

East Alton SD 13

District Improvement Plan 2008

Board Approval Date	12/16/2008
Plan Submission Date	12/18/2008
ISBE Monitoring Completed	2/13/2009

PRELIMINARY 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,IL,62024	Extn:	2050
Email	vmoore@easd13.org		

Is this for a Title I District ? Yes

Is this for a Title III District that did not meet AMAO ? No

**Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 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	2007-08 Federal Improvement Status	district improvement year 1
Is this District making AYP in Mathematics?	Yes	2007-08 State Improvement Status	academic early warning year 1

	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	73.7		Yes	81.0		Yes	92.7	Yes		
White	100.0	Yes	100.0	Yes	75.1		Yes	82.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	31.7	28.2	Yes	53.7		Yes	90.8			
Economically Disadvantaged	100.0	Yes	100.0	Yes	71.3		Yes	78.0		Yes				

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**

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

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	90.8	91.1	92.0	91.8	92.1	91.8	92.2	92.7
Truancy Rate (%)	2.3	2.6	5.1	5.5	11.2	7.5	8.7	7.3
Mobility Rate (%)	39.3	27.9	26.3	24.4	23.0	25.0	15.0	19.0
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	967	936	908	907	902	846	834	731
Economically Disadvantaged (%)	55.3	54.1	53.0	59.9	55.2	61.9	64.3	60.7
Limited English Proficient (LEP) (%)	-	-	-	-	-	0.1	0.1	0.7
Students with Disabilities (%)								
White, non-Hispanic (%)	94.9	94.6	93.5	93.5	93.8	92.4	92.7	89.6
Black, non-Hispanic (%)	4.1	4.8	5.4	4.4	5.0	5.2	3.7	5.1
Hispanic (%)	0.4	0.3	0.9	1.1	0.6	0.8	1.3	1.9
Asian/Pacific Islander (%)	0.2	0.1	-	0.3	0.2	0.4	0.2	0.1
Native American or Alaskan Native(%)	0.3	0.2	0.2	0.7	0.2	0.2	0.2	0.3
Multiracial/Ethnic (%)	-	-	-	-	0.2	0.9	1.8	3.0

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
D I S T R I C T	1999	96.4	3.1	-	0.5	-	-
	2000	95.3	3.4	0.9	0.4	-	-
	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	-	0.2	-
	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
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(%)
D I S T R I C T	1999	-	60.4	91.7	91.7	44.6	18	1.8	-	-
	2000	-	55.5	95.7	91.8	37.5	10	1.1	-	-
	2001	-	55.3	96.5	90.8	39.3	22	2.3	-	-
	2002	-	54.1	89.1	91.1	27.9	24	2.6	-	-
	2003	-	53.0	93.2	92.0	26.3	47	5.1	-	-
	2004	-	59.9	96.4	91.8	24.4	50	5.5	-	-
	2005	-	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	-	-
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)
D I S T R I C T	1999	1002	-	-	-	-	-	-
	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	-
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	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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	67	15	40561	66	34	19	-	-	-
	2000	68	15	46537	70	30	18	-	-	-
	2001	70	14	46442	68	32	18	-	-	-
	2002	71	14	48333	70	30	17	-	-	-
	2003	70	15	50346	69	31	17	-	-	-
	2004	62	16	53086	66	34	19	-	-	-
	2005	62	14	52178	66	34	19	-	-	-
	2006	64	13	51725	70	30	18	-	-	-
	2007	66	14	52957	70	31	17	-	-	-
	2008	67	13	53862	70	30	15	-	-	-
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	51.6	56.7	53.4	69.7	62.7	65.8	-	-	-	60.7	73.0	70.6	58.3	48.6	50.8	71.3	75.0	78.9
White	55.1	57.8	54.5	72.9	62.1	66.7	-	-	-	62.8	75.8	70.5	58.6	50.5	51.3	73.3	73.9	85.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.0	9.1	9.1	8.3	10.0	20.0	-	-	-	0.0	15.4	-	25.0	10.0	28.6	45.0	21.4	43.8
Economically Disadvantaged	42.6	54.8	51.7	64.2	56.5	68.4	-	-	-	56.0	65.3	65.0	49.0	39.1	45.5	69.9	69.7	69.6
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	62.6	62.8	74.0	-	-	-	61.8	69.1	72.6	49.5	46.3	65.8	69.0	71.7	74.7
White	-	-	-	65.6	62.0	73.0	-	-	-	61.7	70.9	77.1	50.5	45.4	66.7	72.5	71.3	77.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	33.4	11.8	31.6	-	-	-	13.6	25.0	25.0	12.5	12.5	31.8	42.3	15.4	31.6
Economically Disadvantaged	-	-	-	55.1	59.6	79.1	-	-	-	52.9	64.2	68.2	22.5	34.5	69.1	59.3	60.0	70.7

**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	64.0	67.3	61.4	79.0	86.6	84.8	-	-	-	66.7	81.3	85.3	61.5	70.8	70.3	83.0	76.3	73.7
White	64.1	68.0	64.6	81.5	86.4	86.1	-	-	-	69.2	82.1	88.5	64.3	72.0	72.4	82.5	78.1	79.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	13.3	36.4	27.3	25.0	40.0	73.3	-	-	-	30.0	38.5	-	30.4	5.0	38.1	65.0	35.7	31.3
Economically Disadvantaged	55.3	62.9	56.7	73.6	82.6	82.4	-	-	-	64.4	80.0	80.0	56.7	65.2	65.7	79.4	69.6	63.0
	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	-	-	-	78.5	86.0	87.6	-	-	-	67.5	73.4	80.9	57.2	38.7	32.4	73.0	72.6	67.1
White	-	-	-	79.8	86.1	87.3	-	-	-	68.5	76.7	81.1	58.5	38.4	34.3	74.7	73.2	70.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	41.7	52.9	63.2	-	-	-	18.2	12.6	31.3	6.3	8.3	9.1	38.5	11.5	26.4
Economically Disadvantaged	-	-	-	75.9	83.0	90.7	-	-	-	65.7	67.9	77.3	30.0	25.9	34.5	64.8	64.6	60.0

Section I-A Data & Analysis - Report Card Data

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

While the 2008 East Alton District Report Card indicates that our students with disabilities did make Adequate Yearly Progress in reading overall in grades 3-8 through the use of Safe Harbor; however, they did not make the 62.5% meet and exceed benchmark set by NCLB.

Eastwood Elementary School students with disabilities made Adequate Yearly Progress in grades 3-5 through the use of Safe Harbor . In grade 3, 20% of students with disabilities met state standards in reading and 73.3% in math. In grade 4, xx% of students with disabilities met state standards in reading and xx% in math. In grade 5, 43.8% students with disabilities met state standards in reading and 31.1% in math.

East Alton Middle School students with disabilities made Adequate Yearly Progress in grades 6-8 through the use of Safe Harbor . In grade 6, 31.6% of students with disabilities met state standards in reading and 63.2% in math. In grade 7, 25% of students with disabilities met state standards in reading and 31.3% in math. In grade 8, 31.6% of students with disabilities met state standards in reading and 26.4% in math.

The student performance gap in reading and math needs to be reduced. Overall, the percent of students with disabilities meeting or exceeding is 42% in reading and 27.3% in math less compared to all students.

District formative and summative assessments (AIMS Web, Think Link, Stanford 10, DIBELS, QRI, DRA, running records) indicate the majority of students with disabilities have reading and math scores below grade level.

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

The following factors are likely to have contributed to these results.

East Alton District #13 has a low income level of 60.7%

East Alton District #13 has a 19% mobility and 7.3% truancy rate. A great number of the students are not present for the entire school year and are not exposed to the entire curriculum. (External)

Special education students are performing below grade level and are not motivated to read beyond the school day and/or have access to after school tutoring. (External and internal)

There is minimal parental involvement in each school's Parent Advisory Boards. (External)

Regular and special education teachers lack training in scientifically researched based Co-Teaching Models and differentiated instruction. (Internal)

Regular and special education teachers need additional training and time in the use of data driven instruction and analysis. (Internal)

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

High mobility rates influences social and emotional needs of students and lack of parental involvement.

In order to increase attendance and student motivation, PBIS (Positive Behavior Intervention Support) will be implemented in order to address the needs of our Tier II and Tier III students.

Continue vertical alignment using scientifically researched based instruction aligned with Illinois Assessment Frameworks.

Students with disabilities will be provided access to general education curriculum through the co-teaching model.

Professional development is needed for all regular education teachers, special education teachers, and paraprofessionals using the following: scientifically research based reading and math instructional strategies, differentiated instructional strategies, co-teaching, Rtl and data driven instruction.

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 indicated?*

To address Response to Intervention, the following process will be followed:

In all grades a common literacy and math block will be utilized to determine flexible groupings in reading and math. To monitor student progress in reading in grades K-3, all students will be provided DIBELS in August as a screening instrument, in January as a winter benchmark and in April as a spring benchmark. In grades 4-8, all students will be provided AIMS Web and Oral Reading Fluency; in August as a universal screening instrument, in January as a winter benchmark and in April as a spring benchmark and outcome measure. Developmental Reading Assessment and Qualitative Reading Inventory will also be utilized in grades K-8 as fall screening tools and end of the year spring assessment. The DRA and QRI will also be used as a tool to find each individual child's instructional level in reading. Any student who falls below benchmark/aimline in reading on the DIBELS, DRA or QRI will be provided Tier II (strategic) or Tier

III (intensive) interventions as identified by DIBELS and AIMS Web. Title I Reading teachers and Reading First Interventionists will provide instruction for students in grades K-6 in 2008. Since 2008-2009 is our final year of Reading First funding, the district will seek additional funding to sustain Reading Interventionist. In order to assess and drive standards based instruction in grades 3-8 THINK LINK will be utilized in September as a universal screening instrument for reading and math, in November as a progress monitoring instrument and in January as an outcome measure instrument. We are currently researching a universal screening and progress monitoring instrument in math for grades k-2. All cut scores will follow norm-referenced benchmarks determined by AIMS Web, DIBELS, THINK LINK, and QRI.

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

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 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?*

In order to provide interventions to our tier II and III students, the following instructional approaches are utilized.: K-8 inclusion through the use of the co-teaching model, Title I reading teachers and Reading First interventionists in grades K-6, Literacy First, Read Naturally, Text Help, small group instruction, one-on-one instruction, higher order questioning, district created academic intervention binders in math and reading, additional enrichment time for math and reading in grades 6-8, and push-in classrooms for reading and math.

Further research is needed by the reading and math intervention team for tier II and III SBR materials and technology.

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
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? These conclusions 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?

According to the 2007 District Report Card, the district has a 99.8% parent contact rate. The following methods of communication were utilized in order to increase the home-school connection and address the social and academic needs of every child.

Meet the Teacher Night, Family Read Nights, Family Art Night, P/T Conferences, PTO, extra-curricular activities, parental trainings, phone conferences, email, district and school websites, automated phone system, annual NCLB open house, Parent Advisory Board, and Book Bee.

Although we have had 99.8% parent contact, minimal parent participation has occurred during district and/or school parent advisory boards. Parents choose to participate in activities where the child(ren) perform, but do not participate as well when discussing school improvement or academic achievement.

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 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?

High mobility rates influences social and emotional needs of students and lack of parental involvement.

In order to increase attendance and student motivation, PBIS (Positive Behavior Intervention Support) will be implemented in order to address the needs of our Tier II and Tier III students.

Continue vertical alignment using scientifically researched based instruction aligned with Illinois Assessment Frameworks.

Students with disabilities will be provided access to general education curriculum through the co-teaching model.

Professional development is needed for all regular education teachers, special education teachers, and paraprofessionals using the following: scientifically research based reading and math instructional strategies, differentiated instructional strategies, co-teaching, Rtl and data driven instruction.

Section II-Action Plan

Objective Number	Title	Deficiencies Addressed(AYP)	Deficiencies Addressed(AMAO)
1	Students with disabilities in Reading and Math.		

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 :**

Students with disabilities in Reading and Math.

Objective 1 Description :

While our current achievement in reading for grades 3-5 all student subgroup is 72.2% in reading and 84% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor .

While our current achievement in reading for grades 3-5 low income student subgroup is 67.9% in reading and 78.9% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor .

While our current achievement in reading for grades 3-5 students with disabilities subgroup is xx% in reading and xx% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor .

While our current achievement in reading for grades 6-8 all student subgroup is 74.9% in reading and 78.3% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor .

While our current achievement in reading for grades 6-8 low income subgroup is 74.7% in reading and 76.8% in math meeting/exceeding for ISAT, this subgroup will continue to make AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor .

While our current achievement in reading for grades 6-8 student with disabilities subgroup is 29.2% in reading and 43.8% in math meeting/exceeding for ISAT, this subgroup will make AYP of at least 70% in 2009 and 77.5% in 2008 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 for this year

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Students with disabilities in Reading and Math.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
All students will be provided three tiered instruction through the implementation of Rtl pyramid in reading in math.	8/20/2008	5/30/2010	During School	Local Funds	5000
Students with disabilities will be provided differentiated instruction of the core curriculum through the co-teaching model in an inclusion classroom.	8/20/2008	5/30/2010	During School	Title I	5000
All students with disabilities will be exposed the core curriculum in reading and math.	8/20/2008	5/30/2010	During School	Title I	5000
Students will be provided instruction in reading strategies across the curriculum.	8/20/2008	5/30/2010	During School	Title I	0
Students will be provided small group instruction during a common literacy and math block in all grades.	8/20/2008	5/30/2010	During School	Title I	0
Students in grades K-7 will receive tier II interventions from a Title I reading teacher.	8/20/2008	5/30/2010	During School	Title I	200000
Students will receive tutorial services in reading and math through the 21st Century Community Learning Grant	8/20/2008	5/30/2010	After School	Title I	200000
Students will participate in a district wide three tiered Positive Behavior Intervention Support (PBIS) system.	8/20/2008	5/30/2010	During School	Local Funds	15000

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

Objective 1 Title : Students with disabilities in Reading and Math.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Teachers will be provided release time for data analysis in order to drive instruction	8/20/2008	5/30/2010	During School	Title I	5000
Inclusion teachers will be provided release time for instructional planning of differentiated instruction.	8/20/2008	5/30/2010	During School	Title I	5000
All staff will be provided PBIS and Conscious Discipline/Second Step professional development for the universal, secondary and, tertiary tier.	8/20/2008	5/30/2010	During School	Local Funds	2000
Teachers will vertically align reading, math (textbook adoption – grades 6-8), and writing curriculum to the Illinois Assessment Frameworks.	8/20/2008	5/30/2010	During School	Title I	5000
Content area teachers will be provided professional development on incorporating reading strategies across curriculum.	8/20/2008	5/30/2010	During School	Title I	10000
District reading team members will research and select Rtl Tier II and III SBR interventions.	8/20/2008	5/30/2010	After School	Local Funds	5000

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Teachers will work collaboratively to research and select a universal screening for grades pre-K-2 for math.	8/20/2008	5/30/2010	During School	Title I	20000
Teachers will participate in professional development which will support Tier II and III interventions in the classroom through the use of Technology (United Streaming, Study Island, Read Naturally).	8/20/2008	5/30/2010	After School	Local Funds	10000
Rtl building teams will be provided release time to further research and implement phases of Rtl (New referral form for special education, meeting the Social and Emotional Learning Standards...)	8/20/2008	5/30/2010	After School	Title I	5000
			Before School	Title I	5000

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

Objective 1 Title : Students with disabilities in Reading and Math.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Parents will attend school wide programs to educate as well as provide incentives for reading and math. (Family Read Night, Parent Involved Team, Parent Educator's Reading Activities, Community and School Alliance Team, Parent Advisory Board, NCLB Open House, P/T Conferences, Meet the Teacher Night, Parent Book Club, Muffins with Mom, Doughnuts with Dad, Extra-Curriculum activities)	8/20/2008	8/30/2010	After School	Title I	5000
Parents will attend PBIS activities where they will learn how to help their child socially (including behavior and attendance problems)and scholastically.	8/20/2008	8/30/2010	After School	Title I	2000
All parents will be kept informed about their child's academic progress through monthly newsletters, website, quarterly report cards, midterm reports, phone calls to parents, assignment note books, etc.	8/20/2008	8/30/2010	After School	Title I	2000

Section II-E Action Plan - Monitoring

Objective 1 Title : Students with disabilities in Reading and Math.

Monitoring - Describe the process and measures of success for the identified 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 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 AIMS Web, DRA, QRI, THINK Link and classroom tests. 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. Parents will complete surveys and needs assessments to measure success at least yearly.

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
Virgil Moore	Superintendent
Jill Miller	Curriculum Coordinator
Kim Wilks, Eric Frankford, Debbie Sims	Building Principals

Section III - Plan 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.

Grade level representative/leadership team, building principal, parent/guardian representatives work collaboratively to create the district improvement plan.

Board of Education President, Marvin Peterson

Regional Office of Education, Joan Barrett

Superintendent of School, Virgil Moore

Curriculum Coordinator, Jill Miller

Building Principals; Eric Frankford , Kim Wilks

Special Education Coordinator/Principal, Debbie Sims

Social workers, Kevin McNicholas, Nicole Piening

Teachers, Pre-K Shelly Harvey, Kindergarten Beth Norris, 1st Pam Embick, 2nd Kathy Abert, 3rd Janelle Hale, 4th Kelli Decker, 5th Leslie Price, 6th Alissa Smith, 7th Cindy Kiraly, 8th Sarah Graham

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

CASA (Community Alliance School Association) member, Sandy Wilson

Parents, Edie Scifres, Sheila Darr,

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 final DIP is presented to committee staff at the Nov. 08 faculty meeting and the Board of Education at their Dec. 08 monthly 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 and at the montly Board of Education meeting. District plan will also be discussed during quarterly meeting with RESPRO coach and building principals. RESPRO coach 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, 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 - Plan 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 schools technical assistance that must include 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. Districts are also responsible for revising 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).

All buildings met AYP for the 2008-09 school year. In fall of 2008 the East Alton Middle School Planning team met with Respro Coach to create a Restructuring plan. Due to the East Alton Middle School making AYP, (full implementation is not required) the district administration team continues to monitor the implementation of this restructuring plan. On major component of this restructuring plan was to place Title I funds at the Middle School. Funding is utilized for a targeted assistance program for all 6th grade students. Also, all teachers at the East Alton Middle School benefit from the embedded professional development and data analysis provided from the reading coach as well as regional, state and outside agencies.

East Alton District 13 will compile resources to ensure implementation of DIP 08=10 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, Reading First, Reading Improvement, 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. Emebedded professional development will be provided by Reading First Coaches during monthly school improvement half days. (researched based instruction) Weekly data analysis will occur during grade level/Eastwood, Subject/East Alton Middle School team meetings. Administration will work collaboratively with the Regional Office, RESPRO Coach and ISBE to provide professional development to support DIP. Comparable services are not applicable ito our this district due to less than 1000 students as well one building for pre-K, elementary and middle school.

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 April faculty 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. District plan will also be discussed during quarterly meeting with RESPO coach and building principals. RESPRO coach 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 - Plan Development, Review and Implementation C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, 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. This may include ISBE technical assistance projects such as Positive Behavior Interventions and Supports (PBIS), Children Have Opportunities to Inclusive Community Environments and Schools (CHOICES), Illinois Autism Training and Technical Assistance Project (IATTAP), Parent Educator Partnership (PEP), Illinois Service Resource Center (ISRC), and Transition Outreach Training for Adult Living (TOTAL). 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. Such 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)].

Section IV-A Local Board Action

Date Approved by Local Board: 12/16/2008

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.

ISBE Monitoring - Part I

ANALYSIS OF DATA

Yes	Have the areas of low achievement been clearly identified?
Yes	Does the DIP include analysis of report card data that sufficiently clarify the areas of weakness?
Yes	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
Yes	Does the analysis, along with other data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA

Yes	Do these local assessment results add clarity to the state assessment data?
No	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

No	Do the other data add clarity to the state assessment data?
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	Have data or research been used to determine the key factors believed to cause low performance?
Yes	Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

Yes	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)?
Yes	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?
Yes	Do the objectives address all areas of AYP and AMAO deficiency?
Yes	Do the objectives address the areas of special education compliance?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
Yes	Will the selected strategies and activities likely improve student learning and achievement?
Yes	Are the strategies and activities measurable?
Yes	Are the measures of progress for the strategies and activities clearly identified?
Yes	Are expectations for classroom behavior and practice related to the objectives clear?
Yes	Is professional development aligned with the strategies and activities for students?

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

MONITORING

Yes	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
Yes	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

Part I Comments

Local Assessment - Need to complete the analysis by analyzing factors and developing conclusions. Please refer to page 16 of the District Improvement Plan.

Other Data - Need to address the challenges of the district and community, analyze factors, and develop conclusions. Please refer to page 16 of the District Improvement Plan.

Key Factors - Mobility is not likely a factor that the District could control.

ISBE Monitoring - Part II

**METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION
STAKEHOLDER INVOLVEMENT**

Yes	Does the plan describe how stakeholders have been consulted?
Yes	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?

DISTRICT RESPONSIBILITIES

Yes	Is it clear what support the district will provide to ensure the success of the plan?
Yes	If applicable, is it clear what corrective action the district is taking with this school?

STATE RESPONSIBILITIES

Yes	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
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APPROVAL DATE OF LOCAL BOARD

Yes	The plan indicates the approval date of this plan.
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Part II Comments

February 13, 2009

Note: District planners did not complete the state responsibilities section of the plan but have discussed RESPRO technical assistance in the district responsibilities section. This is sufficient to keep this plan in compliance. Carol Diedrichsen, ISBE

Readers' Comments:

Stakeholder Involvement - You are to be complimented on the thoroughness of the stakeholder involvement. This should contribute significantly to a successful implementation of the plan.

January 27, 2009

The East Aton School District 13 improvement plan is recommended for implementation after revision/consultation with your area RESPRO. Updates to the improvement plan should be completed in the same template section(s) as the original submission by February 23, 2009. Dating of each revision to the plan is required so that updates are readily apparent. After you update the district improvement plan, request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record.