

PRELIMINARY INFORMATION

RCDT Number	220291760262003		
District Name	AVON CUSD 176	School Name	AVON GRADE SCHOOL
Superintendent	Dan Oakley	Principal	ALICE KING
District Address	320 E WOOD ST	School Address	320 E WOODS
City/State/Zip	AVON,IL,61415 9448	City/State/Zip	AVON,IL,61415
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Is this plan for a Title I School? True

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 School Report data indicates that we continue to make progress in the areas of reading and math, although we had some slight declines this year as compared to last year. Science is still our weakest area that needs to be addressed. The data also indicates that our third grade students did not perform as well as we would have liked. The strengths of our school are the ability to make immediate changes. The changes could include interventions, curriculum, and additional teacher instruction.

In examining the report card I did notice that no fifth grade data was included. This makes it difficult to compare and contrast progress.

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

Due to our small population one or two students scores can greatly impact our data. Our poverty rate of 41.6% and a mobility rate of 12% are additional factors that effect our students. Our high attendance rate seems to offset the aforementioned obstacles.

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

We will continue to keep our students academically engaged during school hours while providing interventions, instruction and support. Our school also provides after-school academic support that cannot be attained at home. We will continue to monitor absence and tardy rates.

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?*

The 2008-2009 reading goals for Avon Elementary include utilizing a new reading program for grades K-5. This program uses leveled readers to allow students to become successful readers. The student's level is determined by assessment and AIMSWEB. This also allows teachers to put interventions in place to help students "where they are" often and early. Referrals to Title will be made sooner than in the past. The K-5 teachers are also using centers with various activities to increase reading skills. Students at all grades will continue to read across the curriculum on a daily basis.

K-5 math scores are currently stable. It is difficult to compare the scores for grades 6, 7 and 8 as there are no bar graphs for 2006-2007 on the report card. We have instituted an after-school program for grades 2-8 to provide academic support for our students.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Increase reading scores in grades 3,4,6 and 7.	

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 reading scores in grades 3,4,6 and 7.

Objective 1 Description:

Our scores in reading for grades 3, 4, 6, and 7 are not at the minimum of 70%. They will all make AYP of at least 70% in 2009 and increase that to 77.5% in 2010.

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

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Increase reading scores in grades 3,4,6 and 7.

Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1 Leveled reading is used in grades 3 and 4 during regular school hours. Progress is measured with AIMSWEB.	8/19/2008	5/21/2009	During School	Local Funds	200
2 Student is grades 6 and 7 who appear on the ineligible list in any subject will have to attend the after-school program, as reading is across the curriculum.	9/23/2008	5/21/2009	After School	Other	4500

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

Objective 1 Title : Increase reading scores in grades 3,4,6 and 7.

Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1 Teachers will attend workshops on guided/leveled reading to increase their knowledge of these strategies.	8/19/2008	5/29/2008	During School	Local Funds	650
2 Teachers in junior high will begin interventions immediately to increase reading skills at all levels and subjects. Students will be academically engaged.	8/19/2008	5/29/2008	During School	Other	0

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

Objective 1 Title : Increase reading scores in grades 3,4,6 and 7.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	All families receive a monthly newsletter entitled Home/School Connection. It contains hints and strategies on working at home with grade-school children.	9/1/2008	5/1/2009	During School	Title I	300
2	Parents sign a contract for the after-school program to ensure the academic success of their student.	9/23/2008	5/22/2009	After School	Other	4500

Section II-E Action Plan - Monitoring

Objective 1 Title : Increase reading scores in grades 3,4,6 and 7.

Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The classroom teachers and the principal will monitor the progress of the students. Grades 3 and 4 will monitor the effectiveness of the strategies and activities through the use of AIMSWEB, which will progress monitor a minimum of three times a year. ISAT and ITBS scores will be used by all the grades. The junior high will monitor progress through the weekly list of those students who are receiving D's and F's.

Success will be measured through increased scores on

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
Alice King	PreK-8 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.*)

Each year during the parent/teacher conferences that are held at the end of the first quarter, the parents are given a copy of the Illinois 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 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.

Our school staff has reviewed our school data and test scores annually for a number of years. With this data in hand we have all of our certified staff assigned to a team who in turn looks at our strengths and weaknesses within that curricular area. Recommendations are then made to the entire staff and the administration. Parents have given us input on what they would like to see happen in order to improve our

classrooms and scores. As a result of all of the above, it was determined that we needed to change our old basal reading series to something that would address the needs of all of our students, from those who were struggling to our brightest. It was decided that we would use leveled readers, which we are beginning this year. In addition to this, we wanted to address those students who were not completing work, not turning work in, etc. Parents asked for an after-school program, as did the teachers. This is now in place.

	Name	Title
1	Alice King	PreK-8 Principal
2	Sarah Brahmstedt	teacher
3	Tara DeWitt	teacher
4	Saarah Shamblyn	teacher
5	Alica Ferry	teacher
6	Alicia Rogers	teacher
7	Nikki Sloan	teacher
8	Naydeen Mahr	teacher
9	Robyn Olson	teacher
10	LouAnne Rhoads	teacher
11	Mary VanMiddendorp	teacher
12	Ryan Bunge	teacher
13	Marty Hoffman	teacher
14	Lynn Anderson	teacher
15	Michelle Dunbar	teacher
16	Bonnie Frakes	parent
17	Norma Walsh	parent
18	Marlene Abbott	parent

**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.

The district does not currently have a peer review team but will develop one as needed.

**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.

New teachers are paired with a more experienced teacher, preferably someone in or near their grade level. We are such a small district that we may only have one teacher at that specific grade level or subject, which makes it difficult. The mentor helps the new teacher find what they need, helps them with the on-line grading system, on-line eligibility, AIMSWEB system, district forms and protocols, etc. Since we are small, the new teacher may also ask any staff member or the principal for assistance.

**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.

The district is providing services and resources for each year's building goals. The review of the budget and technical assistance will be developed as needed.

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.

We currently are not in need of services from ISBE or RESPROS.

**Section III - Plan Development, Review and Implementation
Part G. School Support Team**

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:11/12/2008 12:00:00 AM

A. ASSURANCES

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

B.SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN	
ANALYSIS OF DATA	
	Have the areas of low achievement been clearly identified?
	Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
	Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
	Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?
LOCAL ASSESSMENT DATA (OPTIONAL)	
	If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
	Do these local assessment results add clarity to the state assessment data?
	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?
OTHER DATA (OPTIONAL)	
	If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
	Do the other data add clarity to the state assessment data?
	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?
IDENTIFICATION OF KEY FACTORS	
	Have data or research been used to determine the key factors believed to cause low performance?
	Are the key factors within the district's capacity to change or control?
CLARITY OF OBJECTIVES	
	Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
	Do the objectives address all areas of AYP deficiency?
ALIGNMENT OF STRATEGIES AND ACTIVITIES	
	Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
	Will the selected strategies and activities likely improve student learning and achievement?
	Are the strategies and activities measurable?
	Are the measures of progress for the strategies and activities clearly identified?
	Are expectations for classroom behavior and practice related to the objectives clear?
	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	

	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?
PART I - COMMENTS	
PART II - SECTIONS III and IV OF THE PLAN	
PARENT NOTIFICATION	
	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
STAKEHOLDER INVOLVEMENT	
	Does the plan describe how stakeholders have been consulted?
	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?
PEER REVIEW	
	Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?
TEACHER MENTORING PROCESS	
	Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?
DISTRICT RESPONSIBILITIES	
	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?
STATE RESPONSIBILITIES	
	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.
PART II - COMMENTS	