District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	12/15/2011
District Plan Submitted	12/16/2011
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	

Additional Compliance Submissions by District	
RtI Compliance Submission	
Special Education Compliance Submission	
Title III Compliance Submission	

District Information

RCDT Number:	200760010260000			
District Name:	Pope Co CUD 1		Superintendent:	Mr. Rob Wright
District Address:	22 RR 2		Telephone:	6186832301
City/State/Zip:	Golconda, IL 62938 9503		Extn:	703
Email:	rwright@pope.k12.il.us			
Is this for a Title I district ?			◉ Yes	○ No
Is this for a Title III district that did not meet AMAO?			○ Yes	◉ No

Section I-A Data & Analysis - Report Card Data
Item 1 - 2011 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	**No**	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?	**No**	2011-12 Federal Improvement Status District Improvement Year 1
Is this District making AYP in Mathematics?	**No**	2011-12 State Improvement Status Academic Early Warning Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.3	Yes	99.3	Yes	66.4		No	73.0		No	92.3	Yes	79.4	No
White	99.3	Yes	99.3	Yes	66.7	67.5	No	73.0	80.1	No	92.8		81.3	
Black														
Hispanic														
Asian														
American Indian														

Two or More Races												
Native Hawaiian/Pacific Islander												
LEP												
Students with Disabilities	95.6	Yes	95.6	Yes								
Economically Disadvantaged	98.7	Yes	98.7	Yes	56.1	60.7	No	67.1	79.3	No	92.7		72.2

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 85% 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 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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.

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the District is:	Comprehensive

Is this District making AYP in the "ALL" subgroup in reading?	**No**
Is this District making AYP in the "ALL" subgroup in math?	**No**

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to districts in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused support versus more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2011 AMAO Report

2011 AMAO Report will be available soon.

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

District Information	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	93.6	94.2	94.6	94.1	94.0	93.7	93.3	92.3
Truancy Rate (%)	0.7	1.6	8.0	0.7	1.5	2.8	0.5	0.9
Mobility Rate (%)	20.1	17.9	19.8	19.0	23.3	19.3	23.2	14.1
HS Graduation Rate, if applicable (%)	91.1	83.3	73.0	87.8	81.8	100.0	100.0	79.4
HS Dropout Rate, if applicable (%)	5.9	4.5	5.7	4.2	3.4	3.2	2.0	4.8
District Population (#)	582	581	570	560	551	539	554	569
Low Income (%)	47.4	46.1	51.9	47.0	51.4	50.3	50.7	54.0
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	18.8	11.6
White, non-Hispanic (%)	97.3	97.6	97.5	97.7	96.7	95.4	95.7	94.6
Black, non-Hispanic (%)	1.2	1.2	1.1	1.1	1.5	1.1	1.3	0.7
Hispanic (%)	1.2	0.9	0.9	0.4	0.2	0.6	0.9	0.7
Asian (%)	0.0	0.0	0.0	0.0	0.4	0.4	0.0	0.0
American Indian(%)	0.3	0.3	0.4	0.4	0.4	0.4	0.2	0.2
Two or More Races (%)	-	0.0	0.2	0.5	0.9	2.2	2.0	3.9
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	-	-	0.0

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 (%)	American Indian (%)	Two Or More Races (%)	Native Hawaiian/ Pacific Islander (%)
D I S T R I C T	2000	99.0	0.9	0	0	0.1	-	-
	2001	98.6	1.2	0	0	0.2	-	-
	2002	97.6	1.8	0.5	0	0.2	-	-
	2003	98.4	1.0	0.3	0	0.3	-	-
	2004	97.3	1.2	1.2	0	0.3	-	-
	2005	97.6	1.2	0.9	0	0.3	0	-
	2006	97.5	1.1	0.9	0	0.4	0.2	-
	2007	97.7	1.1	0.4	0	0.4	0.5	-
	2008	96.7	1.5	0.2	0.4	0.4	0.9	-
	2009	95.4	1.1	0.6	0.4	0.4	2.2	-
	2010	95.7	1.3	0.9	0	0.2	2.0	-
	2011	94.6	0.7	0.7	0	0.2	3.9	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	-
	2011	51.4	18.3	23.0	4.1	0.3	2.8	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 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
DISTRICT	2000	0	34.8	83.2	93.7	29.1	26	4.1	5.5	83.6
	2001	0	32.9	86.2	93.3	22.3	30	4.8	6.0	80.9
	2002	0	22.3	93.8	93.4	18.1	12	2.0	7.4	84.8
	2003	0	44.2	63.3	93.9	12.1	20	3.6	2.2	89.1
	2004	0	47.4	100.0	93.6	20.1	4	0.7	5.9	91.1
	2005	0	46.1	100.0	94.2	17.9	9	1.6	4.5	83.3
	2006	0	51.9	97.6	94.6	19.8	41	8.0	5.7	73.0
	2007	0	47.0	98.8	94.1	19.0	4	0.7	4.2	87.8
	2008	0	51.4	98.7	94.0	23.3	8	1.5	3.4	81.8
	2009	0	50.3	98.6	93.7	19.3	15	2.8	3.2	100.0
	2010	0	50.7	98.9	93.3	23.2	3	0.5	2.0	100.0
	2011	0	54.0	100.0	92.3	14.1	5	0.9	4.8	79.4
STATE	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
	2011	8.8	48.1	96.0	94.0	12.8	63,067	3.2	2.7	83.8

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	667	-	-	-	-	-	-
	2001	641	57	42	45	46	50	44
	2002	619	33	55	46	53	45	50
	2003	629	43	32	59	43	53	46
	2004	582	39	42	30	44	39	45
	2005	581	44	39	41	50	45	34
	2006	570	52	39	34	35	49	47
	2007	560	36	50	37	43	33	33
	2008	551	41	40	48	36	40	41
	2009	539	37	41	36	36	33	43
	2010	554	37	39	45	50	33	35
	2011	569	50	35	37	40	47	35
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
	2011	2,074,806	153,516	153,301	154,241	153,981	153,986	151,059

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)	Average Teacher Experience (Years)	Average Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials (%)	Classes not taught by Highly Qualified Teachers (%)
D I S T R I C T	2000	49	20	38,215	63	37	17	13	0	0
	2001	49	21	39,244	65	35	16	14	0	0
	2002	47	20	40,061	66	34	17	14	0	0
	2003	41	20	40,996	68	32	20	16	0	0
	2004	41	18	40,513	73	27	18	16	0	0
	2005	40	18	41,577	78	22	18	13	0	0
	2006	38	15	40,524	74	26	18	14	3	0
	2007	41	13	40,348	80	20	16	15	2	6
	2008	41	12	42,305	83	17	17	13	0	5
	2009	42	13	42,736	81	19	15	14	0	0
	2010	41	12	43,581	86	14	17	12	2	0
	2011	42	11	44,093	85	15	18	12	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

	2011	128,262	13	64,978	40	60	19	19	1	1

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

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2006-2011

Groups	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	66.0	69.2	53.6	60.0	72.9	72.5	91.6	80.4	71.4	69.0	53.7	62.9	60.6	59.0	68.0	75.7	63.1	71.1
White	65.3	71.0	52.5	61.5	72.3	74.5	91.2	80.4	72.7	67.5	53.7	62.9	59.4	57.9	68.0	75.0	64.4	71.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	57.2	50.0	33.3	57.9	69.5	65.5	88.3	75.0	61.1	57.1	47.7	57.1	57.9	56.5	64.3	76.2	50.0	63.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Groups	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	58.2	71.9	81.1	72.3	68.5	69.5	61.8	61.3	74.3	66.7	76.0	62.2	81.8	75.0	66.7	65.8	64.7	79.6
White	57.2	70.0	80.6	71.8	68.5	68.9	63.6	60.5	80.0	65.7	75.5	62.2	81.4	77.4	65.8	65.5	63.6	78.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	33.3	-	-	-	-	-	-	23.1	-	-	36.4	-	-	-	15.4	-	-	-
Low Income	56.5	62.5	86.4	66.6	60.8	55.2	50.0	61.1	75.0	68.4	64.0	50.0	76.5	-	66.7	50.1	65.0	56.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Reading grade 11						
Groups	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0
All	75.0	58.0	57.1	50.0	39.2	38.3
White	76.9	60.0	57.5	51.2	37.0	39.4
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	9.1	-	-	-
Low Income	33.3	43.8	47.1	35.7	27.3	33.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

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, 2006-2011

	Grade 3						Grade 4						Grade 5					
Groups	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	94.0	94.8	87.8	82.5	86.5	92.1	97.2	95.6	88.6	92.9	80.5	85.7	60.6	87.2	68.0	86.5	89.1	76.4
White	93.9	94.7	87.5	82.1	86.1	93.6	97.1	95.6	87.9	92.5	80.5	85.7	62.5	86.8	68.0	86.1	88.9	76.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	92.8	95.0	77.8	73.7	82.6	89.7	94.1	95.8	83.3	90.5	76.2	85.7	47.4	82.6	67.9	85.7	85.7	68.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Groups	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	60.5	78.2	81.1	72.3	77.2	67.4	70.6	54.6	65.8	91.0	86.0	70.3	79.6	75.0	64.1	65.7	79.4	77.6
White	59.5	80.0	80.6	71.7	77.2	66.7	72.7	53.5	70.0	90.6	85.7	70.3	81.4	74.2	63.2	65.5	78.8	76.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	25.0	-	-	-	-	-	-	15.4	-	-	81.8	-	-	-	38.5	-	-	-
Low Income	65.2	68.8	81.8	66.7	73.9	55.1	71.4	44.4	56.3	89.4	80.0	59.1	76.5	-	60.0	56.3	75.0	69.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0
All	60.0	32.3	40.5	38.1	25.0	32.4
White	61.6	33.3	42.5	39.0	22.2	33.3
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	9.1	-	-	-
Low Income	16.7	12.5	41.2	28.5	36.4	16.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

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?

Item 1: AYP Report

The AYP report indicates that the district did not meet AYP goals in reading, mathematics and graduation rates. The report does indicate excellent percentages of students tested on state tests. The district also met state standards for attendance rates. Economically disadvantaged students did not meet state standards in reading or mathematics.

Item 2: AMAO Report

This district is not accountable for AMAO data for 2011.

Item 3: District Information

The attendance rate for the district has remained relatively static, although the rate of 92.3% for 2011 is the lowest rate recorded in the past eight years. Truancy rates are low but variable. The mobility rate remains high but fairly static, although in 2011, the rate (14.1%) is the lowest in the past eight years. The graduation rate (79.4%) in 2011 is a concern, being the lowest rate in the last five years. The high school drop out rate remains relatively static. After a long, continual decrease in district population, there has been a slight increase the last two years, indicating that population has finally started to level off and hopefully will not drop off any further. Low income students, however, have continued to increase over the years. The rate of 54% is the highest ever for the district. The district has no LEP learners. Students with disabilities decreased in 2011 to 11.6%. down from the 18.8% in 2010. There was no data for the years previous to 2010. The district information indicates a predominantly white, non-**Hispanic population (94.6%), with a** slight increase in students that are two or more races.

Item 4: Student Race/Ethnicity

The district information indicates a predominantly white, non-**Hispanic population (94.6%), with a slight increase in students that are two or more races.**

Item 5: Educational Environment

The district has no LEP learners. Low income students have continued to increase over the years. The rate of 54% is the highest ever for the district. The report indicates a high, static level of parental involvement. The attendance rate for the district has remained relatively static, although the rate of 92.3% for 2011 is the lowest rate recorded in the past eight years. The mobility rate remains high but fairly static, although in 2011, the rate (14.1%) is the lowest in the past eight years. The report indicates a variable truancy rate, **with a current downward trend in the last several years. The high school drop out rate remains low and relatively static. The graduation rate (79.4%) in 2011 is a concern, being** the lowest rate in the last five years.

Item 6: Enrollment Trends

After a long, continual decrease in district population, there has been a slight increase the last two years, indicating that population has finally started to level off and hopefully will not drop off any further. Examining the data provides no anomalies that cannot be attributed to the mobility rates in the district.

Item 7: Educator Data

The report indicates that the number of full-time teachers has remained relatively static the past 9 years, although the average teaching experience has steadily declined. The average teacher salary has shown a very slight, but steady increase the past five years after a six-**year period of relatively static salaries. The report indicates an overall trend of an** increase in teachers with bachelor's degrees and a decrease in teacher's with a master's degree. The report indicates fairly static pupil-teacher ratios. There were no teachers

with emergency credentials or classes taught by teachers that were not highly qualified. There is also a lack of trend data for the purpose of analysis in these areas.

Item 8a & b: Assessment Data (Reading and Mathematics)

Grade 3: Reading scores have shown a slight upward trend, while math scores have remained relatively static.

Grade 4: Reading performance has shown a downward trend with the exception of 2011, as is the case for math.

Grade 5: Reading scores have shown a slight upward trend, while math performance is variable.

Grade 6: Reading and math performance is variable.

Grade 7: Reading and math performance is variable.

Grade 8: Reading performance had shown a downward trend until 2011, while math performance has remained relatively static.

High School (Grade 11): Reading performance shows a steady downward trend. Math performance is variable.

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

- Curricular deficiencies
- Small assessment pools (small sample sizes)
- Increasing low income population
- Lack of funds for expanding course offerings and teachers
- Teaching years of experience continue to decrease
- Lack of wealth within district (no industry, local jobs scarce, etc..)
- Instruction between teachers inconsistent (grades 6-12)
- Poor test taking skills, apathy towards test
- Lack of parental support at home and involvement at school

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

- Begin curriculum alignment with new Common Core Standards adopted by the state
- Continue to monitor RTI implementation and make necessary changes based on data analysis
- Foster cultural awareness through staff development
- Provide more opportunities for parents to get involved
- Continue to stress test taking skills in all classes

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?

Pope County Grade School employs the following local assessments: AIMSWEB (Grades K-3) and Thinklink (Grades 4-8).

Thinklink data for grades 4-8 shows more than 70% in all grades meeting or exceeding standards in reading or math. Data also reveals, however, that reading is weaker than math and continues to be the area we need to focus on.

Pope County High School employs the following local assessments: Thinklink, ACT Explore, and ACT Plan

All of the above assessments data shows that math continues to be the major weakness in the high school. Reading comprehension scores have also continued to decline the past few years.

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

Grade School:

Factors that have contributed to our Math success are the recently aligned curriculum, as well as the availability of manipulatives and technology. Calculators also help lower students work at a level beyond what they would be capable of doing without. Factors that have contributed to our Reading weakness are environmental factors such as lack of jobs, lack of community resources, and apathy in both parents and students. Teachers are forced to spend considerable time teaching remedial and entry level skills at the expense of teaching grade level content. In addition, there has been inconsistent instruction in between instructors and the students have poor test taking skills.

High School:

Academic ability seems to fluctuate yearly and the small sample sizes magnify it even more. Poor test taking skills have added to the problem and curricular deficiencies have been identified. The same environmental factors as mentioned above relate to the high school as well. There has been constant turnover in staff also, leading to inconsistency **in instruction. Older students seem to show more apathy and have other outside interests too.**

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

Steps to improvement:

Curriculum alignment
Continue to improve RTI implementation
Professional development in areas of weakness, including instruction and cultural awareness
Find ways to involve parents more in the educational process
Stress use of data to guide instruction
Include student performance in staff evaluations

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?

Attributes:

Small school, close knit community

High level of community support for the district
Small class sizes
Highly qualified teachers
Dual credit and dual enrollment offered
Professional development opportunities for staff
Progressive discipline system
Classrooms are technologically enhanced
Mentoring program for new teachers
After school tutoring offered at grade school through Project Success

Challenges:

Alignment of curriculum to new Common Core standards being adopted by the state
Transportation (district encompasses more than 370 square miles) - funding continues to be cut by the state
Low income, economically challenged area in a rural setting
Declining enrollment
Staff turnover
Parent communication and involvement
Limited class offerings at the high school
Maintaining updated textbooks and materials (ILTP has not been funded the last few years)
Aging high school facility
High mobility rates
Not making AYP in reading or math

Inference:

The community plays a large role in the success of the school district. Some challenges are outside the scope of the school district. The school continues to maximize its resources and offer the best services to students within those limitations.

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

It is becoming increasingly difficult to recruit and retain high quality teachers due to our geographic location and our limited financial resources

Small class sizes positively impact student learning

Community values and morals towards education are reflected in the student population

The influx of technology has allowed easier access to assessment tools

Access to dual credit/dual enrollment courses has provided opportunities for students, as well as financial advantages

K-12 alignment of curriculum to Common Core standards will positively impact student learning

Rural location leads to transportation problems for district (costs) and parents (time, convenience, costs)

Increase in low income students leads to limited support and resources at home

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

They imply a vital need for curricular revisions, especially in the areas of math and reading. The district will supplement this central initiative with its small class sizes, dual credit/enrollment offerings, access to technology, mentoring programs for teachers, input from community stakeholders and will continue to maximize its financial assets. The district will also continue to provide ongoing professional development for teachers and look for ways to recruit and retain highly qualified teachers.

Section I-C. Data & 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?

The report indicates that the number of full-time teachers has remained relatively static the past 9 years, although the average teaching experience has steadily declined. The average teacher salary has shown a very slight, but steady increase the past five years after a six-year period of relatively static salaries. The report indicates an overall trend of an increase in teachers with bachelor's degrees and a decrease in teacher's with a master's degree. The report indicates fairly static pupil-teacher ratios. There were no teachers with emergency credentials or classes taught by teachers that were not highly qualified. There is also a lack of trend data for the purpose of analysis in these areas.

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

General staff reductions, retirements, and teachers leaving the district for other positions have led to a less experienced staff. Inexperienced teachers usually have not begun the pursuit of a graduate degree. It also lessens the impact of professional development for the staff when there is constant turnover. Salaries have slowly trended upward, however, and teacher-pupil ratios remain fairly static. The district is also able to offer a comprehensive curriculum due in large part to a highly qualified staff.

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

Continued staff development is paramount to the improvement planning process. The district must also be able to retain staff that the district has invested heavily in through mentoring and professional development. The district will continue to use relevant data to make quality decisions and develop a culture and climate that is willing to accept change toward improvement.

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

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

Parental contact has remained at or near 100% for the last several years. Parents participate in annual parent-teacher conferences. These conferences are supplemented by meetings, phone calls, letters and contacts as needed. They are highly visible at extra-curricular events. Progress reports and report cards are sent home quarterly. Monthly calendars and menus are sent home with students. A school website is available for parents. STI NOW, a web-based student information program, allows parents to access students attendance and academic records at any time.

This data indicates that while strides have been made in improving parent involvement, there is still a need for increased involvement in the academic affairs of our students.

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

We have experienced a correlation between involved, visible parents and successful student outcomes.

Parents of low-achieving students often fail to attend parent-teacher conferences and usually do not respond to notes sent home.

Many parents wait until their child is failing to contact the school and then most are looking for a quick fix to the problem.

Parent apathy toward school, homework, and testing continues to grow.

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

It is important for all parents to be actively involved in their child's education. We will continue to urge parents to make contact with teachers and communicate with school personnel. We will look for ways to increase parental input and try to educate parents on the importance of state and local 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 will need to realign its reading and math curriculum in grades K-12 with the Common Core standards adopted by the state.

The district will need to continue to provide opportunities for parents to get involved.

The district will need to continue to provide professional development for staff in areas of instruction and cultural awareness.

The district will need to use data from assessment tools to drive the decision making process for school improvement, RTI implementation and staff evaluations.

The district will need to look for ways to provide academic support and tutoring for students performing below grade level in math and reading before, during, and after school.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective	Title	Deficiencies Addressed	
Number		AYP	AMAO
1	Meet or exceed AYP in Reading	1,4,6,	
2	Meet or Exceed AYP in Mathematics	2,5,7,	
3	Meet or Exceed AYP in Graduation Rate	3,	

The following deficiencies have been identified from the most recent AYP Report for your district.

1 District is deficient in Reading Meets and Exceeds
2 District is deficient in Mathematics Meets and Exceeds
3 District is deficient in Graduation Rate
4 White students are deficient in Reading Meets and Exceeds
5 White students are deficient in Mathematics Meets and Exceeds
6 Low Income students are deficient in Reading Meets and Exceeds
7 Low Income students are deficient in Mathematics Meets and Exceeds

No deficiencies have been identified from your most recent AMAO Report.
This district is not accountable for AMAO for this year

Section II-A Action Plan - Objectives

Objective 1 Title :

Meet or exceed AYP in Reading

Objective 1 Description :

While our currrent achievement in reading shows 66.4% of all of our students (66.7% - white, 56.1% - low income) in the Meets/Exceeds categories, all students will make AYP of at least 92.5% in 2012 and 2013 or safe harbor. (Subgroups of white and low income students will be included in the strategies and activities for this objective.)

This objective addresses the following areas of AYP deficiency:

1 District is deficient in Reading Meets and Exceeds
4 White students are deficient in Reading Meets and Exceeds
6 Low Income students are deficient in Reading Meets and Exceeds

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 :

Meet or exceed AYP in Reading

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	AIMSWEB will be used for progress monitoring for grades K-3 and elementary Special Education students	08/16/2011	05/31/2013	During School	Other	
2	Thinklink will be used for progress monitoring for grades 4-8, and 11	08/16/2011	05/31/2013	During School	Local Funds	
3	Supplemental Educational Services will be made available for low income elementary students	08/16/2011	05/31/2013	After School	Title I	
4	Use specialized reading teachers to pull targeted students, including Tier II and Tier III, to teach remedial reading lessons	08/16/2011	05/31/2013	During School	Local Funds	
5	Utilize Title II reading teacher at the junior high level	08/16/2011	05/31/2013	During School	Title II	
6	utilize Title I reading teacher to assist low income elementary students	08/16/2011	05/31/2013	During School	Title I	
7	ACT Explore and Plan will be used for placement puroposes in order to place students in recovery classes according to their need areas of writing or reading at the high school level	08/16/2011	05/31/2013	During School	Other	
8	District wide reading strategies will be integrated into all subject areas	08/16/2011	05/31/2013	During School	Other	

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

Objective 1 Title :

Meet or exceed AYP in Reading

		TimeLine			Budget	
	Strategies and Activities	**Start Date**	**End Date**		**Fund Source**	**Amount($)**
1	Provide ongoing training and implementation on AIMSWEB, Thinklink and RTI	08/16/2011	05/31/2013	During School	Other	
2	Offer appropriate professional development opportunities to improve instruction in reading	08/16/2011	05/31/2013	During School	Title I	
3	Implement alignment of curriculum to the Common Core reading standards	08/16/2011	05/31/2013	After School	Other	
4	On-going changes; adjustments will be made in order to meet the needs of the district	08/16/2011	05/31/2013	During School	Other	

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

Objective 1 Title :

Meet or exceed AYP in Reading

		TimeLine			Budget	
	Strategies and Activities	**Start Date**	**End Date**		**Fund Source**	**Amount($)**
1	Use STI NOW parent portal so parents can track their child's progress (grades, attendance, etc..) online at their convenience	08/16/2011	05/31/2013	During School	Local Funds	
2	Parents will be provided notification of student progress by letters, meetings, conversations and quarterly progress and grade reports.	08/16/2011	05/31/2013	During School	Other	
3	Conduct Open Houses, Parent-Teacher conferences, Book Fairs and Reading nights to keep parents involved in their child's education	08/16/2011	05/31/2013	After School	Other	

| 4 | Send home monthly calendars/newsletters of events and keep the website updated | 08/16/2011 | 05/31/2013 | During School | Other | |

Section II-E Action Plan - Monitoring

Objective 1 Title :

Meet or exceed AYP in Reading

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?)

All K-3 students will be progress monitored through AIMSWEB three times a year.

All students grades 4-**8 and grade 11 will be monitored through Thinklink three times per year.**

At risk students will have increased monitoring throughout the school year.

Students will also be monitored by ISAT, PSAE, Explore (grade 9) and Plan (grade 10) results.

All students will be monitored through their daily work, participation, assessments and teacher observations.

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	Judy Kaegi	High School Principal
2	Ed Blankenship	Elementary School Principal
3	Kathy Herring	Special Education and AIMSWEB coordinator
4	Autumn Counts	Title II reading
5	Sherry Patton	Title I reading
6	Jennifer Wilson	High School English
7	Kacy Tison	High School English

Section II-A Action Plan - Objectives

Objective 2 Title :

Meet or Exceed AYP in Mathematics

Objective 2 Description :

While our current achievement in math shows 73% of all of our students (73% - white, 67.1% - low income) in the Meets/Exceeds categories, all students will make AYP of at least 92.5% in 2012 and 2013 or safe harbor. (Subgroups of white and low income students will be included in the strategies and activities for this objective.)

This objective addresses the following areas of AYP deficiency:

2 District is deficient in Mathematics Meets and Exceeds

5 White students are deficient in Mathematics Meets and Exceeds

7 Low Income students are deficient in Mathematics Meets and Exceeds

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 2 Title :

Meet or Exceed AYP in Mathematics

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount($)
1	AIMSWEB will be used for progress monitoring for grades K-# and elementary Special Education students	08/16/2011	05/31/2013	During School	Other	
2	Thinklink will be used for progress monitoring for grade 4-8, and 11	08/16/2011	05/31/2013	During School	Local Funds	

#	Strategies and Activities	Start Date	End Date		Fund Source	
3	Supplemental Educational Services will be made available for low income elementary students	08/16/2011	05/31/2013	After School	Title I	
4	Utilize Title I math teacher to assist low income elementary students	08/16/2011	05/31/2013	During School	Title I	
5	ACT Explore and Plan will be used for placement purposes in order to place students in math recovery classes according to their targeted area of need	08/16/2011	05/31/2013	During School	Other	
6	Students will receive tutoring from core math teachers and Senior tutors	08/16/2011	05/31/2013	During School	Other	
7	Continue using RTI protocol giving Tier II and Tier III students additional minutes per week in math instruction	08/16/2011	05/31/2013	During School	Other	
8	Utilize testing curriculum such as PSAE Coach, Quick Review Workkeys in applied mathematics and ACT Mathematics	08/16/2011	05/31/2013	During School	Other	

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

Objective 2 Title :

Meet or Exceed AYP in Mathematics

		TimeLine			Budget	
	Strategies and Activities	**Start Date**	**End Date**		**Fund Source**	**Amount($)**
1	Provide ongoing training and implementation on AIMSWEB, Thinklink and RTI	08/16/2011	05/31/2013	During School	Other	
2	Offer appropriate professional development opportunities to improve instruction in math	08/16/2011	05/31/2013	During School	Title I	
3	Implement alignment of curriculum to the Common Core math standards	08/16/2011	05/31/2013	After School	Other	
4	On-going changes; adjustmetns will be made in order to meet the needs of the district	08/16/2011	05/31/2013	During School	Other	

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

Objective 2 Title :

Meet or Exceed AYP in Mathematics

	Strategies and Activities	TimeLine			Budget	
		Start Date	**End Date**		**Fund Source**	**Amount($)**
1	Use STI NOW parent portal so parents can track their child's progress (grades, attendance, etc..) online at their convenience	08/16/2011	05/31/2013	During School	Local Funds	
2	Parents will be provided notification of student progress by letters, meetings, conversations and quarterly progress and grade reports	08/16/2011	05/31/2013	During School	Other	
3	Conduct Open Houses and Parent-teacher conferences to keep parents involved in their child's education	08/16/2011	05/31/2013	After School	Other	
4	Send home monthly calendars/newletters of events and keep the website updated	08/16/2011	05/31/2013	During School	Other	

Section II-E Action Plan - Monitoring

Objective 2 Title :

Meet or Exceed AYP in Mathematics

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?)

All K-3 students will be progress monitored through AIMSWEB three times a year.

All students grades 4-8 and grade 11 will be monitored through Thinklink three times per year.

At risk students will have increased monitoring throughout the school year.

Students will also be monitored by ISAT, PSAE, Explore (grade 9) and Plan (grade 10) results.

All students will be monitored through their daily work, participation, assessments and teacher observations.

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	Judy Kaegi	High School Principal
2	Ed Blankenship	Elementary School Principal
3	Kathy Herring	Special Education and AIMSWEB coordinator
4	Nicole Key	Title I Math
5	Jared Evenson	High School Math
6	Deborah Chambers	High School Math

Section II-A Action Plan - Objectives

Objective 3 Title :

Meet or Exceed AYP in Graduation Rate

Objective 3 Description :

While our current graduation rate in 2010-2011 for the high school was 79.4% (81.3% - white, 72.2% - low income), the rate will increase for all students to at least 82% in 2012 and 2013. (Subgroups of white and low income students will be included in the strategies and activities for this objective.)

This objective addresses the following areas of AYP deficiency:

3 District is deficient in Graduation Rate

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 3 Title :

Meet or Exceed AYP in Graduation Rate

		TimeLine			Budget	
	Strategies and Activities	**Start Date**	**End Date**		**Fund Source**	**Amount($)**
1	Credit recovery classess will be made available for students that have fallen behind.	08/16/2011	05/31/2013	During School	Other	
2	Intervention and monitoring of all students will take place, with tutoring made available for for those falling behind.	08/16/2011	05/31/2013	During School	Other	
3	Alternative methods for recovering lost credits will be made avaialble, such as summer school, correspondence courses and online classes.	08/16/2011	05/31/2013	After School	Other	
4	Various counseling services will be made available for students struggling with problems that are making it difficult for them to succeed at school	08/16/2011	05/31/2013	During School	Other	

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

Objective 3 Title :

Meet or Exceed AYP in Graduation Rate

		TimeLine			Budget	
	Strategies and Activities	**Start Date**	**End Date**		**Fund Source**	**Amount($)**
1	Provide professional development to increase staff's knowledge of cultural awareness and other outside factors leading to high student drop out rates	08/16/2011	05/31/2013	During School	Other	
2	Make sure all staff members are aware of all students that are in jeopardy of not graduating on time and giving them the opportunity to participate in the tutoring of these students	08/16/2011	05/31/2013	During School	Other	

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

Objective 3 Title :

Meet or Exceed AYP in Graduation Rate

	Strategies and Activities	TimeLine			Budget	
		Start Date	**End Date**		Fund Source	Amount($)
1	Use STI NOW parent portal so parents can track their child's progress (grades, attendance, etc..) online at their convenience	08/16/2011	05/31/2013	During School	Other	
2	Parents will be provided notification of student progress by letters, meetings, conversations and quarterly progress and grade reports	08/16/2011	05/31/2013	During School	Other	

Section II-E Action Plan - Monitoring

Objective 3 Title :

Meet or Exceed AYP in Graduation Rate

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?)

Progress towards graduation for all high school students will monitored at the end of each quarter, semester, and school year by both the guidance counselor and high school principal. After seeing that intervention may be needed, a course of action will be undertaken to attempt to get the student back on the path to graduation.

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	Judy Kaegi	High School Principal
2	Rachel Anderson	Guidance Counselor

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.

This plan was developed in coordination with the two school improvement plans that have already been put into place, along with input from other various stakeholders. Those who have been consulted throughout the improvement process include the following: Rob Wright (superintendent), Judy Kaegi (principal), Ed Blankenship (principal), Lisa Reed (teacher), Kara Carlton (teacher), Johnna Hankins (teacher), Kelly Clark (teacher), Jessica Wagner (teacher), Kathy Brickhaus (teacher), Jennifer Wilson (teacher), Deborah Chambers (teacher), Kathy Herring (special education coordinator), Chuck Hughes (parent), and Jennifer Ferguson (parent).

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 provide for professional development workshops and conferences and make these available to staff. The district will identify subject-specific professional growth conferences and workshops to improve student achievement, teacher methodology and strategies. The district will coordinate teacher institute days for K-12 district teachers to meet and communicate specific challenges, needs, and resources. Subject area teachers will meet with same subject teachers for the alignment of curriculum to Common Core standards and instruction.

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)].

RESPRO provided assistance with the school improvement process at both the elementary school and high school. Those plans played an important role in the making of this district improvement plan. RESPRO has also assisted in providing professional development opportunities and consultation and support through their representatives. ISBE has provided assistance, support, guidance and approval as the district has moved into improvement status, in areas such as Supplemental Educational Services, school choice letters, adoption of Common Core standards, and principal and teacher evaluation reform.

Section IV-A Local Board Action

DATE APPROVED by Local Board: 12/15/2011

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 <u>measurable objectives</u> 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?

Yes	No	Are timelines reasonable and resources coordinated to achieve the objectives?[C]

MONITORING

Yes	No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?[C]

Yes	No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?[C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

Yes	No	Does the plan describe how stakeholders have been consulted?[C]

Yes	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]

DISTRICT RESPONSIBILITIES

Yes	No	Is it clear what support the district will provide to ensure the success of the plan?[C]

STATE RESPONSIBILITIES

Yes	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]

APPROVAL DATE OF LOCAL BOARD

Yes	No	The plan indicates the approval date of this plan.[C]

PART II - COMMENTS