

East Alton Middle School

School Improvement Plan 2008

Board Approval Date	12/16/2008
Plan Submission Date	1/30/2009
ISBE Monitoring Completed	2/20/2009

PRELIMINARY INFORMATION

RCDT Number	410570130021001		
District Name	EAST ALTON SD 13	School Name	EAST ALTON MIDDLE SCHOOL
Superintendent	Virgil Moore	Principal	ERIC FRANKFORD
District Address	210 E ST LOUIS AVE	School Address	1000 3RD ST
City/State/Zip	EAST,IL,62024	City/State/Zip	EAST ALTON,IL,62024 1605
District Telephone#	6184332051 Extn:2050	School Telephone#	6184332201 Extn:0
District Email	vmoore@easd13.org	School Email	efrankford@easd13.org

Is this plan for a Title I School? True

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

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	academic watch status year 3

	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	74.9		Yes	78.3		Yes	92.8	Yes		
White	100.0	Yes	100.0	Yes	76.3		Yes	78.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	29.2	29.6	Yes	43.8	36.2	Yes	91.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.7		Yes	76.8		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

Schools are not accountable for AMAO. This is a district level requirement only.

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

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	89.8	89.3	91.9	91.1	92.2	91.4	92.2	92.8
Truancy Rate (%)	2.3	3.4	1.9	9.3	11.9	7.8	8.6	7.8
Mobility Rate (%)	36.1	27.2	28.2	17.9	22.8	23.7	14.7	19.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	301	290	305	301	322	316	317	242
Economically Disadvantaged (%)	49.5	46.9	50.8	49.8	55.3	55.7	57.7	56.2
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	0.8
Students with Disabilities (%)								
White, non-Hispanic (%)	96.7	95.2	95.1	95.0	95.7	93.7	92.4	88.8
Black, non-Hispanic (%)	2.7	4.1	3.6	3.3	2.8	4.4	4.4	7.9
Hispanic (%)	-	-	0.7	0.3	0.3	0.6	1.9	2.1
Asian/Pacific Islander (%)	0.7	-	-	0.3	-	0.3	0.3	-
Native American or Alaskan Native(%)	-	0.7	0.7	1.0	0.6	0.6	0.6	0.4
Multiracial/Ethnic (%)	-	-	-	-	0.6	0.3	0.3	0.8

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O L	1999	98.1	1.3	-	0.6	-	-
	2000	95.7	3.2	0.4	0.7	-	-
	2001	96.7	2.7	-	0.7	-	-
	2002	95.2	4.1	-	-	0.7	-
	2003	95.1	3.6	0.7	-	0.7	-
	2004	95.0	3.3	0.3	0.3	1.0	-
	2005	95.7	2.8	0.3	-	0.6	0.6
	2006	93.7	4.4	0.6	0.3	0.6	0.3
	2007	92.4	4.4	1.9	0.3	0.6	0.3
	2008	88.8	7.9	2.1	-	0.4	0.8
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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

**Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment**

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	-	54.6	89.7	91.1	36.2	8	2.5	-	-
	2000	-	55.7	87.1	91.0	34.0	5	1.8	-	-
	2001	-	49.5	97.3	89.8	36.1	7	2.3	-	-
	2002	-	46.9	86.2	89.3	27.2	10	3.4	-	-
	2003	-	50.8	92.1	91.9	28.2	6	1.9	-	-
	2004	-	49.8	97.9	91.1	17.9	28	9.3	-	-
	2005	-	55.3	96.3	92.2	22.8	38	11.9	-	-
	2006	-	55.7	100.0	91.4	23.7	25	7.8	-	-
	2007	-	57.7	100.0	92.2	14.7	27	8.6	-	-
	2008	0.8	56.2	100.0	92.8	19.6	20	7.8	-	-
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	-	-

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

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

**Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends**

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S C H O O L	1999	313	-	-	-	-	-	-
	2000	280	-	-	-	-	-	-
	2001	301	-	-	-	-	-	-
	2002	290	-	-	-	106	100	-
	2003	305	-	-	-	88	101	-
	2004	301	-	-	-	101	108	-
	2005	322	-	-	-	97	111	-
	2006	316	-	-	-	113	95	-
	2007	317	-	-	-	106	121	-
	2008	242	-	-	-	86	83	-
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	-

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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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 School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

The 2008 East Alton District #13 Report Card indicates that our students made AYP in ALL subject areas and categories including those students with disabilities in grades 6-8.

Overall students with disabilities at East Alton Middle School met AYP in Reading and Math utilizing Safe Harbor.

29.2% of students with disabilities met State Standards in Reading

43.8% of students with disabilities met State Standards in Math

District Formative and Summative assessments (AIMS Web, Think Link - Reading and Math, QRI, Stanford 10) indicate that the majority of kids with disabilities have an instructional level in Reading and Math that are below grade.

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

East Alton Middle School:

External:

-56.2% low income

-19.6% mobility

-7.8% chronic truant

A great number of students are not present for the entire school year and are not exposed to the entire curriculum. (external)

Students with disabilities have not been exposed to the entire regular education curriculum. (internal)

A lack of student motivation and perceived need for reading outside of the school day. (external and internal)

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)

A lack of a completed vertical alignment of scientifically research based curriculum in grade 3-8. (Internal)

Minimal parental involvement in the middle school Parent Advisory Board. (external)

Regular education teachers lack training in research based differentiated instructional strategies in reading and math. (internal)

Regular education teachers lack training in data driven instruction. (internal)

Inclusion teams consisting of regular education teachers and special educators lack sufficient time to collaborate. (internal)

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

High mobility rate 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.

An after school tutorial program is needed to engage students in the educational process.

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

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

Section I-B Data & Analysis - Local Assessment Data (Optional)

***Data** - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?*

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

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

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

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

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

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

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

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

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

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

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

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

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

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

An after-school tutorial is needed to help engage students in the learning process.

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.

An after school tutorial program is needed to engage students in the educational process.

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

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

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Increase achievement for student with disabilities in reading.	
2	Increase achievement for students with disabilities in math.	

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

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

Section II-A Action Plan - Objectives

Objective: 1

Increase achievement for student with disabilities in reading.

Objective 1 Description:

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

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

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Increase achievement for student with disabilities in reading.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	All students will be provided three tiered instruction through the implementation of Response to Intervention Pyramid in grades K-8. That include 3 benchmark assessments annually, plus on-going progress monitoring of those students who fall below the aimline in reading).	8/20/2008	5/30/2010	During School	Local Funds	10000
2	All students will receive core instruction and intervention strategies in the five core components of reading (scientifically-researched-based strategies).	8/20/2008	5/30/2010	During School	Local Funds	8000
3	Students with disabilities will be provided differentiated instruction of the core, through the co-teaching model (giving access to the general education curriculum).	8/20/2008	5/30/2010	During School	Local Funds	100000
4	Students in grade 6 will receive tier II instruction from a Title I reading teacher beginning in 2009	8/20/2008	5/30/2010	During School	Title I	20000
5	Students in grade 7 will receive tier II instruction from a Title I reading teacher beginning in 2010	8/20/2009	5/30/2010	During School	Title I	20000
6	Students will receive after school tutorial services in reading through the 21st Century Community Learning Grant	8/20/2008	5/30/2010	After School	State Funds	100000

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

Objective 1 Title : Increase achievement for student with disabilities in reading.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will align vertically grades 6-8 scientifically researched based reading curriculum.	5/20/2008	8/30/2010	During School	Title I	8000
2	Teachers will participate in professional development activities which include: RtI/PBIS, Co-Teaching, Differentiated Instruction, and data driven instruction which will all be scientifically researched-based.(embedded professional development)This will be provided using a outside consultant, ROE services and in house coaches.	5/20/2008	8/30/2010	During School	Title I	15000
3	Inclusion team teachers will be provided release time for instructional planning of differentiated lessons.	5/20/2008	8/30/2010	During School	Title I	3000

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

Objective 1 Title : Increase achievement for student with disabilities in reading.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Parents will attend a school wide program to educate parents as well as provide incentives for reading. (family reading night, parent book club)	8/30/2008	5/20/2010	After School	Local Funds	2000
2	Parents will attend annual "Meet the Teacher Night", fall-spring Parent-Teacher Conferences and extra-curricular activities to enhance the educational process.	8/30/2008	5/20/2010	After School	Local Funds	2000
3	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.	8/30/2008	5/20/2010	After School	Title I	1000

Section II-E Action Plan - Monitoring

Objective 1 Title : Increase achievement for student with disabilities in reading.

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, RESPRO meetings with coach, 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 Against Substance Abuse meetings (CASA). Success of plan will be measured by:

1. disaggregated state and local formative and summative assessments (AIMS Web, Think Link, Stanford 10, ISAT) pre/post assessments in the classroom, quarterly report cards (students)
2. Professional Development Sign In Sheets, teacher evaluation, teacher survey, products produced during release time (Teachers)
3. Parent Meeting Nights Sign In Sheets (Meet the Teacher, Annual Open House, Parent Survey) (Parents)

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
Eric Frankford	Principal

Section II-A Action Plan - Objectives

Objective: 2

Increase achievement for students with disabilities in math.

Objective 2 Description:

While our current achievement in math for grades 6-8 all student subgroup is 78.3% 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 math for grades 6-8 low income subgroup is 76.8% 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 math for grades 6-8 student with disabilities subgroup is 43.8% meeting/exceeding for ISAT, this subgroup will make AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.

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

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Increase achievement for students with disabilities in math.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	1. All students will be provided three tiered instruction through the implementation of Response to Intervention pyramid in grades K-8. That includes 3 benchmark assessments, annually, plus on-going progress monitoring.	8/20/2008	5/30/2010	During School	Local Funds	100000
2	2. Students with disabilities will be provided differentiated instruction of the core, through the co-teaching model (giving access to the general education curriculum) of those students who fall below the aimline in math)	8/20/2008	5/30/2010	During School	Local Funds	10000
3	3. Students will receive tutorial services in math through the 21st Century Community Learning Grant.	8/20/2008	5/30/2010	After School	State Funds	100000
4	4. Students will receive instruction in a new math textbook that was adopted by a committee and focuses on alignment of new textbook to the Illinois Learning Standards in math and Illinois Assessment Frameworks.	8/20/2009	5/30/2010	During School	State Funds	30000

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

Objective 2 Title : Increase achievement for students with disabilities in math.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will vertically align the math curriculum based upon scientifically researched methods.	8/20/2008	5/30/2010	During School	Title I	8000
2	Teachers will receive professional development on scientifically research based math instructional and intervention strategies for all students.	8/20/2008	5/30/2010	During School	Local Funds	100000
3	Inclusion teachers will work collaboratively to plan differentiated instructional activities. (exposing all student to the core curriculum through the co-teaching model)	8/20/2008	5/30/2010	During School	Title I	8000
4	Math textbook adopting committee will review presentation of textbook series and receive professional development from final selection.	8/20/2009	5/30/2010	During School	State Funds	30000
5	Teachers will be provided release time for data analysis of formative and summative assessments. Together they will utilize data to form instructional groupings and placement on the RTI pyramid of interventions.	8/20/2008	5/30/2010	During School	Title I	8000

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

Objective 2 Title : Increase achievement for students with disabilities in math.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Parents will attend school wide program to educate parents as well as provide incentives for math such as math ISAT night, Meet the Teacher Night, Parent/Teacher Conferences...	8/20/2008	5/30/2010	After School	Local Funds	2000
2	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	5/30/2010	After School	Local Funds	2000
3	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	5/30/2010	After School	Title I	1000

Section II-E Action Plan - Monitoring

Objective 2 Title : Increase achievement for students with disabilities in 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 Against Substance Abuse meetings (CASA).

Success of plan will be measured by:

1. diagggregated state and local formative and summative assessments (AIMS Web, Think Link, Stanford 10, ISAT) pre/post assessments in the classroom, quarterly report cards (students)
2. Professional Development Sign In Sheets, teacher evaluation, teacher survey, products produced during release time (Teachers)
3. Parent Meeting Nights Sign In Sheets (Meet the Teacher,Annual Open House, Parent Survey) (Parents)

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

Name	Title
Jill Miller	Curriculum Coordinator
Eric Frankford	Principal

Section III - Plan Development, Review and Implementation Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (**Requirement for Title I Schools only.*)

Parents will receive a letter of East Alton Middle School's academic progress (AYP) and individual student status at the annual fall parent teacher conferences. Teachers will discuss school status while sharing the School Report Card during faculty meeting. Both formative and summative evaluations, such as QRI results, will be shared during conference. 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 Middle School, parents work together to create a positive learning environment.

A monthly newsletter is sent home with current academic and social celebrations and concerns. Our district website offers an updated monthly calendar, school improvement plan, school and district report card, school handbook, important documents, library corner, lunch menu, staff contact information, and grade level web pages. Additional parental involvement include: Meet the Teacher Night, bi-annual parent/teacher conferences, band and chorus concerts, school musicals, field-trips, band parent association, and 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, CASA (Community Alliance School Association) , Band Parents, handbook, CASA, parent advisory board, school improvement plan, technology plan, and DARE Community members also play an important role at East Alton Middle School. Partnerships in education include: 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, Boys and Girls Club.

1/26/2009

Parents are notified of our AYP status in the school newsletter which is sent to all parents. The newsletter is sent monthly but the newsletter that informs parents of the school's AYP status is the issue that immediately follows the school's official notification of status from the state.

Because we made AYP this year the parents were not notified that we did not make AYP but rather the good news of making AYP was sent via the newsletter. Should we not make AYP in future years; we will notify parents in the form of a letter that will be sent to all parents. In addition, all AYP information is posted on the district website under our school report card.

Section III - Plan Development, Review and Implementation Part B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

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

The school 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 SIP is presented to middle school staff at 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. Progress will be reviewed by the building principal and staff at quarterly faculty meetings.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Marvin Peterson	President, Board of Education
2	Joan Barrett	Consultant, ROE
3	Virgil Moore	Superintendent
4	Jill Miller	Curriculum Coordinator
5	Eric Frankford	Principal
6	Sharma Higgins	Grade 6
7	Cindy Kiraly	Grade 7
8	Clyde McGill	Grade 8
9	Karen Caires	Special Ed.

10	Jan Timmins	Unified Team
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Section III - Plan Development, Review and Implementation
Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

All stakeholders involved in creating the working document will utilize the Illinois E-Plan peer review rubric as a guideline. They will strive to provide information that will describe the implementation process. Deficiencies that are displayed in the initial or progression phase will be addressed in the action plan of the SIP. Upon completion, the SIP will be posted on the district website and available upon request at Board Office, and the middle school office for all parents, community members, ROE, and ISBE. All stakeholders will receive copies of the current SIP. The current SIP will be reviewed by the ROE, quarterly by principals and staff at faculty meeting to monitor progress, and discussed at parent advisory board meeting and CASA meetings.

1/26/09

All stakeholders are involved in the peer review process. We work collaboratively to edit, revise and reread the plan. Following the completion of the first draft
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we ask that all administrators from other buildings in the district revise and edit the plan at a monthly administrator's meeting. At the same time we send a copy to the Regional Office and ask our RESPRO Coach and Reading First Literacy Coach to provide input through the editing and revision process. All revisions from the various stakeholders are collected and brought back to the school improvement team. The school improvement team examines revisions and discusses final editing. Following feedback from all stakeholders, final revision from the School Improvement team and School Board Approval the final copy is submitted to ISBE.

Section III - Plan Development, Review and Implementation Part D. Teacher Mentoring Process

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

Our East Alton Teacher Mentoring Program consists of two components. New teachers are assigned to veteran mentor teacher. This teacher will help them with introduction of staff, tours of the building, and a walk through of building staff handbooks will be included. New teachers are required to attend a new teacher network two year program that meets monthly based on the following subjects: classroom management, teacher evaluation, parent/teacher conferences, data driven instruction, book studies, instructional planning, scientifically researched based instructional strategies, best practice instruction, and end of the year procedures.

New teachers are encouraged to communicate often student academic celebrations and concerns with principals. Non-tenure teachers are evaluated twice each year for four years, which provides area of growth and goals to be completed before the next evaluation.

Section III - Plan Development, Review and Implementation Part E. District Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

East Alton District 13 responsibilities include providing schools:

- technical assistance that includes data analysis
- identification of the district's professional development requirements
- the resulting need-related technical assistance and professional development to effect changes in instruction for students with disabilities in reading
- analysis and revision of the district's budget to ensure that services provided with these funds under Title I and Title III supplement the instructional objectives
- ensure that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

Section III - Plan Development, Review and Implementation Part F. State Responsibilities

State Responsibilities - *Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.*

ISBE, RESPROS, and other service providers will provide East Alton District 13 during the development and review of this plan:

- technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement.
- technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research.
- 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 III - Plan Development, Review and Implementation
Part G. School Support Team

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

	Name	Title
1	Virgil Moore	Superintendent
2	Jill Miller	Curriculum Coordinator
3	Eric Frankford	Principal
4	Matt Stimac	Dean of Students
5	Joan Barrett	RESPRO Coach, ROE
6	Kevin McNicholas	Social Worker
7	Nicole Piening	Social Worker
8	Yvonne Barker	Title I Reading Coach
9	Debbie Sims	Special Education Coordinator
10	Cindy Penrod	Regional Special Education Coordinator
11	Heidi Shaver	SDE Internal Professional Development Provider
12	Ken Harmon	Community Alliance School Support Team

Section IV-A Local Board Action

DATE APPROVED by Local Board:12/16/2008

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B.SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes	Have the areas of low achievement been clearly identified?
No	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
No	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
No	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

NA	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
NA	Do these local assessment results add clarity to the state assessment data?
NA	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

NA	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
NA	Do the other data add clarity to the state assessment data?
NA	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

No	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 SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
NA	Do the objectives address all areas of AYP deficiency?

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?
No	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 in special education non-compliance?
Yes	Do the parent involvement strategies 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?
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

February 11, 2009 The principal and the area RESPRO have made required updates to this plan. No further revisions are required. (Thanks for the quick turn around to your plan and best wishes as you implement this plan.) Carol Diedrichsen, ISBE

--October 1, 2008--East Alton Middle School remains in academic status inspite of considerable improvement and making AYP for 2008. This means that this school is not required to implement restructuring at this time. Because the school remains in status and the 2006-2008 plan has expired, school staff are required to revise their improvement plan. (No formal submission date is apparent for the 2006 plan; please work with your area RESPRO for the revision to ensure you've submitted it.) Note: Feb. 11, 2009: The IIRC site did not save the submission date for this school. A quick review of that plan shows that you have been implementing RtI. How might you focus strategies and activities in your action plan on the plan user? The gains you've made suggest that staff expectations and clear procedures are in place that someone is tracking. The clear expectations and monitoring process can be more clearly outlined in your plan. Section III of the expired plan complies with requirements. Planners might be more specific in the district and state responsibilities items. I look forward to talking with district staff with congratulations about progress in this school. Carol Diedrichsen 217-524-4832 cdiedric@isbe.net

Suggestions

What data can be collected from the content strands to give a better picture of areas of weakness?

It is clear that Optional Data is available, using it to support chosen strategies would be beneficial.

Areas of weakness need clarification. The key factors are not based on data analysis.

Activities are measurable however the measures of progress can be more clearly identified.

Timelines for activities are broad. Plan implementation would be clarified by specifying dates(more narrow timeframes).

January 27, 2009

The RESPRO staff that supports this school knows that the school staff uses the Think Link (now called Discovery) screening and progress monitoring instrument to continually monitor student's progress. This instrument and the school's curriculum is tightly aligned to the IL Assessment Framework. Weekly the administrator meets with each subject matter team and analyzes the data and makes very focused plans for the week to target struggling students and "bubble" students. Their extensive work is not reflected in the text of their School Improvement plan but is evident to visitors and in their remarkable progress on ISAT.

PART II - SECTIONS III and IV OF THE PLAN	
PARENT NOTIFICATION	
NA	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
STAKEHOLDER INVOLVEMENT	
Yes	Does the plan describe how stakeholders have been consulted?
Yes	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
PEER REVIEW	
No	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
TEACHER MENTORING PROCESS	
Yes	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITES	
Yes	Is it clear what support the district will provide to ensure the success of the plan?
NA	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITES	
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?
SCHOOL SUPPORT TEAM	
Yes	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this

	school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
Yes	The plan indicates the approval date of this plan.

PART II - COMMENTS

Parent Notification - Are parents notified in Spanish?

The plan is thoughtful and includes strategies that can be implemented successfully.

Plan is not in compliance because -There is no evidence in the plan that a peer review took place prior to submission. **This is a required compliance aspect of this plan. Describe how and who was involved in your peer review process and resubmit. Best wishes, Carol Diedrichsen**

January 22, 2009

The East Alton Middle School improvement plan does not comply with requirements and must be revised and resubmitted. Revisions to the improvement plan should be completed in the same template section(s) as the original submission by February 23, 2009. Contact your area RESPRO for assistance. Dating each revision to the school improvement plan is required so that updates are readily apparent. You do not need to gain local board approval again unless the revisions significantly change the plan. ISBE will update the ISBE monitoring prompt after reviewing your updates as this is the official state monitoring record.

January 27, 2009

The two sections that were not in compliance (parent notification and peer review) have been revised by the school. The RESPRO staff supporting this school has reviewed the changes made and found the school to now be in compliance.