

District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	11/23/2010
District Plan Submitted	11/24/2010
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	12/23/2010

Additional Compliance Submissions by District	
RtI Compliance Submission	11/24/2010
Special Education Compliance Submission	11/24/2010
Title III Compliance Submission	11/24/2010

District Information

RCDT Number:	410570130020000		
District Name:	East Alton SD 13	Superintendent:	Virgil Moore
District Address:	210 E St Louis Ave	Telephone:	6184332051
City/State/Zip:	East Alton, IL 62024 1455	Extn:	0
Email:	vmoore@easd13.org		
Is this for a Title I district ?		<input checked="" type="radio"/> Yes	<input type="radio"/> No
Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input checked="" type="radio"/> No

Section I-A Data & Analysis - Report Card Data
Item 1 - 2010 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	Yes	2010-11 Federal Improvement Status	District Improvement Year 1
Is this District making AYP in Mathematics?	Yes	2010-11 State Improvement Status	Academic Early Warning Year 1

Student Groups	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		77.5			77.5			91		80	
All	100.0	Yes	100.0	Yes	77.9		Yes	84.9		Yes	92.6	Yes		
White	100.0	Yes	100.0	Yes	78.2		Yes	86.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	31.3	35.7	Yes	52.5	51.6	Yes	92.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.0		Yes	81.1		Yes				

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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 - 2010 AMAO Report

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	92.0	91.8	92.1	91.8	92.2	92.7	93.1	92.6
Truancy Rate (%)	5.1	5.5	11.2	7.5	8.7	7.3	4.0	4.9
Mobility Rate (%)	26.3	24.4	23.0	25.0	15.0	19.0	20.8	18.1
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	908	907	902	846	834	731	714	694
Low Income (%)	53.0	59.9	55.2	61.9	64.3	60.7	64.4	59.4
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.1	0.1	0.7	0.4	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	20.5
White, non-Hispanic (%)	93.5	93.5	93.8	92.4	92.7	89.6	89.5	90.8
Black, non-Hispanic (%)	5.4	4.4	5.0	5.2	3.7	5.1	4.8	3.0
Hispanic (%)	0.9	1.1	0.6	0.8	1.3	1.9	1.5	0.4
Asian/Pacific Islander (%)	0.0	0.3	0.2	0.4	0.2	0.1	0.4	0.6
Native American or Alaskan Native(%)	0.2	0.7	0.2	0.2	0.2	0.3	0.0	0.1
Multiracial/Ethnic (%)	-	-	0.2	0.9	1.8	3.0	3.8	5.0

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	95.3	3.4	0.9	0.4	0	-
	2001	94.9	4.1	0.4	0.2	0.3	-
	2002	94.6	4.8	0.3	0.1	0.2	-
	2003	93.5	5.4	0.9	0	0.2	-
	2004	93.5	4.4	1.1	0.3	0.7	-
	2005	93.8	5.0	0.6	0.2	0.2	0.2
	2006	92.4	5.2	0.8	0.4	0.2	0.9
	2007	92.7	3.7	1.3	0.2	0.2	1.8
	2008	89.6	5.1	1.9	0.1	0.3	3.0
	2009	89.5	4.8	1.5	0.4	0	3.8
2010	90.8	3.0	0.4	0.6	0.1	5.0	
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
2010	52.8	18.8	21.1	4.2	0.2	2.9	

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0	55.5	95.7	91.8	37.5	10	1.1	-	-
	2001	0	55.3	96.5	90.8	39.3	22	2.3	-	-
	2002	0	54.1	89.1	91.1	27.9	24	2.6	-	-
	2003	0	53.0	93.2	92.0	26.3	47	5.1	-	-
	2004	0	59.9	96.4	91.8	24.4	50	5.5	-	-
	2005	0	55.2	98.0	92.1	23.0	100	11.2	-	-
	2006	0.1	61.9	98.9	91.8	25.0	64	7.5	-	-
	2007	0.1	64.3	99.8	92.2	15.0	71	8.7	-	-
	2008	0.7	60.7	99.7	92.7	19.0	52	7.3	-	-
	2009	0.4	64.4	99.7	93.1	20.8	29	4.0	-	-
2010	0	59.4	99.0	92.6	18.1	35	4.9	-	-	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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)
D I S T R I C T	2000	940	-	-	-	-	-	-
	2001	967	116	117	99	102	102	-
	2002	936	108	113	116	106	100	-
	2003	908	99	112	105	88	101	-
	2004	907	100	104	115	101	108	-
	2005	902	88	100	118	97	111	-
	2006	846	69	87	93	113	95	-
	2007	834	73	80	82	106	121	-
	2008	731	79	65	75	86	83	-
	2009	714	72	71	75	74	76	-
2010	694	79	63	69	66	63	-	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	68	15	46,537	70	30	18	-	0	0
	2001	70	14	46,442	68	32	18	-	0	0
	2002	71	14	48,333	70	30	17	-	0	0
	2003	70	15	50,346	69	31	17	-	0	0
	2004	62	16	53,086	66	34	19	-	0	0
	2005	62	14	52,178	66	34	19	-	0	0
	2006	64	13	51,725	70	30	18	-	0	0
	2007	66	14	52,957	70	30	17	-	0	0
	2008	67	13	53,862	70	30	15	-	0	0
	2009	68	13	53,927	66	34	14	-	0	0
2010	62	14	58,346	58	42	15	-	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	53.4	69.7	62.7	65.8	70.4	80.2	-	60.7	73.0	70.6	69.0	69.2	50.8	71.3	75.0	78.9	74.0	74.6
White	54.5	72.9	62.1	66.7	72.3	79.7	-	62.8	75.8	70.5	68.6	69.5	51.3	73.3	73.9	85.0	76.9	74.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	9.1	8.3	10.0	20.0	6.3	36.4	-	-	15.4	-	7.1	13.3	28.6	45.0	21.4	43.8	14.3	20.0
Low Income	51.7	64.2	56.5	68.4	62.3	75.6	-	56.0	65.3	65.0	68.0	62.8	45.5	69.9	69.7	69.6	68.7	68.3

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	62.6	62.8	74.0	81.1	79.5	-	61.8	69.1	72.6	73.6	71.6	65.8	69.0	71.7	74.7	72.2	81.3
White	-	65.6	62.0	73.0	86.1	81.2	-	61.7	70.9	77.1	75.0	75.4	66.7	72.5	71.3	77.3	74.6	81.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	33.4	11.8	31.6	40.0	20.0	-	13.6	25.0	25.0	25.0	26.7	31.8	42.3	15.4	31.6	26.7	28.6
Low Income	-	55.1	59.6	79.1	74.4	75.4	-	52.9	64.2	68.2	73.3	62.5	69.1	59.3	60.0	70.7	76.3	76.9

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	61.4	79.0	86.6	84.8	80.3	86.8	-	66.7	81.3	85.3	73.0	70.7	70.3	83.0	76.3	73.7	85.7	88.8
White	64.6	81.5	86.4	86.1	78.5	87.0	-	69.2	82.1	88.5	74.6	72.9	72.4	82.5	78.1	79.1	90.8	89.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	27.3	25.0	40.0	73.3	37.5	63.7	-	30.0	38.5	-	35.7	26.7	38.1	65.0	35.7	31.3	42.9	60.0
Low Income	56.7	73.6	82.6	82.4	73.3	80.5	-	64.4	80.0	80.0	72.0	65.1	65.7	79.4	69.6	63.0	83.4	87.8

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	78.5	86.0	87.6	86.5	82.1	-	67.5	73.4	80.9	83.3	85.0	32.4	73.0	72.6	67.1	69.9	84.4
White	-	79.8	86.1	87.3	89.2	84.1	-	68.5	76.7	81.1	85.9	88.5	34.3	74.7	73.2	70.3	73.4	84.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	41.7	52.9	63.2	40.0	40.0	-	18.2	12.6	31.3	37.5	40.0	9.1	38.5	11.5	26.4	25.0	42.9
Low Income	-	75.9	83.0	90.7	79.0	79.0	-	65.7	67.9	77.3	82.2	77.5	34.5	64.8	64.6	60.0	71.1	82.0

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

Section I-A Data & Analysis - Report Card Data

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

Analysis of district report card data for the following areas:

Strengths: 2010 - All student including all subgroups , made AYP in both reading and math!

Student Achievement Data:

Reading

3rd Grade students meeting and exceeding in reading on ISAT 2007, 2008, 2009, 2010 are 62.7%, 65.8%, 70.4% 80.2%

4th Grade students meeting and exceeding in reading on ISAT 2007, 2008, 2009, 2010 are 73.0%, 70.6%, 69.0% 69.2%

5th Grade students meeting and exceeding in reading on ISAT 2007, 2008, 2009, 2010 are 75.0%, 78.9%, 74.0%. 74.6%

6th Grade students meeting and exceeding in reading on ISAT 2007, 2008, 2009, 2010 are 62.8.%, 74.0%, 81.1%. 79.5%

7th Grade students meeting and exceeding in reading on ISAT 2007, 2008, 2009, 2010 are 69.1%, 72.6%, 73.6% 71.6%

8th Grade students meeting and exceeding in reading on ISAT 2007, 2008, 2009, 2010 are 71.7%, 74.7%, 72.2% 81.3%

Students with an IEP have consistently not met AYP in reading until 2010 where we met Safe Harbor in both reading and math. Students with and IEP meeting and exceeding state standards in reading on ISAT on 2007, 2008, 2009, 2010 are 20%, 32%, 29%, 31.3%

In Grades 4,5, and 7 the reading scores have been consistent and have always met AYP

In Grades 3, 6, and 8 the reading scores have not only met AYP but have made significant gains (from about 60% to 80%). This is a significant gain considering the high percentage of low income students.

Math

3rd Grade students meeting and exceeding in math on ISAT 2007, 2008, 2009, 2010 are 86.6%, 84.8%, 80.3% 86.8%

4th Grade students meeting and exceeding in math on ISAT 2007, 2008, 2009, 2010 are 81.3%, 85.3%, 73.0% 70.7%.

5th Grade students meeting and exceeding in math on ISAT 2007, 2008, 2009, 2010 are 76.3%, 73.7%, 85.7% 88.8%.

6th Grade students meeting and exceeding in math on ISAT 2007, 2008, 2009, 2010 are 86.0%, 87.6%, 86.5% 82.1%.

7th Grade students meeting and exceeding in math on ISAT 2007, 2008, 2009, 2010 are 73.4%, 80.9%, 83.3% 85%

8th Grade students meeting and exceeding in math on ISAT 2007, 2008, 2009, 2010 are 72.6%, 67.1%, 69.9% 84.4%.

Students with an IEP have consistently not met AYP in math until 2010 where we met Safe Harbor. Students with and IEP meeting and exceeding state standards in reading on ISAT on 2007, 2008, 2009, 2010 are 34%, 54%, 46%. 52.5%

In Grades 3, 4, and 6 the math scores have been consistent and have always met AYP

In Grades 5, 7, and 8 the math scores have not only met AYP but have made significant gains (from about 70% to high 80%). This is a significant gain considering the high percentage of low income students.

Analysis

In 3rd grade over a 3 year period there has been an increase in reading of 8%.

In 4th grade over a 3 year period there has been a decrease in reading of 4%.

In 6th grade over a 3 year period there has been nearly a 19% increase in reading.

In 7th grade over a 3 year period there has been a 4.5 % increase in reading.

In 3rd grade over a 3 year period there has been a 6% decrease in math.

In 4th grade over a 3 year period there has been a 8% decrease in math.

In 5th grade over a 3 year period there has been a 9% increase in math.

In 7th grade over a 3 year period there has been a 9% increase in math.

In 8th grade over a 3 year period there has been a 2.7% decrease in math. Students with an IEP have consistently not met AYP over the past three years.

District Demographics: East Alton Elementary has an enrollment for grades Pre K-8 of approximately of 898 students. Pre-Kindergarten 160 students attend Washington Elementary School, which also houses the district Central Office. Eastwood Elementary School houses approximately 521 students in Kindergarten through 5th grade. East Alton Middle School houses approximately 217 students in grades 6th-8th.

902 students were enrolled in EA District # 13 in 2005 and 898 students are enrolled in 2009. Enrollment for 2007, 2008, 2009, and 2010 were 834, 731, 714, 694 respectively for grades 3-8. District enrollment has decreased by 140 over the past four years. Possible causes could include new Village Occupancy laws, tearing down of low income housing, loss of jobs to our community. The district encompasses three square miles located almost entirely within the boundaries of the Village of East Alton. The district does encompass a small portion of the City of Wood River.

The district student population is 90% white. The district has 64.4% low-income students with an average Attendance Rate of 92.6% which is less than the state average of 93.7%. The mobility rate dropped in 2007 to 19%, but has decreased to 18.1 % in 2010. Students from lower socioeconomic families has shown an upward trend over the past 10 years of 6%. The district added a school socialworker in 2007 to help address the issues associated with the lower socioeconomic demographics.

Educators Data: The district teaching staff is 100% white with 88.2% female staff. This may be a result of being an elementary district. The average experience of teachers in the district (2009- 13 years) remains comparable with the State averages(2009 - 12 years); however, teachers with master's degrees has increased from 30% in 2000 to the current 42%. The state average is 57% for those holding a master's degree. The average teacher salary is \$58, 346 as compared to the state average of \$63,283.

The mobility rate has decreased from 26.3% in 2003 to the current 18%. The low income population has been consistent at around 60% compared to the state average of 45%. The Students with IEPs is 20.5% which is decreasing from prior years. The trunancy rate has decreased from 11.6% in 2005 to 4.9% in 2010. The state average is 3.6%.

Weakness: The "all" group and all of the subgroups are meeting AYP in both Reading and Math, however, the student growth rate is increasing annually but not as fast as the 7.5% state target rate. Therefore, the "all" group may not make AYP in Reading and Math sometime in the next two years.

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

External Factors:

Drastic cuts in state and local funding make it hard to maintain staff and educational programs.

East Alton SD has a 18.1% mobility rate as compared to the state average of 13%. This means a great number of students are not present for the entire school year and are not exposed to the entire curriculum.

The percent of low income students (59.4%) in the district exceeds the state average of 45.4%.

Low income parents' work schedules and lack of transportation make it hard to participate in school activities.

Many low income students do not have access to technology or online access at home so students cannot use the online textbooks used by the district.

Many low income students do not have a wide variety of leisure reading materials outside of school.

Many low income students' parents do not have post secondary education and may not be able to help their child scholastically in content areas at the higher grade levels.

Some low income parents focus is not on education because their emphasis is on day to day needs. These parents feel the school has the sole responsibility for education.

Internal Factors:

Students have been screened quarterly using Think Link software that is tightly aligned to the state test in order to identify those students and areas that need additional instruction.

At the MS, through a 21st Century grant, students have had access to an after-school "Boys and Girls Club" where there is a "Power Hour" during which time students can work on homework with support. The students also get internet access during this time.

There is an incentive program instituted to increase attendance and decrease truancy. Students that had perfect attendance or only missed one day received small gifts. Once a semester those students who received monthly awards were entered into a drawing for larger items. Attendance increased and truancy decreased. Negative consequences did not raise attendance as much as positive incentives.

Identified IEP students are included in regular education classrooms along with their Special Education teacher (co-teaching model) for all core curriculum classes.

Through the district wide PBIS program Identified "Yellow Students" (history of behavior, academic and/or attendance problems) must check in and check out with their sponsor teacher each day in addition to checking in and checking out with each teacher during the day. To be released from check-in and check-out the student needs to meet 80% of their goal for three consecutive weeks. The student then self-reports with teacher review. If they are not successful they report to the social worker. If successful the student is removed from check-in and check-out. About 5% of the students were involved in this program.

In the middle school the reading and math classes were increased from 40 minutes to 80 minutes each day.

In the MS in addition to the lengthened reading and math period there is an additional forty-minute enrichment reading and/or math class each day. This provides additional

instruction in reading or math and a time to do small group interventions for students in tier II and III as well as enrichment activities for students who excel.

The district has Title I reading teachers who work with identified struggling readers.

Students have more access to technology in the classrooms than in the past. There is a promethean board, Elmos, mobile laptops, projectors, and software in each classroom.

Students that struggle in reading have not had access to audio books for many of the books that are used in their courses.

Professional Development

IPI (Instructional Practices Inventory) data walks were instituted in the 2010-11 school year. Training for the administrators and some teachers were begun in 2009-10 school year. This model introduces and emphasizes engaged learning and high order thinking and generates internal data that teachers can use to improve their practice.

Teachers were provided release time to analyze data, share instructional strategies to make instructional decisions

The staff was given PD related to PBIS and the Conscious Discipline/Second Step program

Content area teachers were given PD in how to teach reading strategies across the curriculum.

Teachers were given PD related to how to implement tier II and III interventions.

Special Education teachers began to meet as a group to discuss current initiatives and review special education mandates.

A new teacher network was instituted to support new teachers.

Parent Activities

Family Reading nights were held at both the elementary and MS.

During IEP meetings parents are given information about the data related to their child. Additionally they are given information on how to help their child scholastically and socially.

Parents were kept well informed through school reach, district websites, newsletters, parent teacher conferences, phone calls and e-mails

At the MS some IEP students took part in student-lead parent teacher conferences.

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

Multiple programs that had positive effects on student achievement should be continued by the district. They include:

--screening students quarterly using Think Link software to identify those students and areas that need additional instruction.

--the 21st Century grant that gives students access to an after-school "Boys and Girls Club" where there is a "Power Hour" during which time students can work on homework with support and can get internet access.

--the incentive program that has increased attendance and decreased truancy.

--placing identified IEP students in regular education classrooms along with their Special Education teacher (co-teaching model) should be continued for all core curriculum classes.

--PBIS program that identifies "Yellow Students" who are required to check in and check out with their sponsor teacher each day in addition to checking in and checking out with each teacher during the day should be continued.

--80 minute reading and math class periods at the middle school

--In the MS an additional forty-minute enrichment reading and/or math class each day. This provides additional instruction in reading or math and a time to do small group interventions for students in tier II and III as well as enrichment activities for students who excel. --using Title I reading teachers to work with identified struggling readers. --using more technology in the classrooms (promethean board, Elmos, moble laptops, projectors, and software)

Additionally - Students that struggle in reading need access to audio books for many of the books that are used in their courses.

Professional Development

IPI (Instructional Practices Inventory) data walks were instituted in the 2010-11 school year and should be continued.

The district need to continue the practice of :

providing release time for teachers to analyze data, share instructional strategies to make instructional decisions

providing PD related to PBIS and the Conscious Discipline/Second Step program

providing PD for teachers in how to teach reading strategies across the content areas.

providing PD related implementing tier II and III interventions.

providing Special Education teachers time to meet as a group to discuss current initiatives and review special education mandates.

providing new teachers a network to support them.

Parent Activities

The district should continue Family Reading nights at both the elementary and MS.

During IEP meetings the district should continue giving parents information about the data related to their child and how to help their child scholastically and socially.

Parents should be kept well informed about their child's progress through "school reach", district websites, newsletters, parent teacher conferences, phone calls and e-mails

At the MS the practice of having some IEP students taking part in student-lead parent teacher conferences should be continued.

Section I-B Data & Analysis - Local Assessment Data

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?

Use local assessment data, graphs and charts from tech plan. Just update and add tables, etc.

List of Data Collection Tools/Instruments Date Administered

DIBELS 2005 - 2010 - Three times per year Grades K-5

Think Link 2008-2010 - Three times per year Grades 3-8

RtI Benchmark Assessments

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered to all K-3 students.

DIBELS is utilized as a screening tool in the fall progress monitoring instrument used ever two weeks for those students who fall below the aim line January, winter benchmark and May, spring outcome measures instrument.

School Year	Kindergarten	1st Grade	2nd Grade	3rd Grade
07-08	30	71	52	31
08-09	45	74	62	50
09-10	42	62	51	54
10-11	39	57	55	45

% = Students whose instructional level scored at or above the benchmark at the Beginning of the Year (BOY)

ANALYSIS of DIBELS

DIBELS data shows that our kindergarten continue to lack early literacy skills with an average of 39% meeting the instructional benchmark at BOY which is a 9% increase in four years. In grade 3 there has been a significant increase in BOY from 31% to 45%. Overall, the scores reflect consistent trends at the BOY benchmark. FY 10 was the final year for our Reading First and Reading Improvement grant.

DRA

Developmental Reading Assessment (DRA) is individually administered to all K-3 students as a pre and post-monitoring instrument to asses the student's instructional reading level for guided reading and self selected reading level.

Qualitative Reading Inventory (QRI) is administered to all 4-8 students as a pre and post-monitoring instrument, and to assess each student's instructional reading level for guided reading and self selected reading level.

Analysis of DRA/QRI

We do not look at trend data with the DRA and QRI. We utilize this data only for instructional planning. (RtI) All students with an IEP fall below grade level and are provided differentiated instrucion following our Reading Pyramid of Interventions which includes examining, time, content, process and the end product.

Think Link is administered to all 3-8 students as a fall (Sept) progress monitoring instrument, winter (Dec)MOY benchmark, and Spring (Feb.) benchmark prior to the ISAT.

Analysis of Think Link

Think Link was adopted in our district as our universal screener for students in grades 3-8 in the 2008-09 school year. Therefore minimal data is available for analysis, but it appears to be improving scores for all students. In reading, students who met or exceeded state standards in grades 3-5 increased by .5% Students in grades 6-8 who met or exceeded the state standards increased by 3% and 5% in reading and math respectively. Students with an IEP have difficulty with the reading test and 75% of these students score at the Academic Warning/Below State Standards level in reading at Eastwood and 65% scored at the Academic Warning/Below State Standards level in reading at EAMS. Test A will be given in November of 2010.

Think Link Data - Eastwood Elementary School Grades 3-5

2009-10

Test A

Reading 71%

Math 82%

2008-09

Test A

Reading 70.4%

Math 90.8%

Think Link Data - East Alton Middle School Grades 6-8

2009-10

Test A

Reading 82%

Math 86%

2008-09 Test A

Reading 79%

Math 81%

Analysis of Think Link

Think Link was adopted in our district as our universal screener for students in grades 3-8 in the 2008-09 school year. Therefore minimal data is available for analysis, but it appears to be improving scores for all students. In reading, students who met or exceeded state standards in grades 3-5 increased by .5% Students in grades 6-8 who met or exceeded the state standards increased by 3% and 5% in reading and math respectively. Students with an IEP have difficulty with the reading test and 75% of these students score at the Academic Warning/Below State Standards level in reading at Eastwood and 65% scored at the Academic Warning/Below State Standards level in reading at EAMS.Math 81%

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

Contributing Key Factors for Local Assessment Data

External Factors

High mobility and lack of parental involvement make it difficult to reinforce math concepts and reading skills.(18.1)

Large low income population

Local/State funding has been significantly declined (Loss of over 200,000 directly related to Reading- Reading First, Reading Improvement, RESPRO)

Internal Factors

District purchased Parent Communication software Parent Portal/School Reach to communicate up to date academic and school activities.

All grade 1-8 teachers have a Promethean Board and Elmo in their classroom to increase student engagement in the whole group.

FY 11 - 1st year of ENCORE 2-8 program to provide enrichment activities.

RtI Benchmark and Progress Monitoring Instruments are in place for students in grade K-8 in reading. RtI Benchmark and Progress Monitoring Instruments are in place for grade 3-8 in math. K-2 will be adopting a math assessment tool in FY 11.

K-8 User Groups have been formed to increase technology awareness/use in the classroom

K-5 - A 30 minute team time one time per week has been added to the weekly schedule in order to disaggregate data.

There has been a lack of professional development for teachers on research based targeted differentiated instruction, technology in the classroom to improve student achievement.

Some classroom teaching strategies do not reflect research-based "best practices" in student engagement, differentiated instruction, assessment, and C & I

Intervention groups are flexible and based on data.

Baseline Classroom Data Walks focusing on higher order thinking and student engagement has occurred in grades K-8.

A team of teachers attended a Gifted Education training and are providing professional development for all district teachers and guidance for the ENCORE program.

A Tier III program, SPIRE was purchase and adopted for students who meet the specified criteria.

Informal alignment has occurred in the content areas to the ILS.

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

Conclusions for Local Assessment DataThe local data shows us the same information as our state assessments. We need to continue to increase student achievement in reading and math for all students.

Teachers need additional professional development on how to utilize data to drive instruction.

The district needs to curriculum map content areas to the ILS and core standards

The district needs to provide professional development for grades Pre-K-8 on Differentiated Instruction and implementing technology in order to provide data driven highly engaging instruction to target student deficiencies.

Thoughtful planning needs to occur by utilizing data to drive instruction and support researched based instructional needs in the classrooms that have been proven to increase student achievement. Continue the K-5 team time to disaggregate data.

Students with an IEP who consistently fail to make AYP over a three year period in both reading and math and who continue to perform below grade level, below the aimline, or at the Academic Warning level in reading on DIBELS and Think Link need a variety of interventions. The district needs to implement the use of instructional technology in reading and math to provide highly engaging researched based activities for IEP students and those students from lower socioeconomic families by using technology based interventions such as Promethean Boards, Elmos, Laptops, and Study Island software.

District 13 needs to continue to provide professional development on Parent Portal to improve communication between students, parents, and educators.

Teachers need to be provided training on how to implement thoughtful planning by utilizing data to drive instruction and support the instructional needs of all students including those with an IEP that have been proven to increase student achievement. Teachers need professional development on instructional strategies to increase student engagement for our struggling students with an IEP.

Tier III SPIRE Interventions will continue for all students who meet criteria.

Instructional Practice Inventories will continue in order to increase higher order thinking and student engagement.

K-2 will continue research and adoption of math benchmark and progress monitoring tools.

Section I-C. Data & Analysis - Other Data

Item 1 - Attributes and Challenges

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

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? Responses will be carried forward to Part D (Key Factors).

Section I-C. Data & Analysis - Other Data

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?

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? Responses will be carried forward to Part D (Key Factors).

Section I-C. Data & Analysis - Other Data
Item 3 - Parent Involvement

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

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? Responses 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), identify key factors that are within the district'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?

Based on the data from the state and local assessments the East Alton School Districts need the following Activities:

Student Activities

1. Incentive program to increase attendance and decrease truancy.
2. Continue benchmark and progress monitoring instruments
3. Continue 21st Century Learning Grant Partnership for homework support at our EAMS
4. Adoption of K-2 math benchmark and progress monitoring instrument needs to be in place prior to the end of 2010-11.
5. Continue district wide Positive Behavior Intervention Supports Program for all students with a focus on check and connect for the students who fall in the secondary tier.
6. Continue Co-Teaching Inclusion model for students with disabilities in core classes
7. Continue grade level core blocks of reading and math (E.g. K-3 reading = 90 minutes, 6-8 LA/Math = 80 minutes)
8. Continue 40 minute math/reading enrichment/remediation at the middle school
9. Continue utilizing data to drive the Tier II interventions in our K-8 school wide programs utilizing reading teachers.
10. Increase student engagement through the use of technology in the classroom. (Promethean Boards, Mobile Lap tops, Elmos)

11. Continue to provide challenge student through the use of higher order instruction.
12. Continue the use of audio books for all struggling readers in grades K-8

Teacher Activities

In order to build teacher capacity, provide professional development and the release time for teachers (if applicable) to:

1. Differentiated Instruction
2. Share best practice instructional strategies
3. Data Driven Instructional Planning
4. Tier II and III interventions
5. Teaching strategies across the curriculum
6. Higher order thinking skills, Instructional Practices Inventory
7. Positive Behavior Intervention Supports
8. New mandates and/or instructional strategies for students with disabilities
9. New Teacher Network.
10. Curriculum Mapping
11. Lumen Software, Parent Portal

Parent Activities

1. Family Literacy Nights at Eastwood and East Alton Middle School
2. During IEP meetings, parents will be provided information regarding their child's academic and social progress, plus strategies to help their child at home.
3. Increase the home school connection through parent/teacher conferences, mandates of NCLB, incorporating more technology into daily communication (District Website, Lumen's Software, School Reach), Student Lead Conferences at EAMS

Teachers need additional professional development on how to utilize data to drive instruction.

The district needs to curriculum map content areas to the ILS and core standards

The district needs to provide professional development for grades Pre-K-8 on Differentiated Instruction and implementing technology in order to provide data driven highly engaging instruction to target student deficiencies.

Thoughtful planning needs to occur by utilizing data to drive instruction and support researched based instructional needs in the classrooms that have been proven to increase student achievement. Continue the K-5 team time to disaggregate data.

Students with an IEP who consistently fail to make AYP over a three year period in both reading and math and who continue to perform below grade level, below the aimline, or at the Academic Warning level in reading on DIBELS and Think Link need a variety of interventions. The district needs to implement the use of instructional technology in reading and math to provide highly engaging researched based activities for IEP students and those students from lower socioeconomic families by using technology based interventions such as Promethean Boards, Elmos, Laptops, and Study Island software.

District 13 needs to continue to provide professional development on Parent Portal to improve communication between students, parents, and educators.

Teachers need to be provided training on how to implement thoughtful planning by utilizing data to drive instruction and support the instructional needs of all students including those with an IEP that have been proven to increase student achievement. Teachers need professional development on instructional strategies to increase student engagement for our struggling students with an IEP.

Tier III SPIRE Interventions will continue for all students who meet criteria.

Instructional Practice Inventories will continue in order to increase higher order thinking and student engagement.

K-2 will continue research and adoption of math benchmark and progress monitoring tools.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed	
		AYP	AMAO
1	All students in reading and math with focus on students with disabilities.		

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

No deficiencies have been identified from your most recent AMAO Report.
 This district is not accountable for AMAO for this year

Section II-A Action Plan - Objectives

Objective 1 Title :

All students in reading and math with focus on students with disabilities.

Objective 1 Description :

While our current achievement in reading for grades **3-5 for the "all"** student group is 76.2% in reading and 83.4% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 85% in 2011 and 92.5% in 2012 or Safe Harbor.

While our current achievement in reading for grades **3-5 low income** student subgroup is 71.7% in reading and 78.8% in math meeting/exceeding for ISAT, this subgroup will

continue to make AYP of at least 85% in 2011 and 92.5% in 2012 or Safe Harbor

While our district current achievement in reading for grades **3-5 students with disabilities** subgroup is 31.3% in reading and 52.5% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 85% in 2011 and 92.5% in 2012 or Safe Harbor.

While our current achievement in reading for grades **6-8 for all students** is 79.1% in reading and 86.4% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 85% in 2011 and 92.5% in 2012 or Safe Harbor

While our current achievement in reading for grades **6-8 low income** subgroup is 74.2% in reading and 83.3% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 85% in 2011 and 92.5% in 2012 or Safe Harbor

While our district current achievement in reading for grades **6-8 student with disabilities** subgroup is 31.3% in reading and 52.5% in math meeting/exceeding for ISAT, this subgroup will make AYP of at least 85% in 2011 and 92.5% in 2012 or Safe Harbor.

No Deficiencies have been identified from your most recent AYP report.

No Deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO this year

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

Objective 1 Title :

All students in reading and math with focus on students with disabilities.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	All students will be provided three tiered instruction through the implementation of RtI Intervention Pyramid in reading and math. Eastwood - 30 minutes per day during Tier II Intervention schedule. MS	07/01/2010	06/30/2012	During School	Local Funds	500000

	- 30 minutes per day during enrichment time.					
2	Students with disabilities will be provided differentiated instruction of the core curriculum through the co-teaching model in an inclusion classroom.	07/01/2010	06/30/2012	During School	Local Funds	100000
3	Students will be provided instruction in reading strategies across the content areas.	07/01/2010	06/30/2012	During School	Local Funds	50000
4	Students with disabilities will be provided Tier III interventions using the SPIRE reading program.	07/01/2010	06/30/2012	During School	Title I	8000
5	At benchmarks, students who score at the Strategic and Intensive level in grades K-8 will receive tier II interventions from a Title I reading teacher through Eastwood school and East Alton MS schoolwide programs using the Bev Tyner small group instruction Model	07/01/2010	06/30/2012	During School	Title I	400000
6	Students in grades 6-8 will receive tutorial services in reading and math through the 21st Century Community Learning Grant during after-school sessions (five days a week)	07/01/2010	06/30/2012	After School	State Funds	75000
7	Students will receive highly engaging instruction during the math and literacy core blocks through the use of technology in the classroom. (Promethean Boards, mobile laptops, elmos, and software)	07/01/2010	06/30/2012	During School	Title I	150000
8	Student's academic progress will be monitored through the use of benchmark and progress monitoring instruments (DIBELS, Think Link, DRA, QRI, Fontus and Pinell)	07/01/2010	06/30/2012	During School	Local Funds	300000
9	All students will participate in district wide Positive Behavior Supports Program. Universal Tier includes: Fall/Spring Boot Camp, monthly rewards, etc. Secondary/Tertiary Tier: Check in Check Our, Check and Connect, Small Group Interventions, etc.	07/01/2010	06/30/2012	During School	Local Funds	5000
10	Students will be provided core math, literacy, science and social science curriculum to the ILS.	07/01/2010	06/30/2012	During School	Local Funds	140000
11	Students will be provided instruction in higher order thinking skills during the core blocks, including ENCORE (gifted program) for those students who meet specified criteria.	07/01/2010	06/30/2012	During School	State Funds	50000

12	Students in grades 6-8 will be provided an additional 40 minute enrichment block in math and literacy. In August 2011 the block will be differentiated based on ability and/or flexible groupings	07/01/2010	06/30/2012	During School	Local Funds	20000
13	Struggling readers will have access to audio books for their courses and also for leisure reading.	01/10/2011	05/30/2012	During School	Title I	2000
14	Pre-K students will be provided a learning environment that meets the ECERS mandates	07/01/2010	06/30/2012	During School	State Funds	25000

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

Objective 1 Title :

All students in reading and math with focus on students with disabilities.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will be provided release time to map the curriculum in reading, math, social science and science to the ILS (Date, Essential Question, ILS, Core Standard, Common Assessment, Differentiation, Higher Order Thinking, Technology)	11/08/2010	06/30/2012	During School	Local Funds	14000
2	Teachers will be provided high quality professional development on Meaningful Instruction, Developing Relationships, and providing a Rigorous Curriculum. Release time, SIP Days, weekly team time will be used to provide PD on Curriculum Mapping, Data Classroom Walks-IPI (Instructional Practices Inventory), Incorporating Higher Order Thinking Skills, Rethinking Homework, PBIS, Data Driven Instruction, Increasing Student Engagement During the Whole Group, Technology in the Classrooms.	08/18/2010	06/30/2012	During School	Title I	3500
3	Teachers will be provided release time for data analysis in order to drive instruction	07/01/2010	06/30/2012	During School	Local Funds	14000
4	All staff will be provided PBIS and Conscious Discipline/Second Step professional development for the universal, Secondary and, Tertiary	07/01/2010	06/30/2012	Before School	Local Funds	1000

	tier.					
5	Content area teachers will be provided professional development on incorporating reading strategies across curriculum.	07/01/2010	06/30/2012	During School	Title I	1000
6	Teachers will be provided release time to work collaboratively to research and select a universal screening for grades pre-K-2 for math.	07/01/2010	06/30/2012	During School	Local Funds	500
7	Teachers will participate in professional development which will support Tier II and III interventions in the classroom through the use of Technology (Bev Tyner).	07/01/2010	06/30/2012	Before School	Title I	0
8	RtI building teams will be provided release time to further research and implement phases of RtI (New Special Education mandates, meeting the Social and Emotional Learning Standards...)	07/01/2010	06/30/2012	During School	State Funds	1000
9	During Data Meetings teachers will disaggregate RtI (Academic and PBIS) data to drive instruction and participate in Technology User Groups to increase student engagement in the classroom.	07/01/2010	06/30/2012	Before School	Local Funds	500
10	Teachers will be provided a time monthly to meet with their RtI Committees to discuss tiered incentives for all students or interventions for students identified by the data from the behavioral management software.	07/01/2010	06/30/2012	Before School	Local Funds	500
11	A New Teacher Network will be provided monthly to discuss Illinois Teaching Standards and current school initiatives.	08/25/2010	05/16/2012	After School	Local Funds	0
12	A monthly Special Education teacher meeting will be held to discuss RtI, IEP mandates, intervention strategies, etc.	08/26/2010	05/24/2012	After School	Local Funds	0
13	Pre-K teachers will receive professional development on Early Childhood Environment Rating Scale	07/01/2010	06/30/2012	During School	State Funds	5000

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

Objective 1 Title :

All students in reading and math with focus on students with disabilities.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will attend school wide programs that will: 1.Increase their knowledge of helping their child 2. Inform them of their child's academic and social progress in all content areas 3.Strengthen the home school connection 4. Allow them an opportunity to provide input into their child's education.(Family Literacy Nights, Parent Educator's Reading Activities, Community and School Alliance Team, Parent Advisory Board, NCLB Open House, P/T Conferences, Meet the Teacher Night, 21st Century Learning Community Parent In-service, Muffins with Mom, Doughnuts with Dad, Extra-Curricular activities)	07/01/2010	06/30/2012	Before School	Title I	5000
2	Parents will attend school wide PBIS activities where they will learn the behavior matrix of each school and activities/meetings to help their child find success in school (Behavior management, attendance concerns)	07/01/2010	06/30/2012	Before School	Local Funds	500
3	All parents will be kept informed of their child's academic progress (including benchmark and progress monitoring assessments) plus school happenings through parent teacher conferences, School Reach, monthly newsletters, district website, quarterly report cards, midterm reports, Parent Portal grading and homework system, e-mail, phone calls to parents, assignment note books, etc.	07/01/2010	06/30/2012	Before School	Local Funds	50000
4	Parents will attend Annual Title I Open House to learn more about our Rtl Pyramid of Interventions in reading in each school wide program. A Parent/Student Compact, Parents Right to Know, Parental Involvement Policy will be included in district and school handbooks. CASA Community and School Alliance Team will edit and revise NCLB mandated policies each year.	07/01/2010	06/30/2012	Before School	Title I	500

5	Parents will be attend 21st Century Learning Grant Parent Acitivities/In Service (E.g. Internet Safety)	07/01/2010	06/30/2012	Before School	State Funds	2500
6	Parents of students with disabilities will be provided academic and social strategies to help their child at home	07/01/2010	06/30/2010	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 1 Title :

All students in reading and math with focus on students with disabilities.

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

Superintendent and building principal will evaluate implementation and effectiveness of the school’s action plan at bi-monthly administration meetings. Building principal and curriculum coordinator will communicate and evaluate action plan at bi-monthly administrative meetings, weekly grade level data meetings, and during the teacher evaluation process. Parents and community members will be provided an opportunity to communicate celebrations and concerns at monthly parent advisory board meetings and quarterly Community And School Alliance meetings (CASA). Measures of success will be determined in the following manner with various stakeholders. Student success will be measured by state and local test scores including DIBELS, DRA, QRI, Think Link and classroom assessments. In the area of Professional Development, a record of attendance by sign in sheets for all workshops will be used. Staff and principal’s evaluations of current programs and in-service, teacher surveys and the results of products developed during planning and preparation time will also be utilized to monitor effectiveness. A record of attendance for parental involvement will be measured through sign in sheets and parent surveys and needs assessments filled in by parents at the end of the year.

The data collected to monitor Student activities will be:

ISAT scores - success will be that all subgroups will meet safe harbor and the "All" group's score will increase each year.

DEA assessment (Think Link) - success will be that the number of students in level 1 and 2 (below state standards) will decrease for each grade level for each administration of the test.

DIBELS - success will be that the percentage of students scoring at BOY benchmark will increase each year.

DRA/QRI - success would be scores reflecting 5% fewer students below grade level between Fall and Spring administration

Professional Development Activities will be measured using the following data:

ISAT scores - success will be that all subgroups will meet safe harbor and the "All" group's score will increase at least 5%.

Teacher evaluation forms filled in at the end of Professional Development activities -- success will be if the majority of teachers indicate that the PD was beneficial for their classroom instruction.

Formal and informal principal evaluations. Success would be if 80% of the staff have implemented strategies learned in PD sessions.

The success of parent activities will be measured using the following data:

ISAT scores - success will be that all subgroups will meet safe harbor and the "All" group's score will increase at least 5%.

Attendance at parent teacher conferences - success will be if the attendance is at least 80%.

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

	Name	Title
1	Mrs. Margaret Foiles	Board of Education President
2	Mr. Virgil Moore	East Alton District 13 Superintendent
3	Mrs. Jill Miller	Curriculum and Instruction Coordinator
4	Mrs. Debbie Sims	Special Education Director
5	Mrs. Julie Nichols	Eastwood Elementary Principal
6	Mr. Clyde McGill	East Alton Middle School Principal

Section III - Development, Review and Implementation A. 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 district improvement team or plan developers are identified here.

Board of Education, Central office administrators, Regional Office, Grade level representative/leadership team, building principals, social workers, parent/guardian representatives work collaboratively to create the district improvement plan.

Board of Education President, Margaret Foiles

Regional Office of Education, Joan Barrett

Superintendent of Schools, Virgil Moore

Curriculum Coordinator, Jill Miller

Building Principals; Clyde McGill , Julie Nichols

Special Education Coordinator/Principal, Debbie Sims

Social workers, Kevin McNicholas, Nicole Piening

Teachers, Pre-K Sue Keasler, Kindergarten Beth Norris, 1st Pam Embick, 2nd Kathy Abert, 3^d Janelle Hale, 4th Kelli Decker, 5th Leslie Price, 6th Sharma Higgings, 7th Kim Collins, 8th Cindy Kiraly

Special Education, Tracie Eilerman (primary), Amanda Luce (intermediate), Karen Caires (Middle School)

CASA (Community and School Alliance Team) member, Sandy Wilson

Parents, Edie Scifres, Sheila Darr,

Writing of the DIP is a joint effort among an East Alton District Improvement team and the Regional Office of Education. The district improvement team works diligently to exam all data and other areas that affect student learning. Together they create a working action plan that strives to increase student achievement and make AYP. The plan is presented to the East Alton District #13 faculty and staff, Parent Advisory Boards, and Community and School Alliance Team to seek input and suggestions for revision. Suggested revisions are discussed by the District Improvement Team and together they create the final draft. The final DIP is presented to committee staff at the Oct. 12 faculty/Rtl meeting and the Board of Education at their Oct. 26 monthly meeting for Board of Education (BOE) approval. The plan is copied and distributed to all stakeholders for review. In the fall, the action plan will be simplified and distributed to staff for both short and long term planning. The plan will be formally reviewed by the superintendent, building principals, staff and community during quarterly Curriculum Council meetings and at the monthly Board of Education meeting. District plan will also be discussed during quarterly and building principal meetings. Curriculum Coordinator will monitor implementation process of each objective.

Parents will be notified of East Alton Elementary District #13 academic progress and individual student status at annual fall parent teacher conferences. Teachers will discuss district status while sharing the District Report Card during faculty meeting. Mid-term quarterly reports and quarterly report cards keep parents apprised of their student's current academic progress. Weekly homework and assignment notebooks offer opportunity for correspondence between teacher and parent. A parent advisory board has been formed to keep parents involved in the decision making process. Along with the various stakeholders of East Alton Elementary District #13, parents work together to create a positive learning environment. Our district website offers information regarding each school through an updated monthly calendar, district improvement plan, school and district report card, important documents, lunch menu, staff contacts information, and grade level web pages. A Parent Portal provides valuable individual grading and homework information for parents. Additional parental involvement in the district includes: Meet the Teacher Night, bi-annual parent/teacher conferences, band and chorus concerts,

school musicals, field-trips, band parent association, evening activities, parent advisory boards and a Community and School Alliance Team. Parents play an extensive role in the development and review of the following practices, procedures, and activities: parent involvement policy, wellness policy, Band Parents, handbook, Community And School Alliance Team (CASA), parent advisory boards, district improvement plan, and technology plan. Partnerships in education include: ASPIRE, PBIS support, DARE, Olin Corporation, Rotary Club, Health Fair participates, local counseling centers, St. Anthony's Hospital, East Alton police and fire departments, Lewis and Clark Community College, SIUE, Ameren Classroom Grant, Keasler Rec. Center and Boys and Girls 21st Century Learning Grant at the 6-8 grade level.

Section III - Development, Review and Implementation

B. 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 responsibilities include providing technical assistance to the schools including data analysis, identification of the district'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 district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (NCLB, Section 1116 and 1120A).

Eastwood Elementary School, East Alton Middle School and East Alton District #13 met AYP for the 2009-10 school year! The district administration team continues to monitor overall academic progress and the full implementation of the DIP and RtI.

Title I funds have been placed at both Eastwood and East Alton Middle School. (Both school wide programs) Through Title I funds and local funds, all district teachers benefit from the embedded professional development and data analysis provided from the Eastwood and East Alton Middle School (EAMS) reading coach as well as regional, state and outside agencies. Our district is currently providing benchmark and progress monitoring assessments for all K-8 students in reading and 3-8 in math. K-2 teachers are in the process of adopting a K-2 math benchmark and progress monitoring instrument. Flexible grouping interventions are provided for all K-8 students in reading. Core literacy and math blocks are in place in K-8. A tier III reading intervention was purchased in FY 10 (SPIRE) for all students who meet the specified criteria. Weekly Data, RtI, and PBIS before school meetings provide the opportunity for further push towards full implementation of RtI, data driven instructional planning, highly engaging whole group instruction, rigorous curriculum aligned with the ILS and upcoming core standards, differentiating instruction, PBIS, etc. Bi-weekly RtI meetings will be allow time for discussion in the various subcommittees. In the elementary school, a weekly team meeting has been provided through out the day to promote implementation of the DIP action plan. Emebedded professional development will be provided by Reading Coaches during monthly school improvment half days. (researched based instruction) **Bi-Weekly data analysis will occur during grade level/Eastwood, Content Area/East Alton Middle School team meetings.** Title I Comparable Services are not applicable to our this district due to less than 1000 students as well one building for Pre-K, elementary and middle school.

East Alton District 13 will compile resources to ensure implementation of DIP 10-12 action plan, professional development and parental involvement. Administration will work together to seek funding (that supplements not supplants) for professional development, technical assistance, data analysis from district and building budgets as well as state and federal grants. (NCLB tTitle I, Title IV, ARRA Title I, IDEA ARRA, etc.) **Systematic and researched based embedded professional development that targets data driven instruction to supplement implementation of the action plan will be provided in the classroom(modeling) and on monthly scheduled school improvement half days.** Administration will work

collaboratively with the Regional Office, and ISBE to provide professional development to support DIP.

The district improvement team works diligently to exam all data (data analysis) and other areas that affect student learning. Together they create a working action plan that strives to increase student achievement and make AYP. The final DIP is presented to committee staff at the Oct. data meeting and the Board of Education at their May meeting. The plan is copied and distributed to all stakeholders. In the fall, the action plan will be simplified and distributed to staff for both short and long term planning. The plan will be formally reviewed by the superintendent, building principals, staff and community during quarterly administrator meetings at montly Board of Education meeting. Curriculum Coordinator will monitor implementation process of each objective.

Parents will be notified of East Alton Elementary District #13 academic progress and individual student status at annual fall parent teacher conferences. Teachers will discuss district status while sharing the District Report Card during faculty meeting. Mid-term quarterly reports and quarterly report cards keep parents apprised of their student's current academic progress. Weekly homework and assignment notebooks offer opportunity for correspondence between teacher and parent. A parent advisory board has been formed to keep parents involved in the decision making process. Along with the various stakeholders of East Alton Elementary District #13, parents work together to create a positive learning environment. Our district website offers information regarding each school through an updated monthly calendar, district improvement plan, school and district report card, important documents, lunch menu, staff contacts information, and grade level web pages. Additional parental involvement in the district includes: Meet the Teacher Night, bi-annual parent/teacher conferences, band and chorus concerts, school musicals, field-trips, band parent association, evening activities, parent advisory boards and community drug and resistance organization. Parents play an extensive role in the development and review of the following practices, procedures, and activities: parent involvement policy, wellness policy, Band Parents, handbook, CASA,(Community Alliance School Association) parent advisory boards, district improvement plan, and technology plan. Partnerships in education include: ASPIRE, PBIS support, DARE, Olin Corporation, Rotary Club, Health Fair participates, local counseling centers, St. Anthony's Hospital, EA police and fire departments, Lewis and Clark Community College, SIUE, Ameren Classroom Grant, Keasler Rec. Center and Boys and Girls Club at the 6-8 grade level.

Section III - Development, Review and Implementation

C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS/ISCs, and other service providers have provided the district 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 district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

The state provides the funding to support the IIRC website so that we can have access to state testing data at all times in a user friendly format. The Regional Office of Education provides technical help in writing and monitoring our District Improvement Plan. In addition the Regional Office provides some regional professional development opportunities including the Madison County Teacher Institute, Administrator Academies, Title I teacher groups, etc. The ROE also facilitate meetings where representatives from the county school districts can collaborate on issues of interest to administrators and teachers.

Section IV-A Local Board Action

DATE APPROVED by Local Board: 11/23/2010

A.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 its 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 ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B.Superintendent's Certification

By submitting the plan on behalf of the district, 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 plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No Have the areas of low achievement been clearly identified?[C]

Yes No Does the DIP include analysis of report card data that sufficiently clarify the areas of weakness?[C]

Yes No Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?[C]

Yes No Does the analysis, along with other data, provide clear direction for the selection of the objectives, strategies, and activities?[C]

LOCAL ASSESSMENT DATA

Yes No Do these local assessment results add clarity to the state assessment data?

Yes No Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes No Do the other data add clarity to the state assessment data?

Yes No Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

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

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

CLARITY OF OBJECTIVES

<input checked="" type="radio"/> Yes <input type="radio"/> No	Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
<input checked="" type="radio"/> Yes <input type="radio"/> No	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the objectives address all areas of AYP and AMAO deficiency?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Do the objectives address the areas of special education compliance?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

<input checked="" type="radio"/> Yes <input type="radio"/> No	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
<input checked="" type="radio"/> Yes <input type="radio"/> No	Will the selected strategies and activities likely improve student learning and achievement?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No	Are the strategies and activities measurable?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No	Are the measures of progress for the strategies and activities clearly identified?
<input checked="" type="radio"/> Yes <input type="radio"/> No	Are expectations for classroom behavior and practice related to the objectives clear?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Is professional development aligned with the strategies and activities for students?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or special education non-compliance?
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do the parent involvement strategies and activities clearly align with the strategies and activities for students?[C]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

Yes No Are timelines reasonable and resources coordinated to achieve the objectives?[C]

MONITORING

Yes No Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?[C]

Yes No Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?[C]

PART I - COMMENTS

December 23, 2010

Overall, you have provided sufficient guidance to plan implementers. I hope that as you implement this plan you can collect data that will guide your next steps. Your plan fosters confidence that you will implement your plan and that you have a system to monitor progress. You establish clear indicators defining success for those who will implement and monitor this plan that help them know not only “that” they are implementing the plan but also “how well.” (How much progress will be regarded as “good” and prompt you to continue a strategy or activity or abandon it?) Best wishes during implementation.

Respectfully, Carol Diedrichsen ISBE Innovation and Improvement

ROE comments:

The East Alton District Improvement Plan is recommended for implementation with the assistance of your ROE. No further updates to your improvement plan are necessary at this time.

If you choose to revise or update your plan, you may request that your ROE update the ISBE monitoring prompt as this is the official state monitoring record. 12-22-2010

PART II - SECTIONS III and IV OF THE PLAN

METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

Yes No Does the plan describe how stakeholders have been consulted?[C]

Yes No Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that best effect necessary changes?[C]

DISTRICT RESPONSIBILITIES

Yes No Is it clear what support the district will provide to ensure the success of the plan?[C]

STATE RESPONSIBILITIES

Yes No Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?[C]

APPROVAL DATE OF LOCAL BOARD

Yes No The plan indicates the approval date of this plan.[C]

PART II - COMMENTS

**The East Alton District Improvement Plan is recommended for implementation with the assistance of your ROE. No further updates to your improvement plan are necessary at this time.
If you choose to revise or update your plan, you may request that your ROE update the ISBE monitoring prompt as this is the official state monitoring record. 12-22-2010**