

<b>District Improvement Plan Submission and ISBE Monitoring</b>	
Local Board Approved	11/11/2010
District Plan Submitted	11/03/2010
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	

<b>Additional Compliance Submissions by District</b>	
RtI Compliance Submission	
Special Education Compliance Submission	
Title III Compliance Submission	

District Information

RCDT Number:	280372280260000		
District Name:	Geneseo CUSD 228	Superintendent:	Mr. Scott Kuffel
District Address:	209 S College Ave	Telephone:	3099450450
City/State/Zip:	Geneseo, IL 61254 1405	Extn:	0
Email:	skuffel@dist228.org		
<b>Is this for a Title I district ?</b>		<input type="radio"/> Yes	<input checked="" type="radio"/> No
<b>Is this for a Title III district that did not meet AMAO?</b>		<input type="radio"/> Yes	<input checked="" type="radio"/> No

Section I-A Data & Analysis - Report Card Data  
Item 1 - 2010 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	Yes	2010-11 Federal Improvement Status	District Improvement Year 1
Is this District making AYP in Mathematics?	Yes	2010-11 State Improvement Status	Academic Early Warning Year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
Student Groups	%	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		77.5			77.5			91		80	
All	99.7	Yes	99.7	Yes	85.8		Yes	89.1		Yes	95.8	Yes	89.3	Yes
White	99.7	Yes	99.7	Yes	85.9		Yes	88.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic														
LEP														
Students with Disabilities	97.4	Yes	97.4	Yes	47.8	48.9	Yes	62.1	65.4	Yes	94.6		84.4	
Economically Disadvantaged	98.6	Yes	98.6	Yes	74.1		Yes	78.6		Yes				

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP)**

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2009.

\*\* Safe Harbor Targets of 77.5% 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 - 2010 AMAO Report

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	96.2	96.4	96.3	95.6	95.5	95.6	96.2	95.8
Truancy Rate (%)	0.1	0.5	0.0	0.0	0.0	0.1	0.0	0.0
Mobility Rate (%)	6.2	6.2	6.7	9.2	8.0	6.4	6.4	6.5
HS Graduation Rate, if applicable (%)	93.7	100.0	100.0	94.9	90.9	91.8	97.8	89.3
HS Dropout Rate, if applicable (%)	2.1	3.2	1.8	2.6	3.5	2.7	0.8	0.9
District Population (#)	2,891	2,852	2,791	2,808	2,788	2,754	2,714	2,703
Low Income (%)	12.9	14.4	15.2	16.6	17.2	15.7	17.4	20.3
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	10.1
White, non-Hispanic (%)	97.0	97.0	97.1	96.4	96.0	96.1	96.4	95.7
Black, non-Hispanic (%)	0.7	0.5	0.3	0.5	0.5	0.3	0.2	0.1
Hispanic (%)	1.8	1.9	1.7	2.1	2.0	1.8	1.5	2.0
Asian/Pacific Islander (%)	0.5	0.6	0.5	0.6	0.9	1.1	1.0	0.9
Native American or Alaskan Native(%)	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.1
Multiracial/Ethnic (%)	-	-	0.3	0.4	0.6	0.6	0.7	1.0

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	97.2	0.6	1.7	0.5	0	-
	2001	97.2	0.7	1.5	0.6	0	-
	2002	97.1	0.6	1.6	0.6	0	-
	2003	97.0	0.7	1.8	0.5	0	-
	2004	97.0	0.5	1.9	0.6	0.1	-
	2005	97.1	0.3	1.7	0.5	0.1	0.3
	2006	96.4	0.5	2.1	0.6	0	0.4
	2007	96.0	0.5	2.0	0.9	0	0.6
	2008	96.1	0.3	1.8	1.1	0.1	0.6
	2009	96.4	0.2	1.5	1.0	0.1	0.7
2010	95.7	0.1	2.0	0.9	0.1	1.0	
S T A T E	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
	2009	53.3	19.1	20.8	4.1	0.2	2.5
2010	52.8	18.8	21.1	4.2	0.2	2.9	

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0	12.0	97.5	96.4	6.4	12	0.4	2.0	93.9
	2001	0	11.9	97.3	96.0	8.3	11	0.4	2.8	93.2
	2002	0	12.5	97.3	96.2	7.0	8	0.3	2.7	90.6
	2003	0	12.9	96.8	96.2	6.2	2	0.1	2.1	93.7
	2004	0	14.4	97.2	96.4	6.2	13	0.5	3.2	100.0
	2005	0	15.2	97.7	96.3	6.7	1	0	1.8	100.0
	2006	0	16.6	96.1	95.6	9.2	1	0	2.6	94.9
	2007	0	17.2	96.5	95.5	8.0	-	0	3.5	90.9
	2008	0	15.7	98.0	95.6	6.4	2	0.1	2.7	91.8
	2009	0	17.4	99.8	96.2	6.4	1	0	0.8	97.8
2010	0	20.3	100.0	95.8	6.5	-	0	0.9	89.3	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	3,024	-	-	-	-	-	-
	2001	2,997	194	225	224	237	238	239
	2002	2,903	193	189	220	249	238	263
	2003	2,891	189	190	192	251	250	247
	2004	2,852	192	190	195	251	256	241
	2005	2,791	204	192	192	218	235	233
	2006	2,808	174	205	197	230	224	239
	2007	2,788	188	178	207	218	226	252
	2008	2,754	178	188	193	222	217	232
	2009	2,714	189	181	190	223	220	218
2010	2,703	180	194	183	200	229	222	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	181	17	42,750	41	59	19	18	0	0
	2001	183	17	44,183	42	58	18	18	0	0
	2002	187	17	46,189	40	60	18	17	0	0
	2003	176	18	50,776	36	64	19	18	0	0
	2004	165	19	53,564	35	65	20	18	0	1
	2005	160	18	53,499	37	63	19	19	0	0
	2006	155	18	55,278	32	68	21	18	1	0
	2007	159	17	55,794	34	66	20	18	2	0
	2008	163	14	51,627	43	57	18	18	1	0
	2009	157	15	54,968	42	58	20	17	0	0
2010	159	14	53,036	43	56	19	17	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	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, 2005-2010

Groups	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	79.2	86.9	88.0	89.2	82.8	83.4	-	84.8	85.0	89.5	88.9	85.9	78.3	88.0	83.0	90.0	87.9	89.5
White	79.6	86.4	88.1	88.7	83.4	83.9	-	84.2	85.0	89.8	88.2	86.7	77.6	88.2	82.6	89.6	88.6	89.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	25.9	47.7	56.3	64.2	40.7	72.3	-	29.6	36.8	57.1	60.0	52.0	39.1	44.5	27.3	54.6	40.0	55.0
Low Income	59.4	88.0	70.7	82.7	73.6	84.1	-	68.6	75.0	72.5	71.4	70.0	61.3	85.3	74.2	81.3	71.8	67.6

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	88.9	86.6	88.2	87.3	90.0	-	85.0	86.3	86.1	82.3	88.7	88.6	84.1	89.3	89.3	91.6	91.1
White	-	88.9	87.5	88.0	86.8	90.2	-	85.1	86.1	86.4	82.3	88.3	88.7	84.6	90.2	89.1	92.2	91.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	52.1	33.3	38.5	44.4	26.7	-	26.9	15.0	43.5	21.7	29.4	27.2	45.5	33.3	38.1	63.2	45.8
Low Income	-	80.5	79.5	73.3	73.6	78.6	-	71.5	76.5	88.9	60.5	78.8	86.2	66.7	76.8	82.7	89.7	77.5

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Reading grade 11						
Groups	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5
All	65.7	62.4	62.3	66.8	65.2	71.3
White	64.6	63.2	61.4	67.1	65.6	72.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	4.5	8.7	23.8	-	19.1	15.4
Low Income	36.8	34.6	50.0	51.6	26.9	57.1

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
Groups	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	88.8	95.4	96.1	97.7	95.3	94.8	-	94.6	92.7	97.4	96.7	94.2	92.2	95.3	95.2	93.1	95.8	94.5
White	88.5	95.3	96.6	97.6	95.5	94.6	-	94.4	93.0	97.3	96.5	94.5	92.0	95.2	95.0	94.0	95.6	94.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	48.1	76.1	81.3	100.0	81.5	88.9	-	66.7	79.0	92.9	80.0	80.0	73.9	94.5	72.7	63.6	86.7	75.0
Low Income	71.0	96.0	87.8	93.1	89.4	93.2	-	85.7	79.2	95.0	92.9	82.5	77.5	91.2	87.1	90.6	94.8	88.3

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	92.5	92.3	90.1	87.8	91.0	-	88.4	91.4	91.0	90.2	89.2	82.3	87.8	91.0	92.5	92.4	90.7
White	-	93.7	93.5	90.0	87.9	90.7	-	88.9	91.4	91.6	90.0	88.8	83.2	88.5	92.4	93.1	93.6	90.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	60.8	57.1	38.5	44.5	53.3	-	40.7	40.0	69.6	39.1	58.8	27.3	54.6	45.9	47.7	73.7	41.7
Low Income	-	80.5	84.6	80.0	73.5	85.7	-	75.6	85.3	85.7	79.0	72.7	65.5	81.5	76.7	86.2	89.7	77.5

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	61.2	61.0	63.5	64.2	59.0	67.4
White	60.5	61.7	63.7	65.3	58.4	68.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	4.5	13.0	19.0	-	16.7	6.7
Low Income	26.3	26.9	50.0	29.0	32.1	41.7

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

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

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

District 228 continues to perform at a high level academically.

Strengths:

- The last two years of 8th grade reading has surpassed the 90% Meets/Exceeds level.
- Prairie State Reading for 11th graders has grown from 62.4 % M/E in 2006 to 71.3% in 2010.
- We have more than 90% of students grades 3-8 M/E in Math in 2010.
- Prairie State Math shows growth from 2006 where 61% M/E to 67.4% in 2010.

---

**Weaknesses:**

- District continues to struggle in the areas of reading and math for students with disabilities, and we see spikes of good years vs bad years in both reading and math, though math scores are more stable.

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

Positive results may be attributed to well aligned curriculum, effective instructional strategies and supportive parental involvement. The difficulties within those students with disabilities is one that many districts face. Those students are already identified with disabilities and accommodations and interventions are required by law, but we still face challenges to get those students to the Meets or Exceeds level consistently.

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

We need to continue to examine ways where we can enhance instruction and interventions for students with disabilities. The District has focused on the ability for these students to be successful both within our District, and in real world settings. Performance on one state test has not been, nor do we intend for it to be the only measure of student success-- particularly for those students with disabilities.

---

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

We use the DRA2 for reading diagnostics in the elementary grades, and the EXPLORE, PLAN sequence in 8-10th grade to determine and try to predict performance. Data here is more comprehensive with DRA2 than what would be delivered by ISAT, and we recognize that in areas of comprehension and retelling, we still have work to do.

Results from EXPLORE and PLAN are better aligned with PSAE to help us predict ACT success and allows for more targeted interventions at the high school level.

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

Reading instruction has typically not focused on comprehension until later in the elementary years. We recognize that we need to promote more retelling, as well as develop other reading strategies with younger students.

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

We know that we must continue to utilize interventions and universal screenings to help identify students earlier and to do a better job of monitoring progress to bring those Tier 3 students, plus those with disabilities to greater levels of achievement on state tests.

Section I-C. Data & Analysis - Other Data  
Item 1 - Attributes and Challenges

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

We have seen an increase in mobile students who come to us with disabilities and often strategies have been implemented that were not effective in previous districts, so we are forced to do more remediation.

Challenges now face us where we have a definite lack of state funding which disrupts our ability to create smaller class sizes and/or more focused adult interventionist time with students.

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

We have lost Title I dollars and Title II dollars so are not able to provide as much Reading Specialist support. Our Special Educators have been asked to do more with RtI students on a caseload and we face larger class sizes so that teachers cannot give as much individual attention. It appears that the gap widens between those who can Meet or Exceed compared to those who Do Not Meet.

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

We need to look at more software/online solutions for identifying, intervening and monitoring progress.

## Section I-C. Data &amp; Analysis - Other Data

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

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

Our District has a fairly high percentage of teachers with Masters degrees (56% in 2010), but our average years of experience has decreased by nearly 5 years in the last 5 years. One may surmise that the turnover to more probationary teachers could negatively impact our achievement, but our ISAT and PSAE results actually show the opposite.

The data for personnel does not indicate that this is an issue.

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

We have brought in over 60 newly hired educators in the past five years, which has resulted in improved achievement. Professional development opportunities have focused strongly on literacy and numeracy in the past 3 years, K-12. We have also utilized more teaming and collaborative problem solving while writing curriculum and identifying best practices for instruction.

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

We need to continue to strengthen use of high performance teams in identifying struggling students and appropriately applying intervention strategies, both human and software-based.

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Section I-C. Data & Analysis - Other Data  
Item 3 - Parent Involvement

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

Parent involvement data K-12 shows very high participation-- between 96-110% each year. The District employs a student management software system that makes student data available 24-7, and also allows for digital communication between school and home at a high level of frequency.

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

Parent involvement has been a consistently positive factor in high levels of student performance.

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

We may need to target parents to be a greater part of the identification and intervention process, particularly for those students with disabilities who have not been successful on the state assessments.

Section I-D Data & Analysis - Key Factors

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

The District may need to do a better job in focusing high performing faculty with lower performing students. We may also need to identify better and more effective ways to make the Home to School connection for those students with disabilities who do not perform well on the state assessments.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective	Title	Deficiencies Addressed	
Number		AYP	AMAO
1	The District will improve the performance of students with disabilities grades 3-8 so that we meet AYP as listed by the federal government for Reading in 2011 and 2012.		
<p>No deficiencies have been identified from your most recent AYP Report.</p> <p>No deficiencies have been identified from your most recent AMAO Report. This district is not accountable for AMAO for this year</p>			

Section II-A Action Plan - Objectives

**Objective 1 Title :**

The District will improve the performance of students with disabilities grades 3-8 so that we meet AYP as listed by the federal government for Reading in 2011 and 2012.

**Objective 1 Description :**

The District will need to increase the percentage of students with disabilities who achieve a Meets or Exceeds designation on the Reading and Math portions of ISAT and PSAE during the 2011 and 2012 administration of state assessments each spring.

Faculty will need to better communicate with parents the goals and expectations for student performance in Reading, and will need to better involve the general classroom teacher and utilization of tech support for possible software interventions, plus intervention teams at each building.

**No Deficiencies have been identified from your most recent AYP report.**

**No Deficiencies have been identified from your most recent AMAO report.**

**This district is not accountable for AMAO this year**

Section II-B Action Plan - Strategies and Activities for Students

**Objective 1 Title :**

The District will improve the performance of students with disabilities grades 3-8 so that we meet AYP as listed by the federal government for Reading in 2011 and 2012.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Each building will review and revise their RtI Plan and Procedures to ensure better home communication, more focused communication internally at the building level, and utilize more effective reading intervention strategies to increase the numbers of disabled students to Meet/Exceed on state reading assessments.	11/10/2010	11/30/2012	During School	State Funds	35000
2	District will evaluate the effectiveness of software based interventions such as Lexia, Reading Plus and NovaNet for students with disabilities and evaluate continuation or modification of these services.	11/10/2010		During School	Local Funds	10000

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

**Objective 1 Title :**

The District will improve the performance of students with disabilities grades 3-8 so that we meet AYP as listed by the federal government for Reading in 2011 and 2012.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District will implement similar identification, communication strategies and use of effective intervention strategies for Math assessments, in alignment as those developing for Reading.	11/10/2010	11/30/2012	During School	State Funds	15000
2				Before School	Title I	
3				Before School	Title I	

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

**Objective 1 Title :**

The District will improve the performance of students with disabilities grades 3-8 so that we meet AYP as listed by the federal government for Reading in 2011 and 2012.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District will increase communication with parents on specific progress related to outcomes assessed on the Reading and Math portions of ISAT and PSAE for those students with disabilities.	11/10/2010	11/30/2012	After School	Local Funds	

## Section II-E Action Plan - Monitoring

**Objective 1 Title :**

The District will improve the performance of students with disabilities grades 3-8 so that we meet AYP as listed by the federal government for Reading in 2011 and 2012.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

The District will establish baseline data for parental communication regarding Reading and Math Progress during the 2010-11 school year. District will then communicate that the goal is to increase the frequency and quality of those communications with parents during the 2011-12 school year.

The District will also monitor the success of students with disabilities on the EXPLORE, PLAN and local assessments such as DRA2 and will report that to the District Leadership Team during the 3rd quarter of the 2010-11 school year and again at the end of the 3rd quarter of the 2011-12 school year.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Scott Kuffel	Superintendent
2	Greg Wertheim	Special Education Director
3		

## Section III - Development, Review and Implementation

## A. Stakeholder Involvement

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan.

**The names and titles of the district improvement team or plan developers are identified here.**

The District Leadership Team was involved in the development and review of this Plan. Members include Brian Hofer, Jill DePauw, Teri Minnaert, Scott Kuffel, Heidi Hamer, Stephanie Rickman, Jill Schauland, Jeanne Brucher, Bob Thomas, Nikki Pierce, LaNel Carey and Chris Bumann.

Additionally, the District's administrative team and Special Education Director reviewed this plan.

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Section III - Development, Review and Implementation  
B. District Responsibilities

**District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District responsibilities include providing technical assistance to the schools including data analysis, identification of the district's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I ( NCLB, Section 1116 and 1120A).**

The District will utilize some IDEA Rtl funds for implementation and monitoring of this Plan. The District assumes all financial and personnel responsibility for the analysis, evaluation and fidelity of implementation of the Plan.

Section III - Development, Review and Implementation  
C. State Responsibilities

**State Responsibilities - Specify the services and resources that ISBE, RESPROS/ISCs, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The 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)].**

None

## Section IV-A Local Board Action

**DATE APPROVED** by Local Board: 11/11/2010

**A.Assurances**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**B.Superintendent's Certification**

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

**ANALYSIS OF DATA**

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

**LOCAL ASSESSMENT DATA**

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

**OTHER DATA**

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

**IDENTIFICATION OF KEY FACTORS**

- Yes  No      Have data or research been used to determine the key factors believed to cause low performance?[C]
- Yes  No      Are the key factors within the district's capacity to change or control?[C]

**CLARITY OF OBJECTIVES**

Yes  No

Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?

Yes  No

Has the DIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?[C]

Yes  No  N/A

Do the objectives address all areas of AYP and AMAO deficiency?[C]

Yes  No  N/A

Do the objectives address the areas of special education compliance?

**ALIGNMENT OF STRATEGIES AND ACTIVITIES**

Yes  No

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes  No

Will the selected strategies and activities likely improve student learning and achievement?[C]

Yes  No

Are the strategies and activities measurable?[C]

Yes  No

Are the measures of progress for the strategies and activities clearly identified?

Yes  No

Are expectations for classroom behavior and practice related to the objectives clear?[C]

Yes  No  N/A

Is professional development aligned with the strategies and activities for students?[C]

Yes  No  N/A

Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or special education non-compliance?

Yes  No  N/A

Do the parent involvement strategies and activities clearly align with the strategies and activities for students?[C]

Yes  No  N/A

Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

<input type="radio"/> Yes <input type="radio"/> No	Are timelines reasonable and resources coordinated to achieve the objectives?[C]
<b>MONITORING</b>	
<input type="radio"/> Yes <input type="radio"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?[C]
<input type="radio"/> Yes <input type="radio"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?[C]
<b>PART I - COMMENTS</b>	

<b>PART II - SECTIONS III and IV OF THE PLAN</b>	
<b>METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION</b>	
<b>STAKEHOLDER INVOLVEMENT</b>	
<input type="radio"/> Yes <input type="radio"/> No	Does the plan describe how stakeholders have been consulted?[C]
<input type="radio"/> Yes <input type="radio"/> No	Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that best effect necessary changes?[C]
<b>DISTRICT RESPONSIBILITIES</b>	
<input type="radio"/> Yes <input type="radio"/> No	Is it clear what support the district will provide to ensure the success of the plan?[C]
<b>STATE RESPONSIBILITIES</b>	
<input type="radio"/> Yes <input type="radio"/> No	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?[C]
<b>APPROVAL DATE OF LOCAL BOARD</b>	
<input type="radio"/> Yes <input type="radio"/> No	The plan indicates the approval date of this plan.[C]

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PART II - COMMENTS

# 2010-2012 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

## “A Tool for Plan Developers”

[http://www.isbe.net/sos/word/eplan\\_school\\_template.doc](http://www.isbe.net/sos/word/eplan_school_template.doc)

**This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.**

**Directions: Complete and update these pages in response to 2010 assessment data with the assistance of your area ROE/ISC. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]**

**ISBE will provide feedback on your 2010 plan after local board approval and submission via the Interactive Illinois Report Card at <http://iirc.niu.edu>. Plans that have not complied with requirements will be returned for changes and resubmission.**

What comprises “compliance” for these plans?

- All required sections completed. [Follow the directions in the [School Improvement Plan Guide](#).]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

### **Reminder:**

**To be in compliance, school improvement plans for 2010 must be submitted in the 2010 IIRC template. These improvement plans are to cover two years: 2010-2012.**

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

**Data** - What do your 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?

GHS students did not meet the AYP benchmark, but did have significant growth in all areas tested. The AYP target was 77.5% and GHS had 70% (69% in math M/E and 71% M/E in reading). Science, which is not a target area saw GHS have 78% of its students M/E, up from 64% the year before. This is the second year in a row that GHS has not hit the NCLB target, but GHS did reach “safe harbor.” GHS consistently scores above the state average in all areas tested.

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

Despite not reaching the NCLB targets, we consider the scores to be promising. We have experienced steady growth and improvement over the past five years. When compared to the state, we score better. When compared to schools in our area and in our conference, we score better. And when compared to schools of like size and demographics, we score favorably. Our professional development, curriculum, writing, and school improvement planning are all focused on improving student success in performing on the tests that measure post secondary preparedness.

**Conclusions** - What do these factors imply for next steps in improvement planning? (Responses will be carried forward to Part D in the on-line templates.)

GHS must continue to design and plan its school improvement planning around the data and information gathered from EXPLORE, PLAN, and PSAE tests to measure student readiness for post-secondary challenges. Teachers must be able to understand the information gathered from the EPAS tests and understand best practices to help instruct students to prepare them for the EPAS exams and post secondary challenges. We have added more 2:00 pm dismissal time for teachers to collaborate and communicate with data to improve our CIA (curriculum, instruction, and assessment).

### 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?

GHS uses the EPAS system to locally assess all students. Each students test results tell whether the student hit a readiness benchmark in English, reading, math, and science. The college and career readiness benchmarks indicate student ability to be successful in a credit bearing related college course or post-secondary workplace skills in a living wage job. Areas of strength were English and reading. Areas of weakness are science and math; although science showed the most over the past few years.

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

Most of the professional development time and money has been spent on a “Literacy” focus in District #228. Teachers have been focused on improving literacy instruction and the results have been favorable. The science department has spent considerable time studying the CCR benchmarks and ideas to improve and used this information in their lesson planning and assessments.

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

More professional development work is needed in the areas of science, reading, and math for staff. When ever we provide time for teachers to collaborate, we see improved results.

**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?

Geneseo School District biggest challenges are a growing lower socio-economic group as well as a more demanding special education clientele. Our data shows that our lowest performing student groups come from these two categories. Despite these challenges, District #228 was a winner of the Bright Star award for doing more with less money spent per-pupil.

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

These groups of students require different types of instruction, materials, time, and energy. Proper training and in-servicing of staff who have these students in their classrooms or on their case loads is essential. This takes more time, effort, and money from the school and staff. GHS response to intervention (RTI) planning must become more efficient and effective.

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

Over the next two years, a more comprehensive look at the school's RTI plan will take place; both quantitative and qualitative. GHS must create more effective means of identifying and servicing possible RTI students.

**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 and information tell you?

GHS teachers average fifteen years experience and over half have Master's degrees. GHS teachers have the experience and knowledge to effectively teach GHS students. GHS teachers are very active in seeking professional growth opportunities and 100% of the staff participate in professional development activities at GHS.

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

Our results are above the state average and above compared to the schools in our area. The student scores are also on par with Illinois schools with similar demographics. All GHS teachers are certified and highly qualified instructors according to the ROE specifications. The professional development team that consists of teachers and administrators use student achievement data to plan professional development programs for the districts teachers.

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

GHS must continue to plan according to the results from the data gathered from the EPAS testing. GHS must improve its RTI program. Improvements must be made in identification of students in need of services, using scientifically based instructional strategies to help students, and training administration and staff in the reading of data and test results for school improvement planning.

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 3 - Parent Involvement**

**Data** – Briefly describe data on parental involvement. What do these data tell you?

100% of our parents are contacted through various methods of communication. Teachers keep track of parent contacts and file those communications for future reference. The parents of the lower socio-economic students and highest mobility are the students whose parents we receive the least amount of feedback or communication. We also track the attendance of parents at our open house and parent-teacher conferences. We also have the ability to track the number of times parents log onto skyward to check their student's grades, attendance, etc. The parents of students who perform poorly are generally or typically the parents who are not involved.

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

We believe this is more of a reflection than a cause of the student issues and lack of parental involvement. Our students who perform the best are also the parents who attend open house, PTC, and are constantly checking skyward.

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line template.)

Through the RTI process, identification of students whose do not meet standards and whose parents are not as involved will need more and different type of RTI services. We hope to make more and different types of parental contacts to encourage more parental involvement.

## Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

**Summary Conclusions:** *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

<b>I-A. Report Card Data:</b>
<b>I-B. Local Assessment Data:</b>
<b>I-C Item 1. Attributes and challenges of the school and community that have affected student learning:</b>
<b>I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:</b>
<b>I-C Item 3. Parent Involvement Data:</b>

### Section I-D - Key Factors

**From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?**

The RTI program has the most potential for improving student achievement. GHS has added an interventionist to work with targeted students to improve their skills in reading and math. GHS is also using a researched-based skill software Nova Net as part of the interventionist plan.

## Section II-Action Plan

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the “Manage Objectives” link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

### Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State’s target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

#### Objective 1.

**Short title for this objective** (under 20 words):

Raise the current percentage of GHS student’s meeting/exceeding in math from 69% to 77.5% on the PSAE exam for the 2010/2011 school year and the to 87% for the 2011/2012 school year.
--

**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

GHS plans to use results from the GMS administered EXPLORE and GHS administered PLAN test to identify students at GHS who may need help in developing math skills. GHS will then use the BASI (Basic Achievement Skills Inventory) as it's universal screener to identify students who are most likely to not M/E on the PSAE based upon their EXPLORE and PLAN tests and use the RTI program to address specific areas of academic concern. Targeted students will meet with their counselor to go over academic areas of concern and make sure that the student's class schedule includes academic classes that will put students into the best position to succeed. The RTI program will monitor the targeted students to see if academic progress is occurring. When needed, students will work with the classroom teacher and RTI interventionist to remediate lacking skills using the Nova Net software tools as well as teacher directed interventions. Students will have their progress monitored by teachers within the classrooms using local assessments as well as the progress-monitoring feature of Nova Net. GHS staff will be in-serviced on the tools and resources available on Nova Net. GHS staff who have not been educated about the meaning of EXPLORE & PLAN standards and ideas for progress will be in-serviced those standards and curricular expectations.

**This objective covers the following areas of AYP deficiency (check all that apply):**

*IIRC populates:*

- 
- 
- 

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

### **Section II-B Action Plan - Strategies and Activities for Students**

**Short title for Objective 1:**

Raise the current percentage of GHS student's meeting/exceeding in English from 71% to 77.5% on the PSAE exam for the 2010/2011 school year and 87% for the 2011/2012 school year.	
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**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

GHS plans to use results from the GMS administered EXPLORE and GHS administered PLAN test to identify students at GHS who may need help in developing reading skills. GHS will then use the BASI (Basic Achievement Skills Inventory) as it's universal screener to identify students who are most likely to not M/E on the PSAE based upon their EXPLORE and PLAN tests and use the RTI program to address specific areas of academic concern. Targeted students will meet with their counselor to go over academic areas of concern and make sure that the student's class schedule includes academic classes that will put students into the best position to succeed. The RTI program will monitor the targeted students to see if academic progress is occurring. When needed, students will work with the classroom teacher and RTI interventionist to remediate lacking skills using the Nova Net software tools as well as teacher directed interventions. Students will have their progress monitored by teachers within the classrooms using local assessments as well as the progress-monitoring feature of Nova Net. GHS staff will be in-serviced on the tools and resources available on Nova Net. GHS staff who have not been educated about the meaning of EXPLORE & PLAN standards and ideas for progress will be in-serviced those standards and curricular expectations.

**Section II-B Action Plan - Strategies and Activities for Students (continued)**

**Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.**

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Nova Net software program	August 23, 2010	June 3, 2012	Before School During School After School Summer School	Grant	\$30,000
Hiring an RTI staff person.	August 16, 2010	June 3, 2012	Before School During School After School Summer School	General Fund	\$35,000.00
Increase the number of 2:00 dismissal dates for teacher collaboration	August 16, 2010	June 3, 2012	Before School During School After School Summer School	None	None
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		

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

### Short title for Objective 1:

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Nova Net training	August 18, 2010	August 18, 2010	<input type="checkbox"/> After School	Grant	\$1250.00
Nova Net training	August 24, 2010	Spring 2011.	<input type="checkbox"/> After School	Grant	\$1250.00
New staff induction on EXPLORE & PLAN.	August 13, 2010	August 13, 2010	<input type="checkbox"/> Before School	None required	\$0.00
Staff release time for collaboration	August, 2010	June 2012	<input type="checkbox"/> During School	<i>None required</i>	\$0.00
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

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

### Short title for Objective 1:

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii)). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school’s parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Review of student handbook	2/07/2011	03/07/2011	<input type="checkbox"/> After School <input type="checkbox"/>	None needed	
PTA meetings	Monthly beginning in September	Monthly meetings end in May, 2011.	<input type="checkbox"/> After School	None needed	
Student/parent survey	April 2011	April 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	None needed	
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

## Section II-E Action Plan - Monitoring

### Short title for Objective 1:

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Sharon Nuemann is the GHS Interventionist and RTI coordinator. Sharon will use the Nova Net software to monitor the progress of the targeted students. The math and reading skills assessment program is called the BASI (basic achievement skills inventory). The BASI is given three times per semester. Targeted student achievement progress will be monitored by their classroom teachers through formative and summative assessments within the regular classroom setting.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

<b>Name</b>	<b>Title</b>
Joe DePauw	Assistant Principal in charge of evaluating the RTI program and the job performance of the RTI coordinator Sharon Nuemann.
Mike Hauge	Evaluates regular classroom teachers and the teaching of the curriculum and instructional strategies designed to increase student achievement on the PSAE.
Sharon Nuemann	RTI coordinator who oversees the RTI action plans.

## Section III - 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)*

GHS academic status is explained in a newsletter that is posted on the high school web page. The high school academic status is explained in a newspaper article written by the principal. Written copies of the school report card are available in the high school office.

**Section III - Development, Review and Implementation**  
**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.

**Description**

The building leadership team has been responsible for the development of the school improvement plan. The SIP team did the research to find a researched based program for helping with RTI at GHS.

**Names and Titles of School Planners**

Mike Haugse – GHS principal, Melanie Rice-GHS social worker, Dave Aper-GHS social studies teacher, Julie Fiers-GHS vocational director, Scott Christensen-GHS math teacher, Steve Scherer-GHS music teacher.

**Section III - 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, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and 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>.

Description of peer review process including participants and date(s) of peer review:

GHS will submit its SIP plan to the ROE for review.

**Section III - 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.

Gneseo High School is a member of the ISBE approved ROE teacher mentoring program. Teachers new to GHS meet every other month with the high school principal and go over self-reflection activities.

**Section III - Development, Review and Implementation**  
**E. District's 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 Superintendent secured the grant dollars for the purchase of the Nova Net software. The Superintendent authorized the hiring of the RTI / Interventionist position for the 2010/2011 school year. James Roodhouse, District #228 Technology Coordinator, has been responsible for the installation and maintenance of the Nova Net software.

**Corrective actions** taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;

- Restructuring the internal organization of the school; or
- Appointment of an outside expert to advise the school.

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP;
- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school’s governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

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

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

**State Responsibilities** - Specify the services and resources that ISBE, ROEs/ISCs 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.

The ROE will review the SIP plan and provide feedback. The ROE offers RESPRO schools free professional development geared towards student achievement.

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

**School Support Team** – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROE/ISC 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. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>. 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>Role</b>
<b>1.</b>	Angie Zarvel	ROE Asst. Supt – feedback on the SIP plan
<b>2.</b>		
<b>3.</b>		

**Section IV-A Local Board Action**

DATE APPROVED by Local Board:

**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 on 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 its 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 assessment 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 plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

**Geneseo High School**  
**Submit Your School Improvement Plan 2010**

Your School Improvement Plan has been submitted on 10/20/2010 1:56:01 PM.  
Your confirmation number is 28037228026000131720.

# 2009 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

## “A Tool for Plan Developers”

[http://www.isbe.net/sos/word/eplan\\_school\\_template.doc](http://www.isbe.net/sos/word/eplan_school_template.doc)

**This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.**

**Directions: Complete and update these pages in response to 2009 assessment data with the assistance of your area RESPRO. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]**

**ISBE will provide feedback on your 2009 plan after local board approval and submission via the Interactive Illinois Report Card at <http://iirc.niu.edu>. Plans that have not complied with requirements will be returned for changes and resubmission.**

What comprises “compliance” for these plans?

- All required sections completed. [Follow the directions in the School Improvement Plan Guide.]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

### **Reminder:**

**To be in compliance, school improvement plans for 2009 must be submitted in the 2009 IIRC template. These improvement plans are to cover two years: 2009-2011.**

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

**Data** - What do your 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?

**Overall annual percentage of students meeting and exceeding standards is around ninety percent. In 2007, GMS did not make AYP due to a high number of students with disabilities not meeting standards for reading. Geneseo Middle School made AYP in 2008 for this subgroup. In 2009, Geneseo Middle School did not make AYP for students with disabilities in math. Our math and reading ISAT performance by general education students is currently a strength that our data points out.**

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

**Students are successful due to a solid core curriculum and vertical articulation through all the grades. Local assessments are aligned with standards. Several other factors help support student achievement such as community support, resources available to school/district, etc. We are now finding that students with disabilities in math are not performing well due to a lack of core building blocks, such as computation skills, to achieve later in their academic careers.**

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

**Although vertical articulation has occurred all through the school system, further work is necessary to better align and promote the vertical articulation necessary between middle school and elementary. This will ensure that students are receiving instruction that is consistent between grade levels. Analysis of students with disabilities and their achievement is necessary at all grade levels.**

**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?

**ISAT results indicate that the general education population is performing very well as a whole. In the area of math, disabled students are not performing as well as the norm.**

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

**Special education students become an official subgroup as a result of the transition from several elementary builds to one middle school.**

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

**The data provided to us should be analyzed specifically to determine discreet academic needs for students with disabilities. The results should concentrate our efforts in the area of math and the provision of individual support necessary to achieve at the same level as their peers.**

**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?

**There are indicators that are revealing an increase in the mobility of IEP students. When any student moves consistently, they lose instruction. It is difficult for IEP students to rebound from constant mobility.**

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

**Student mobility is a significant factor in loss of instruction. Students with disabilities have a compounded negative effect on their ability to perform well with mobility as an issue.**

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

**Identify and address special education students with high mobility and review their IEP's to ensure their plan is still addressing their deficiency.**

**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 and information 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?  
(Responses will be carried forward to Part D in the on-line templates.)

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 3 - Parent Involvement**

**Data** – Briefly describe data on parental involvement. What do these data tell you?

)

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

)

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line template.)

)

## Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

**Summary Conclusions:** *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

I-A. Report Card Data: <b>Further work is necessary to align and promote the vertical articulation necessary to ensure that students are receiving instruction that is consistent between grade levels. Analysis of students with disabilities and their achievement is necessary in all grade levels.</b>
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I-B. Local Assessment Data: <b>Our efforts should be concentrated on identifying students with disabilities not performing well in math and providing them the individualized support necessary to achieve with their peers.</b>
--

I-C Item 1. Attributes and challenges of the school and community that have affected student learning: <b>Identify students not in our building who would not receive our curriculum. Work with the specialized school in helping them serve these students.</b>
--

I-C Item 2. <b>Educator Qualifications, Staff Capacity, and Professional Development Data and Information:</b>
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I-C Item 3. <b>Parent Involvement Data:</b>
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## Section I-D - Key Factors

**From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?**

Since so much of our AYP status is because we now have enough numbers to constitute a subgroup, we need to look at how the students being sent to us from their feeder schools need to have additional support in place. Additionally, we need to identify students in this subgroup who require additional support from us during the school day. Reviewing IEP's will be necessary to ensure the proper services. K-8 special education articulation is necessary to support students with disabilities.

## Section II-Action Plan

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the "Manage Objectives" link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

### Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

#### Objective 1.

**Short title for this objective (under 20 words):**

Increase the number of students with disabilities meeting or exceeding standards in ISAT math to meet or exceed AYP expectations by 2012.
---

**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

To comply with AYP expectations, we want to increase the percentage of students with disabilities who meet or exceed standards in mathematics and reach AYP benchmark numbers. We will do so by evaluating individual student progress, work with feeder schools to better service this population, and provide ISAT prep activities.

**This objective covers the following areas of AYP deficiency (check all that apply):**

*IIRC populates:*

- 
- 
- 

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

### **Section II-B Action Plan - Strategies and Activities for Students**

#### **Short title for Objective 1:**

Increase the number of students with disabilities meeting or exceeding standards in ISAT math to meet or exceed AYP expectations.

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

**Section II-B Action Plan - Strategies and Activities for Students (continued)**

**Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.**

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Identify students at elementary levels with a disability and determine if IEP is addressing math deficit as indicated by ISAT.	October 2009	June 2011	Before School During School After School Summer School	Local Funds	
Review current populations' IEPs. Note individual students and how/if IEP is written properly to provide math support.	October 2009	June 2011	Before School During School After School Summer School	Local Funds	
Utilize ISAT preparation activities to familiarize students with test format and evaluation rubrics.	October 2009	June 2011	Before School During School After School Summer School	Local Funds	
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School		

			Summer School		
			Before School During School After School Summer School		

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

**Short title for Objective 1:** Increase the number of students with disabilities meeting or exceeding standards in ISAT math to meet or exceed AYP expectations.

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
Use department, faculty, and grade level meetings to establish areas of needed improvement as a result of the ISAT data and EXPLORE test results.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
Create and utilize strategies to address areas identified that target the appropriate special education population.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
Appropriate staff members attend workshops to provide support to students with disabilities and their math performance.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

			<input type="checkbox"/> After School <input type="checkbox"/> Summer School		
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## Section II-D Action Plan - Parent Involvement Strategies and Activities

**Short title for Objective 1:** Increase the number of students with disabilities meeting or exceeding standards in ISAT math to meet or exceed AYP expectations.

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii)). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
Student-led conferences are scheduled in October and additional conferences are scheduled as necessary.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
IEP meetings are set with parents of our special population to involve them in the decision making process of their child's educational plan.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
ISAT results are sent home with an explanation of how to interpret the data. Parents are encouraged to contact the school with any questions.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
EXPLORE scores are reviewed by counselors with parents and students.	October 2009	June 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School		

			<input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

### Section II-E Action Plan - Monitoring

**Short title for Objective 1:** Increase the number of students with disabilities meeting or exceeding standards in ISAT math to meet or exceed AYP expectations.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

District curriculum director receives local and state assessment data. From that point, district curriculum director analyzes the data and provides that information to teachers, department heads, administration, and other stakeholders. This information is used to leverage significant change.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Matt DeBaene	Principal
Tom Ryerson	Associate Principal
Joni Swanson	Curriculum Director

### Section III - 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*)

The middle school report card is posted on the district and school web page. Monthly newsletters reference student achievement and work towards school improvement plan. School/parent blog and Twitter posts also contributes to updates.

**Section III - Development, Review and Implementation**  
**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.

**Description**

Several staff members were updated and consulted in this plan through smaller committee meetings to large staff meetings.

**Names and Titles of School Planners**

Administrators: Matt DeBaene, Tom Ryerson, Joni Swanson, Scott Kuffel.  
Teachers: Taunya McGee, Jenny Brudos, Brian Hofer, Jill DePauw, Martha Fleming, Cindy DeBruine, Samantha Bush, Deb Wagner, Tom Ferguson, Jill Schauland, Diane Olson, Pat Mitchell, Beth Kastorff, Cara Nelson, Darren Pardoe, Terri Minnaert, Jeff Belvel, Kiera Fauth, Dan Putman, Chris Bumann, Chad Earp, Bonnie Greenwood, Jeanne Anderson, Leigh Ayers, Dean Johnson, Carissa Hanson, Annie Strohm, Jeanne Brucher, Mindy Wilhusen, Jeff McAvoy, Brian Duwe, Kent Wolfe, Chris Ward, Amy Feely, Michelle Garrison, Mare Abel, John Versluis, Tony Hernandez, Karna Frerichs, Kevin Reed, Todd Ehlert, Andrea Hogue, Missy Jackson, Amy Hardin, Jerry Strohm, Nancy Cook

**Section III - 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. The peer review should precede the local board approval and 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>.

Description of peer review process including participants and date(s) of peer review:

Other building and district level administrators review the plan. The plan is then given to the board of education.

**Section III - 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.

Mentors have to pass criteria and attend training. New staff is trained through a few days. Some of the training is specific induction to the district while other training is through the mentor on certain skills they would need based on their assignment. New teachers and their mentors have to complete quarterly professional growth plans. There are chances for observations done by mentor and observations done by new teacher.

**Section III - Development, Review and Implementation**  
**E. District's 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.

Assistant superintendent and building administration has been providing data analysis of state and local assessments to staff members. Further dedication towards professional improvement will be initiated by the Professional Improvement Committee (PIC). PIC plans professional development to be relative, sustainable, and focused for at least a year at a time.

**Corrective actions** taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;

- Replacement of the principal;
- Restructuring the internal organization of the school; or
- Appointment of an outside expert to advise the school.

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

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

### **Section III – Development, Review and Implementation** **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 provided the IIRC to assist in developing this plan.**

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

**School Support Team** -- 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. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>. 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>Role</b>
1.	Joni Swanson	Curriculum Director
2.	Matt DeBaene	Principal
3.	Tom Ryerson	Associate Principal

**Section IV-A Local Board Action**

DATE APPROVED by Local Board:

June	▼	1	▼	2007	▼
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**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 on 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 its 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 assessment 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 plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

WHAT DO WE WANT TO DO?	WHO NEEDS TO BE INVOLVED?	WHAT ACTIONS ARE REQUIRED?	WHAT'S NEXT?	HOW WILL WE KNOW WHEN WE HAVE DONE IT?	HOW ARE WE DOING?	WHICH OF THE CORE VALUES ARE APPLIED?
<p>To develop a clear concise process and implementation design structure for RtI which is consistent throughout the elementary buildings in the Geneseo School District.</p>	<p>All staff members</p>	<ul style="list-style-type: none"> <li>- Identify at-risk students</li> <li>- Train staff on measurement instruments and interventions.</li> <li>- Begin use of progress monitoring folders to be shared from previous year's teacher.</li> <li>- Communicate face-</li> </ul>	<ul style="list-style-type: none"> <li>Begin collecting data to support observation. Take students to BBT team.</li> <li>Make suggestions to PIC for inservices: RtI Breakout Sessions, addressing interventions, progress monitoring, and data collection.</li> <li>Access unified forms to record documentation, interventions and results. Compile all valuable data and results in folders.</li> <li>- Determine unified interventions, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the number of students below in reading, writing and math district assessments and compare it to the number of students coming to team for those needs.</li> <li>-Use staff meetings and school improvement days for reflection and application.</li> <li>-Complete surveys reflecting progress being made and areas of weakness.</li> <li>Teachers' use of monitoring folders and tracking the continuation of successful interventions.</li> <li>A common list of interventions will</li> </ul>	<ul style="list-style-type: none"> <li>Use of district assessments to identify at-risk students. <i>Improve on using data for instructional purposes (in reading, fluency/comprehension for example.)</i></li> <li>Learning teams being created to look at RtI process. <i>Improve on sharing knowledge and instructing staff in procedures and interventions.</i></li> <li>Tracking currently housed with Denise Ford. <i>Improve on sharing data between grades.</i></li> <li>A list has been begun</li> </ul>	<ul style="list-style-type: none"> <li>*High Expectations for Student Achievement</li> <li>*Effective Communications</li> </ul>

<p>To develop a clear concise process and implementation design structure for RtI which is consistent throughout the elementary buildings in the Geneseo School District. (continued)</p>		<p>to-face in a transition meeting with past to present teachers by sharing tracking folders and interventions.</p>	<p>Dibels for fluency  - Provide training in interventions when necessary</p>	<p>be established  - Teachers will be able to use the interventions and document</p>	<p>Teachers that have been identified as experts are traing others to the interventions</p>	
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WHAT DO WE WANT TO DO?	WHO NEEDS TO BE INVOLVED?	WHAT ACTIONS ARE REQUIRED?	WHAT'S NEXT?	HOW WILL WE KNOW WHEN WE HAVE DONE IT?	HOW ARE WE DOING?	WHICH OF THE CORE VALUES ARE APPLIED?
<p>improve literacy and numeracy</p>	<p>All staff members</p>	<ul style="list-style-type: none"> <li>Use the RtI process for implementing interventions for at-risk students.</li> <li>Perform an item analysis of the K-5 assessments to coordinate with IL standards.</li> </ul>	<p>-Develop and implement interventions that directly support student needs regarding reading and math. Use inservice time to be instructed on appropriate content material, interventions and monitoring.</p> <p>-Determine which concepts students are struggling with. Use this data to improve instructional plans that address weaknesses. Use School Improvement release time to compare results and brainstorm instructional improvement practices.</p>	<p>-Use of RtI data and student progress through interventions. Performance on district assessments and other benchmarks decided.</p> <p>-District and state test results.</p>	<p>-Teachers are using interventions for specific content areas. Teachers can improve their sharing of information and progress monitor recording.</p> <p>-Teachers are currently working on item analysis for math. They will use the items from math, reading, and writing assessments to identify strengths and weaknesses to better guide instruction.</p>	<p>*High Expectations for Student Achievement</p> <p>*Effective Communications</p>

WHAT DO WE WANT TO DO?	WHO NEEDS TO BE INVOLVED?	WHAT ACTIONS ARE REQUIRED?	WHAT'S NEXT?	HOW WILL WE KNOW WHEN WE HAVE DONE IT?	HOW ARE WE DOING?	WHICH OF THE CORE VALUES ARE APPLIED?
<p>Improve literacy and numeracy (continued)</p>	<p>All staff members</p>	<p>-Identify instructional needs for all students based on results of math, DRA2 and writing tests throughout the year.</p>	<p>-Use School Improvement release time to identify student needs and develop lessons that focus on best practice and address student needs. Work collaboratively within grade levels to accomplish goals.</p> <p>- Research best practice principles and share with staff the results</p>	<p>District and state test results are improved.</p>	<p>-Teachers began ESW last year to evaluate lessons and their strengths and weaknesses. -Continue with similar reflections of lessons to improve lessons with best practice principals in mind. -Continue working collaboratively with colleagues for lesson feedback and instructional ideas.</p>	<p>*High Expectations for Student Achievement</p> <p>*Effective Communications</p>

WHAT DO WE WANT TO DO?	WHO NEEDS TO BE INVOLVED?	WHAT ACTIONS ARE REQUIRED?	WHAT'S NEXT?	HOW WILL WE KNOW WHEN WE HAVE DONE IT?	HOW ARE WE DOING?	WHICH OF THE CORE VALUES ARE APPLIED?
<p>Integrate technology tools and instructional strategies into the classroom.</p>	<p>All staff members</p>	<p>-Teachers will be trained to use new technology tools and evaluate lessons integrating technology- including those correlating to our new science curriculum.</p> <p>-Staff collaboration for use of: Interactive Websites, WebQuest, ThinkQuest, etc. for curricular content enrichment. (New teachers could share resources and websites used in college; veteran teachers could share previous websites and activities they have used.)</p> <p>All teachers grades will set up and activate accounts on the Harcourt website for District Math textbook to help numeracy.</p>	<p>-Inservice trainings with Mr. Eaker-science probs. Collaborative work time to apply knowledge learned with Mr. Eaker and plan lessons.</p> <p>-Evaluate technology resources and apply them to curriculum content areas that will enhance instruction.</p> <p>-Create accounts and hand out usernames and passwords for students in grades 2 - 5 to gain access at home.</p> <p>-Make sure new</p>	<p>-Mr. Eaker is being used as a resource. We will have a collection of lessons integrating technology in our science curriculum.</p> <p>-Teachers create DropBox or use grade level blog to compile websites and ideas.</p> <p>-Number of students registered with Harcourt website</p>	<p>-Trainings planned for technology training.</p> <p>-Some lessons picked and edited for each grade level that include experiments using technology.</p> <p>-Some teachers are already using DropBox to share files. Also, some grade levels have blogs set up for lesson and technology resource sharing.</p> <p>-Most teachers utilized the Harcourt website resource yearly. Mr. Eaker always sends a reminder PDF for instructions.</p>	<p>*High Expectations for Student Achievement</p> <p>*Effective Communications</p> <p>*Responsible Fiscal Stewardship</p>

teachers know about this process and how to do it.

WHAT DO WE WANT TO DO?	WHO NEEDS TO BE INVOLVED?	WHAT ACTIONS ARE REQUIRED?	WHAT'S NEXT?	HOW WILL WE KNOW WHEN WE HAVE DONE IT?	HOW ARE WE DOING?	WHICH OF THE CORE VALUES ARE APPLIED?
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<p>Promote a safe and caring environment through the implementation of social-emotional enrichment activities.</p>	<p>All staff members</p>	<ul style="list-style-type: none"> <li>-Identify social skills to be taught</li> <li>-Develop a common language for conflict resolution techniques</li> <li>-Develop common background knowledge for teachers through reading resources</li> <li>-Use read-alouds to build character for students</li> <li>-Decide on a variety of ways to promote positive social skills</li> <li>-Develop a survey for staff, students and families to assess the current and changing school environment</li> </ul>	<ul style="list-style-type: none"> <li>-Social worker will teach social skills lessons in the classroom</li> <li>-Teachers will receive inservice about conflict management</li> <li>-Teachers will list books used in the classroom that address character development</li> <li>-Teachers will brainstorm ideas to promote positive social skills</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers participate in positives by using the television</li> <li>-Students are observed using conflict management to resolve problems</li> </ul>	<ul style="list-style-type: none"> <li>-Survey the staff, students and families about the school environment</li> </ul>	<ul style="list-style-type: none"> <li>-Safe and Caring Environment</li> </ul>
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-Increase use of blogs and websites for communication with parents and students.

-Teachers will readily share their expertise or questions with fellow staff members in order to increase professional knowledge in buildings across all grade levels.

-Track use of blogs and websites being used/created in the district.  
  
Newsletters are used in the lower elementary classes

-Many teacher blogs exist. Time to update blogs and do Q & A sessions would be beneficial at the beginning of the year.

WHAT DO WE WANT TO DO?	WHO NEEDS TO BE INVOLVED?	WHAT ACTIONS ARE REQUIRED?	HOW WILL WE KNOW WHEN WE HAVE DONE IT?	HOW ARE WE DOING?	WHICH OF THE CORE VALUES ARE APPLIED?
<p>To develop a clear concise process and implementation design structure for RtI which is consistent throughout the elementary buildings in the Geneseo School District.</p>	<ul style="list-style-type: none"> <li>• All staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Identify at-risk students</li> <li>• Decide on a variety of ways to improve academic and social skills and measure progress.</li> <li>• Develop a plan of administration: who is responsible for what and when</li> <li>• Train staff on measurement instrument/s and progress monitoring reporting tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will readily use the RtI plan to improve student academic and/or social skills</li> </ul>	<ul style="list-style-type: none"> <li>• In the Fall at-risk students were identified by using DRA2, Math assessments and ISAT scores.</li> <li>• Staff will become more comfortable with the use of progress monitoring and reporting tools.</li> <li>• Staff will have a clearer understanding for the use of RtI to improve student academic performance and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• High academic achievement</li> <li>• Safe and Caring Environment</li> </ul>
<p>Improve literacy and numeracy</p>	<ul style="list-style-type: none"> <li>• All staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Use the RtI process for at-risk students</li> <li>• Use identified</li> </ul>	<ul style="list-style-type: none"> <li>• Improved performance in reading - students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will review and discuss the EXPLORE</li> </ul>	<ul style="list-style-type: none"> <li>• High academic achievement</li> </ul>

		<p>needs from the Literacy Audit to develop staff training.</p> <ul style="list-style-type: none"> <li>• Perform an item analysis of the K-5 math assessments to coordinate with both the Illinois Standards and EXPLORE Benchmark Standards.</li> <li>• Identify instructional need areas for all students based on results of math, DRA2 and writing tests throughout the year.</li> <li>• Use the Examining Student Work Protocols in grade level meetings.</li> </ul>	<p>reading below level will show gains throughout the school year.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate greater familiarity with the 6 Traits writing rubrics and vocabulary.</li> <li>• Improved readiness for the EXPLORE math assessment in the Middle School as indicated by numbers of students who have mastered benchmark skill levels by the end of 5<sup>th</sup> grade.</li> </ul>	<p>benchmark skills for math.</p> <ul style="list-style-type: none"> <li>• Teachers will create and use item analyses to identify strengths and weaknesses of students' reading, writing and math skills.</li> <li>• Teachers will use the Examining Student Work protocols to enhance lessons in reading, writing and mathematics.</li> <li>• Teachers will implement the writing rubrics and practice scoring papers with other teachers in the building.</li> </ul>	
Integrate technology tools and instructional strategies into the classroom	<ul style="list-style-type: none"> <li>• All staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be trained to use new technology tools – especially for the new science</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will use technology tools in their classroom for instruction – as evidenced by</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Eaker is being utilized as a resource.</li> <li>• Increasing implementation of document</li> </ul>	<ul style="list-style-type: none"> <li>• High academic achievement</li> <li>• Being financially responsible</li> <li>• Communicate</li> </ul>

		<p>curriculum.</p> <ul style="list-style-type: none"> <li>• Implement experiments using technology in science.</li> <li>• Increase use of blogs and websites for communication with parents</li> <li>• All teachers will set up and activate accounts on the Harcourt website for our District Math textbook.</li> </ul>	<p>walk through and formal observations.</p> <ul style="list-style-type: none"> <li>• Teachers will readily share their expertise or questions with fellow staff members in order to increase professional knowledge throughout the building at all grade levels.</li> </ul>	<p>cameras and projectors at Northside.</p> <ul style="list-style-type: none"> <li>• All teachers will utilize the Harcourt Math website for additional practice at school.</li> <li>• Teachers will encourage students to use the math website at home whenever possible.</li> </ul>	effectively
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## SOUTHWEST GRADE SCHOOL

### School Improvement Plan 2010-2011

Queries to be addressed for each effort:

- Desired outcome?
- Personnel involved?
- Required actions?
- Sequence / Timeline?
- Evaluation of effort?
- Core values involved?

I. Through the development and use of research based social emotional enrichment activities a safe and caring school environment will be supported and promoted.

- All members of the Southwest School community including teaching and support staff.
- Develop and institute a common vocabulary for conflict resolution techniques.
- Establish methodology to be used to promote positive social skills.
- Develop a survey to determine current climate as well as to assess changes in that climate.
- The value of affording all students a safe and caring environment is closely addressed by this effort.

## II. Improve Literacy and Numeracy

- All members of the building teaching and support staff.
- Using observation and results of all assessments instructional needs of students will be determined.
- Determine best practices.
- Educate staff on appropriate use of best practices
- Accomplishment of stated goals will be achieved through collaborative efforts during after school and School Improvement release time.
- Success will be determined by analyzing all assessment results.
- Student work will be evaluated on an ongoing basis to establish that progress is being demonstrated.
- The above listed procedures address the core values of High Expectations for Student Achievement, as well as Effective Communication.

## III. Enhance staff familiarity with the tools of technology, and integrate these tools and appropriate instructional strategies into all Southwest classrooms.

- All staff members will be educated in the use of up to date technology tools and the evaluation of lessons making use of current technology.
- Discuss and determine best use for current technology tools in the new new science curriculum.
- Staff will make use of release and meeting time to collaborate in the discovery and use of up to date, effective technological and web based educational opportunities. These might include but will not be limited to Interactive Web sites, Web Quest, Think Quest etc.
- This effort will address High Expectations for Student Progress