27.1	0.0	0.0	0.0	0.0
	2007	2.5	74.6	100.0	93.5	20.7	0.0	0.0	0.0	0.0
	2008	4.8	74.0	100.0	94.6	26.0	11	10.2	0.0	0.0
D I S T R I C T	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

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	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	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)
S C H O O L	1999	151	-	-	-	-	-	-
	2000	152	-	-	-	-	-	-
	2001	151	-	-	-	-	-	-
	2002	144	17	22	20	-	-	-
	2003	134	22	12	15	-	-	-
	2004	146	21	26	16	-	-	-
	2005	111	22	19	-	-	-	-
	2006	99	13	17	-	-	-	-
	2007	118	24	16	-	-	-	-
	2008	104	-	-	-	-	-	-
D I S T R I C T	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)
S T A T E	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(%)
D I S T R I C T	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
S T A T E	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	40.9	66.6	73.9	72.2	56.5	83.4	-	-	-	76.2	70.6	75.0	40.0	41.2	-	-	-	-
White	42.9	65.0	80.9	70.6	65.0	88.2	-	-	-	84.2	69.2	76.2	40.0	42.8	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33.4	-	60.0	61.6	53.0	85.7	-	-	-	66.7	68.8	78.5	-	40.0	-	-	-	-
	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	59.1	81.0	82.6	77.8	69.5	100.0	-	-	-	95.2	76.5	87.5	66.7	58.8	-	-	-	-
White	61.9	80.0	85.7	76.5	80.0	100.0	-	-	-	94.7	69.2	85.8	66.7	71.4	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	53.3	-	80.0	69.2	64.7	100.0	-	-	-	93.3	75.0	92.9	-	53.4	-	-	-	-
	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?*

Data indicate that both grades have increased in percentage of students' meeting/exceeding standards. 3rd grade showed higher percentage increase in both areas than those students in 4th grade. Weaker scores noted in 4th grade may be due to a need for smoother curricular transition. Math scores may be stronger due to the continued use of curricular checklists (language arts checklists instituted in August 2007).

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

Math scores may be stronger due to the use of the Math curricular checklists. These checklists provide a visual guide for teachers as a reminder as to what needs to be taught/learned and when. Factors contributing to the lower percentage in reading could be related to gaps in the 2nd and 3rd gr. curriculum (preparation for skills) or a misplacement of when skills are taught in each grade level. Language Arts checklists were instituted during the 2007-2008 school year - hopefully, there will be a noticeable improvement in scores for reading, as there were in math. Although reading scores were lower, they are still higher than state averages and have show a trend in improvement in school scores.

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

It is necessary to review the curriculum for 2nd through 4th grades, as well as evaluating test-taking skills. It will be interesting to see if the use of the language arts checklists, ThinkLink, and Study Island will assist the students in test-taking and general academic skills, as well as improve percentage of meeting/exceeding standards.

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): ALL GROUPS 1ST THROUGH 4TH WERE/ARE ON GRADE LEVEL BY SPRING (2003 THROUGH PRESENT). The SRI is the assessment that Hollywood Heights uses to evaluate growth in Reading. The attention span of some of the stuentns and the longevity of the test may affect the scores at the beginning of the year. This is the 5th year for the 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 need to be used with the students.
ILLINOIS SNAPSHOT OF EARLY LEARNING (ISEL):

Hollywood Heights 2002-03 2003-04 2004-05 2005-06 2006-07 2007-2008

Elementary AVERAGE AVERAGE AVERAGE AVERAGE AVERAGE AVERAGE

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

KDG. 44% 82% 41% 95% 49% 95% 50% 97% 37% 95% 49%

District Kdg.

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

1ST. GRADE 53% 92% 48% 91% 55% 92% 59% 95% 66% 92% 64%

District 1st.

Average 56% 86% 44% 86% 52% 87% 56% 89% 58% 88% 62%

2ND GRADE 48% 75% 59% 83% 73% 73% 67% 73% 74% 77% 69%

District 2nd.

Average 44% 72% 66% 83% 67% 74% 67% 84% 68% 77% 69%

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; 2007 scores were at District average or above.

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 data is used as additional information to be used in the SIP concerning the Third grade.

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

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

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?*

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 schoolwide programs that are incentives for good student behavior and completion of school assignments will also be continued (i.e. - Star Club). Individual teachers have additional positive classroom incentives.

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

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

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?

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

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

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.

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.

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

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

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?

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 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 contacted 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. The use of SchoolReach has increased communication between the school and parents.

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

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

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?

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 successfully 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. There is a need for Districtwide 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' past ISAT performance, SRI and ISEL testing, performance in the classroom, and the results of the surveys and interviews.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	On the ISAT, the Economically Disadvantaged group will increase their reading score by 3.0% and the Total group by 3.5% yearly.	
2	On the ISAT, the Economically Disadvantaged group will increase their math score by .6%, and the Total group by 1.0% 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 Economically Disadvantaged group will increase their reading score by 3.0% and the Total group by 3.5% yearly.

Objective 1 Description:

On the 2008 ISAT, the Third Grade Economically Disadvantaged meeting/exceeding in reading was 85.7% and the Total Group 83.3%. In order to meet the 2014 AYP (100%), the Economically Disadvantaged group will increase their score by 2.4% and the Total group by 2.8% on future ISATs. The Fourth Grade Economically Disadvantaged meeting/exceeding in reading was 78.6% and the Total Group 75.0%. In order to meet the 2014 AYP (100%), the Economically Disadvantaged group will increase their score by 3.6% and the Total group by 4.2% on future ISATs.

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

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : On the ISAT, the Economically Disadvantaged group will increase their reading score by 3.0% and the Total group by 3.5% yearly.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 1B1: Integrate technology while implementing present reading program.	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 1B1.1: Increase individual involvement in school-wide reading counts program through incentives.	8/19/2008	5/21/2010	During School	Title I	
3	Activity 1B1.2: K-2 will increase reading fluency and comprehension skills with Wiggle Works.	8/19/2008	5/21/2010	During School	Local Funds	
4	Activity 1B1.3: Language Arts student checklists will be used to record student performance on skills necessary for the learning standards.	8/19/2008	5/21/2010	During School	Local Funds	
5	Activity 1B1.4: The 1st and 3rd and K and 4th will buddy for reading activities.	8/19/2008	5/21/2010	During School	Local Funds	

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
6	Activity 1B1.5: Teachers will provide before school tutoring.	11/3/2008	5/21/2010	Before School	Title I	

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

Objective 1 Title : On the ISAT, the Economically Disadvantaged group will increase their reading score by 3.0% and the Total group by 3.5% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 1C1: Teachers will increase participation in seminars and workshops offered in reading.	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 1C1.1: Teachers will attend the Illinois Reading Conference.	8/19/2008	5/21/2010	During School	Title I	
3	Activity 1C1.2: Title I and classroom teachers will collaborate on student and classroom needs.	8/19/2008	5/21/2010	During School	Title I	
4	Activity 1C1.3: Teachers will attend workshops of their choice at the Regional Office of Education.	8/19/2008	5/21/2010	During School	Local Funds	

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

Objective 1 Title : On the ISAT, the Economically Disadvantaged group will increase their reading score by 3.0% and the Total group by 3.5% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 1D1: Families will become more involved with the literacy education of their children.	8/20/2008	5/21/2010	After School	Local Funds	
2	Activity 1D1.1: Books will be available to adults visiting the school at book fairs and other morning family participation activities.	8/19/2008	5/21/2010	Before School	Local Funds	
3	Activity 1D1.2: Parents and students will attend Family Reading Night at the school.	8/19/2008	5/21/2010	After School	Title I	
4	Activity 1D1.3: Teachers will communicate classroom reading concepts through newsletters.	8/19/2008	5/21/2010	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title : On the ISAT, the Economically Disadvantaged group will increase their reading score by 3.0% and the Total group by 3.5% 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?)

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. Language Arts student checklists will monitor on-going progress of student progress.

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
Mrs. Lynda Heimer	Title I Teacher
Mrs. Karen Schemerhorn	Computer Support/Technology Specialist

Section II-A Action Plan - Objectives

Objective: 2

On the ISAT, the Economically Disadvantaged group will increase their math score by .6%, and the Total group by 1.0% yearly.

Objective 2 Description:

On the 2008 ISAT, the Third Grade Economically Disadvantaged meeting/exceeding in math was 100% and the Total Group 100%. In order to meet the 2014 AYP (100%), the Economically Disadvantaged group and the Total group will maintain this percentage on future ISATs. The Fourth Grade Economically Disadvantaged meeting/exceeding in math was 92.9% and the Total Group 87.5%. In order to meet the 2014 AYP (100%), the Economically Disadvantaged group will increase their score by 1.2% and the Total group by 2.1% 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 Economically Disadvantaged group will increase their math score by .6%, and the Total group by 1.0% yearly.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 2B1: School-wide implementarion of the present mathematics program	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 2B1.1: Math student checklists will be used to record student performance on skills necessary for the learning standards.	8/19/2008	5/21/2010	During School	Local Funds	

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
3	Activity 2B1.2: Administer math pretest and posttest to measure student progress	8/19/2008	5/21/2010	During School	Local Funds	
4	Activity 2B1.3: Manipulatives will be used to model math concepts.	8/19/2008	5/21/2010	During School	Local Funds	
5	Activity 2B1.4: Use a "problem of the day" to encourage higher level thinking skills	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 Economically Disadvantaged group will increase their math score by .6%, and the Total group by 1.0% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 2C1: Teachers will participate in professional development workshops relating to math teaching strategies.	8/19/2008	5/21/2010	During School	Local Funds	
2	Activity 2C1.1: Teachers will share strategies acquired at mathematics workshops with other staff.	8/19/2008	5/21/2010	During School	Local Funds	
3	Activity 2C1.2: Teachers will implement new mathematics strategies with students.	8/19/2008	5/21/2010	During School	Local Funds	
4	Activity 2C1.3: Teachers will receive continued training the use of the district-wide mathematics program.	8/19/2008	5/21/2010	After School	Local Funds	

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

Objective 2 Title : On the ISAT, the Economically Disadvantaged group will increase their math score by .6%, and the Total group by 1.0% yearly.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Strategy 2D1: Increase parent involvement to engage children in mathematics activities at home.	8/19/2008	5/21/2010	After School	Local Funds	
2	Activity 2D1.1: Teachers will distribute Parent Helpful Hint Handbook with math activities to each family for each grade level.	8/19/2008	5/21/2010	After School	Local Funds	
3	Activity 2D1.2: Teachers will provide parents with a list of interactive math websites and other resources.	8/19/2008	5/21/2010	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 2 Title : On the ISAT, the Economically Disadvantaged group will increase their math score by .6%, and the Total group by 1.0% 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 mathematics program is monitored by using the teachers' grade level pretests and posttests, students individual skill sheets (curricular checklists), and teacher observations of students' work.

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
Each classroom teacher K-4	K-4 Teachers and Title Teacher
Dr. Jean Dayton	Principal

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.*)

Parents are provided with copies of the school report card (in Spanish as applicable), School Improvement Plan (via web page - available in hard copy as requested), and given summary information regarding academic achievements in daily activities, as well as ISAT results. Parents are also given the opportunity to provide input via surveys, PTA meetings, and other parent/family oriented activities. Other academic related information, as well as links to sites with information (i.e. - ISBE), are noted on the school's web page.

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.

Parent surveys were sent home with the students. Twenty 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. 100% of the items had yes responses. There were no areas of concern noted which is a positive improvement from the last set of surveys. The respondents felt that our staff works well together and that a small school is a benefit.

Student surveys were distributed individually to each student in each class. 94% of the students turned in the surveys. Our strengths include: the principal cares about the students, they feel they show their teachers respect, and that their teachers expect them to do their best work. Areas of concern are that the students feel the behavior of other students in the classroom keeps them from doing their best work and felt their classmates were not friendly to them. The most common comment was that most students love their teachers.

Surveys were placed in the teachers' mailboxes and were to be returned to the principal's mailbox upon completion. Sixty-six percent of the teachers turned in a survey. All considered the academic, physical, emotional, and social needs of the students are being met. Fifty percent of the respondents felt their students' curricular needs were not being met in Art. All agreed that they felt the school provides a warm, safe environment, and because of our small size, we are able to provide more of a "family" atmosphere.

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

School

Names and titles of school improvement team or plan developers:

	Name	Title
1	Dr. Jean Dayton	Principal

2	Mrs. Lynda Heimer	Title Teacher
3	Mrs. Karen Schemerhorn	Computer Support/Technology Specialist
4	Mrs. Stacy Capps	Kindergarten Teacher
5	Mrs. Sandy Callahan	1st Grade Teacher
6	Ms. Kendra Cline	2nd Grade Teacher
7	Mrs. Susan Flynn	3rd Grade Teacher
8	Mrs. Amy Mena	4th Grade Teacher
9	Ms. Theresa Weekley	K-3 Special Education Teacher

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 Hollywood Heights Staff on their SIP Day in April/May. After it has received the approval of the teachers, the District Assistant Superintendent of Curriculum and Instruction reviews the plan. After this review, changes may or may not be made with the approval of the Hollywood Heights Staff/School Improvement Team. Then the Hollywood Heights School Improvement Plan is forwarded/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 on which Hollywood Heights has chosen to focus.

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.

	Name	Title
1	Mrs. Julie Brown	District Curriculum Coordinator
2	Dr. Jean Dayton	Principal
3	Mrs. Lynda Heimer	Title I Teacher
4	Mrs. Karen Schemerhorn	Computer Support/Technology Specialist

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5	Mrs. Stacy Capps	Kindergarten Teacher
6	Mrs. Sandy Callahan	1st Grade Teacher
7	Ms. Kendra Cline	2nd Grade Teacher
8	Mrs. Susan Flynn	3rd Grade Teacher
9	Mrs. Amy Mena	4th Grade Teacher
10	Ms. Theresa Weekley	K-3 Special Education Teacher

Section IV-A Local Board Action

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?
MONITORING	
	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

PARENT NOTIFICATION

	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
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STAKEHOLDER INVOLVEMENT

	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?

PEER REVIEW

	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?
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TEACHER MENTORING PROCESS

	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?
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DISTRICT RESPONSIBILITIES

	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?

STATE RESPONSIBILITIES

	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