

PRELIMINARY INFORMATION

RCDT Number	220291760260001		
District Name	AVON CUSD 176	School Name	AVON SR HIGH SCHOOL
Superintendent	Dan Oakley	Principal	TINA STIER
District Address	320 E WOOD ST	School Address	320 E WOODS ST
City/State/Zip	AVON,IL,61415 9448	City/State/Zip	AVON,IL,61415
District Telephone#	3094653708 Extn:0	School Telephone#	3094653621 Extn:0
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Is this plan for a Title I School? False

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 report card data tells us that we have a weakness with math. Our scores are continually going down in mathematics. For the last three years our scores have continued to decline. Our attendance and graduation rate are good so therefore we need to examine our math curriculum and put interventions in place.

Even though we made AYP in reading, these scores are also declining. Therefore we are looking at this curriculum and putting in interventions for reading.

Unfortunately, our testing population is extremely small, therefore the performance of one student can greatly impact our scores.

Our strengths include the ability to make immediate changes. These changes could include curriculum, specific interventions and additional instruction.

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

Due to our small student population, one student's score can greatly affect the outcome. We are also working on our attendance rate. Even though our rate is over 93 percent, we feel that the student's performance is directly affected by their attendance. Academic engagement is the key to success of the whole.

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

Academic engagement is the key to our improvement. Therefore we are implementing additional instruction in the area of math and reading. Therefore, the interventions we will occur outside the normal reading and math instructional hour.

We also feel that students do not commit information to their long term memory. Therefore, we are going to implement interventions that will improve and utilize their long term memory.

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?

Building Goals in Math for the 2008-2009 school year:

- a) Students that are on the D/F ineligible list will be required to attend our math support group. During this session they will be given additional instruction, interventions and math strategies.
- b) Twice a month, all students will be required to attend "Instructional Wednesday's" to improve their computation skills.

Building Goals in Reading for the 2008-2009 school year:

- a) Every Monday all students will stop and read for 30 minutes. The program will be called "Reading for Life." This will be implemented to improve life skills and their reading scores.
- b) The staff will also implement the book *Building Academic Vocabulary*. The intervention will improve the student vocabulary baseline and get this knowledge into their long-term memory. They also will be introduced to the website [freerice.com](http://www.freerice.com). Here the students will improve their vocabulary skills and contribute rice by the U.N. to world hunger.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	Increase Mathematic scores on the PSAE for the year 2009 and 2010.	1,
2		

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

1	School is deficient in Mathematics Meets and Exceeds
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Section II-A Action Plan - Objectives

Objective: 1

Increase Mathematic scores on the PSAE for the year 2009 and 2010.

Objective 1 Description:

While our current achievement in mathematice for grade 11 shows 38.5% of our students in the Meets/Exceeds categories, The eleventh grade will make AYP of at least 70% in 2009 or Safe Harbor and 77.5% in 2010 or Safe Harbor.

This objective addresses the following areas of AYP deficiency

1	School is deficient in Mathematics Meets and Exceeds
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Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Incease Mathematic scores on the PSAE for the year 2009 and 2010.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	All students that are on the ineligible list will be required to attend Math Support with the math teacher during homeroom.	9/8/2008	5/22/2009	During School	Other	0
2	We will initiate "Instructional Wednesday" inwhich all students twice a month will work on their computation skills in math.	1/28/2009	3/25/2009	During School	Other	0

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

Objective 1 Title : Incease Mathematic scores on the PSAE for the year 2009 and 2010.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Mathematics teachers will research best practices to prepare for improving the students' computation skills	8/25/2008	9/8/2008	After School	Other	0
2	All teachers will read "Building Academic Vocabulary" to help get key vocabulary terms in the students long term memory.	10/29/2008	5/22/2009	During School	Local Funds	400

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

Objective 1 Title : Incease Mathematic scores on the PSAE for the year 2009 and 2010.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	A letter will be sent home to all parents describing our strategies and asking them for assistance in improving their child's computation skills.	10/31/2008	4/30/2009	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 1 Title : Incease Mathematic scores on the PSAE for the year 2009 and 2010.
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Our math teacher will monitor the process of students. He will track who participates and how many times they attend. Our goal is that no one from math is on the ineligible list. During the math support session, the students will be given additional math support, computation skills and academic engagement.

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
Tina C. Stier	High School Principal
Howard Hansen	High School Math Teacher

Section II-A Action Plan - Objectives

Objective: 2

Objective 2 Description:

This objective addresses the following areas of AYP deficiency

This objective does not address AYP deficiency(if any).

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title :						
Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount	

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

Objective 2 Title :						
Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount	

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

Objective 2 Title :						
Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount	

Section II-E Action Plan - Monitoring

Objective 2 Title :
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

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
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**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.)*

**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.

The school improvement team, after looking at the data, reflected on the weakness and strength of the high school. It was quickly determined that we need interventions in math. The committee then created intervention in math for this school year. They are:

1. All students who are the ineligible list will be required to attend "math support" during homework until they are off the list. Math support is also available to all students if they so choose.
2. During "Instructional Wednesday's" all high school students will be given interventions on computations skills. Instructional Wednesday's begin second semester twice a month.

	Name	Title
1	Tina Stier	High School Principal
2	Mary Peterson	High School English
3	Mary VanMiddendorp	High School English
4	Howard Hansen	High School Math
5	Martin Pio	High School Special Education
6	Cynthia Kreider	High School French
7	Norma Walsh	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, preferable someone near their room. We are such a small district that we may only have one teacher per content area. The mentor helps the new teacher find what they need, helps them with the one-line grading system, on-line eligibility, 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	