

## Eastwood Elem School

### School Improvement Plan 2008

Board Approval Date	12/15/2008
Plan Submission Date	12/17/2008
ISBE Monitoring Completed	

**PRELIMINARY INFORMATION**

RCDT Number	410570130022002		
District Name	EAST ALTON SD 13	School Name	EASTWOOD ELEM SCHOOL
Superintendent	Virgil Moore	Principal	Kim Wilks/Jill MILLER
District Address	210 E ST LOUIS AVE	School Address	1030 3RD ST
City/State/Zip	EAST,IL,62024	City/State/Zip	EAST,IL,62024
District Telephone#	6184332051 Extn:2050	School Telephone#	6184332101 Extn:0
District Email	vmoores@easd13.org	School Email	jmiller@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	

	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	72.2		Yes	84.0		Yes	92.6	Yes		
White	100.0	Yes	100.0	Yes	73.6		Yes	86.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	67.9		Yes	78.9		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**

<b>School Information</b>								
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Attendance Rate (%)	91.3	92.0	92.3	92.1	92.1	92.0	92.1	92.6
Truancy Rate (%)	2.2	2.0	3.5	3.7	10.8	7.3	8.8	7.0
Mobility Rate (%)	40.7	27.0	19.9	27.6	23.1	25.8	15.2	18.7
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	553	546	515	606	580	530	517	489
Economically Disadvantaged (%)	56.6	55.9	53.2	64.9	55.2	65.7	68.3	63.0
Limited English Proficient (LEP) (%)	-	-	-	-	-	0.2	0.2	0.6
Students with Disabilities (%)								
White, non-Hispanic (%)	94.2	94.1	93.2	92.7	92.8	91.7	92.8	90.0
Black, non-Hispanic (%)	4.9	5.1	5.8	5.0	6.2	5.7	3.3	3.7
Hispanic (%)	0.4	0.5	1.0	1.5	0.7	0.9	1.0	1.8
Asian/Pacific Islander (%)	-	0.2	-	0.3	0.3	0.4	0.2	0.2
Native American or Alaskan Native(%)	0.5	-	-	0.5	-	-	-	0.2
Multiracial/Ethnic (%)	-	-	-	-	-	1.3	2.7	4.1

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(%)
<b>S C H O O L</b>	1999	96.3	3.2	-	0.5	-	-
	2000	95.9	2.9	0.9	0.4	-	-
	2001	94.2	4.9	0.4	-	0.5	-
	2002	94.1	5.1	0.5	0.2	-	-
	2003	93.2	5.8	1.0	-	-	-
	2004	92.7	5.0	1.5	0.3	0.5	-
	2005	92.8	6.2	0.7	0.3	-	-
	2006	91.7	5.7	0.9	0.4	-	1.3
	2007	92.8	3.3	1.0	0.2	-	2.7
	2008	90.0	3.7	1.8	0.2	0.2	4.1
<b>D I S T R I C T</b>	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(%)
<b>S T A T E</b>	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	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(%)
<b>S C H O O L</b>	1999	-	61.1	90.9	92.1	46.4	9	1.6	-	-
	2000	-	56.3	95.1	92.3	38.1	4	0.7	-	-
	2001	-	56.6	95.3	91.3	40.7	12	2.2	-	-
	2002	-	55.9	88.6	92.0	27.0	11	2.0	-	-
	2003	-	53.2	92.6	92.3	19.9	18	3.5	-	-
	2004	-	64.9	95.7	92.1	27.6	22	3.7	-	-
	2005	-	55.2	99.0	92.1	23.1	62	10.8	-	-
	2006	0.2	65.7	98.3	92.0	25.8	39	7.3	-	-
	2007	0.2	68.3	99.6	92.1	15.2	44	8.8	-	-
2008	0.6	63.0	99.6	92.6	18.7	32	7.0	-	-	
<b>D I S T R I C T</b>	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(%)
<b>S T A T E</b>	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)
<b>S C H O O L</b>	1999	571	-	-	-	-	-	-
	2000	556	-	-	-	-	-	-
	2001	553	-	-	-	-	-	-
	2002	546	108	113	116	-	-	-
	2003	515	99	112	105	-	-	-
	2004	606	100	104	115	-	-	-
	2005	580	88	100	118	-	-	-
	2006	530	69	87	93	-	-	-
	2007	517	73	80	82	-	-	-
	2008	489	79	65	75	-	-	-
<b>D I S T R I C T</b>	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)
<b>S T A T E</b>	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(%)
<b>D I S T R I C T</b>	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	-	-	-
<b>S T A T E</b>	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark   % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Section I-A Data & Analysis - Report Card Data**

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

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

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

**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?*

In order to provide interventions to our tier II and III students, the following instructional approaches are utilized.: K-5 inclusion through the use of the co-teaching model, Title I reading teachers and Reading First interventionists in grades K-5, Literacy First, Read Naturally, Text Help, small group instruction, one-on-one instruction, higher order questioning, and district created academic intervention binders in math and reading, 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 (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?*

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 IllinoisAssessment 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.

**Action Plan Objectives and Deficiencies**

Objective Number	Title	Deficiencies Addressed
1	Students with disabilities in Reading and 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**

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 (fourth grade scores unavailable)and 84% in math (fourth grade scores unavailable) 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 31.9% in reading and 52.3% 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 .

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

**Section II-B Action Plan - Student Strategies and Activities**

<b>Objective 1 Title : Students with disabilities in Reading and Math.</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	All students will be provided 3 tier instruction through the implementation of Rtl pyramid in reading and math	8/20/2008	5/30/2010	During School	Local Funds	20000
2	Students with disabilities will be provided differentiated instruction of core through the co-teaching model in an inclusive classroom	8/20/2008	5/30/2010	During School	Local Funds	20000
3	All students with disabilities will exposed to the core curriculum in reading and math	8/20/2008	5/30/2010	During School	Title I	5000
4	Students will be provided instruction in reading strategies across the curriculum	8/20/2008	5/30/2010	During School	Title I	0
5	Students will be provided small group instruction based on data during a common literacy and math block in all grades	8/20/2008	5/30/2010	During School	Title I	0
6	Students in grades K-5 will receive tier II interventions if scoring at the strategic or intensive level on universal screening.	8/20/2008	5/30/2010	During School	Title I	20000
7	Students will participate in a district wide three tier Positive Behavior Support (PBIS)System	8/20/2008	5/30/2010	During School	Local Funds	15000
8				Before School	Title I	
9				Before School	Title I	
10				Before School	Title I	

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

<b>Objective 1 Title : Students with disabilities in Reading and Math.</b>						
	<b>Strategies and Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>TimeLine</b>	<b>Fund Source</b>	<b>Amount</b>
1	Teachers will be work collaboratively to analyze data to drive instruction (work stations,flexible groupings,utilizing DIBELS, AIMS Web, DRA, QRI, Think Link)	8/20/2008	5/30/2010	During School	Title I	5000
2	All teachers will be provided professional development on differentiated instruction and work collaboratively to plan activities to meet students needs	8/20/2008	5/30/2010	During School	Title I	5000
3	Inclusion Teachers will be provided professional development on Co-Teaching	8/20/2008	5/30/2010	During School	Title I	5000
4	All staff will be provided PBIS, Second Step/Conscious Discipline for the universal, secondary tertiary tiers.	8/20/2008	5/30/2010	During School	Local Funds	5000
5	Teachers will vertical align reading math and writing curriculum to the IAF	8/20/2008	5/30/2010	During School	Title I	5000

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
6	Teachers will be provided professional development on incorporating reading strategies across the curriculum.	8/20/2008	5/30/2010	During School	Title I	5000
7	Reading Team will research and select Rtl tier II and III SBR Interventions	8/20/2008	5/30/2010	During School	Local Funds	5000
8	Teacher will participate in professional development which will support tier II and III interventions in the classroom through the use of technology (Read Naturally, Study Island, Text Forward 4-5)	8/20/2008	5/30/2010	During School	Local Funds	5000
9	Rtl building team will be provided release time to further research and implement phases of Rtl (New Rtl Problem Solving Team Form , meeting the Social and Emotional Learning Standards)	8/20/2008	5/30/2010	During School	Title I	5000
10	K-2 Teachers will be provided professional development on Math Recovery universal screening, Think Link, AIMS Web)	8/20/2008	5/30/2010	During School	Title I	5000

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

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

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Parents will attend school wide programs to educate as well as provide incentives for reading and math. (Family Read Night, 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	5/30/2010	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, 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, DIBELS, DRA Assessments, Think Link, Literacy First Phonics Assessment, TPRI, 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
Kim Wilks	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.*)

Teachers will discuss school status while sharing the School Report Card during faculty meeting. Both formative and summative evaluations, such as QRI, DRA, DIBELS scores and results, ISAT scores, etc. will be shared during these conferences. Parents will receive a letter of Eastwood Elementary's academic progress (AYP) and individual student status at the annual fall parent teacher conferences. Mid-term quarterly reports and quarterly report cards keep parents apprised of their student's current academic progress. Weekly homework and assignment notebooks offer the 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 Eastwood Elementary 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, TITLE 1 open house, Book Bee, chorus concerts, school musicals, field-trips, 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, Band Parents, handbook, CASA, parent advisory board, school improvement plan, technology plan, and DARE Community members also play an important role at Eastwood Elementary School. Partnerships in education include: DARE, Olin Corporation, Rotary Club, Health Fair, Foster Grandparents, Grandparent's Day, local counseling centers, St. Anthony's Hospital, EA police and fire departments, Lewis and Clark Community College, SIUE, Ameren

Classroom Grant, Keasler Rec. Center, ESP afterschool program.

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

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside exerts) 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 Eastwood 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:**

	<b>Name</b>	<b>Title</b>
1	Joan Barrett	RESPRO Coach
2	Virgil Moore	Superintendent
3	Jill Miller	Curriculum
4	Kimberly Wilks	Principal
5	Brandi Stinekraus	Intermediate Special Educator
6	Tracie Eilerman	Primary Special Educator
7	Katherine Willings	Kindergarten Teacher
8	Edie Scifres	1st Grade Teacher
9	Michelle Steiniger	2nd Grade Teacher
10	Emily Helling	3rd Grade Teacher
11	Linda Phillips	4th Grade Teacher

12	Stacey Brown	5th Grade Teacher
13	Randy Beckman	Physical Education Teacher
14	Jennifer King	Music Teacher
15	Marvin Peterson	Board of Education President

### 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 Eastwood 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.

### 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 a 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 in 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.

	<b>Name</b>	<b>Title</b>
1	Joan Barrett	Regional Office RESPRO Coach
2	Virgil Moore	Superintendent
3	Marvin Peterson	Board of Education President
4	Jill Miller	Curriculum
5	Kimberly Wilks	Principal
6	Brandi Stinekraus	Intermediate Special Educator
7	Tracie Eilerman	Primary Special Educator
8	Katherine Willings	Kindergarten Teacher
9	Edie Scifres	1st Grade Teacher
10	Michelle Steiniger	2nd Grade Teacher
11	Emily Helling	3rd Grade Teacher
12	Linda Phillips	4th Grade Teacher
13	Stacey Brown	5th Grade Teacher
14	Randy Beckman	Physical Education Teacher
15	Jennifer King	Music Teacher

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**Section IV-A Local Board Action**

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**DATE APPROVED** by Local Board:12/15/2008

**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

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

LOCAL ASSESSMENT DATA (OPTIONAL)

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

OTHER DATA (OPTIONAL)

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

IDENTIFICATION OF KEY FACTORS

- Have data or research been used to determine the key factors believed to cause low performance?
- Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

- Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
- Do the objectives address all areas of AYP deficiency?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
<b>MONITORING</b>	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

**PART I - COMMENTS**

**PART II - SECTIONS III and IV OF THE PLAN**

<b>PARENT NOTIFICATION</b>	
	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? <font color="red">(Title I Schools Only)</font>
<b>STAKEHOLDER INVOLVEMENT</b>	
	Does the plan describe how stakeholders have been consulted?
	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
<b>PEER REVIEW</b>	
	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?
<b>TEACHER MENTORING PROCESS</b>	
	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?
<b>DISTRICT RESPONSIBILITIES</b>	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
<b>STATE RESPONSIBILITIES</b>	

	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

**PART II - COMMENTS**