

Plan Submission and ISBE Monitoring	
Local Board Approved	03/19/2009
Submitted	03/23/2009
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	140161300022018		
District Name:	COOK COUNTY SD 130	School Name:	PAUL REVERE PRIMARY SCHOOL
Superintendent:	DR MICHAEL T KORSAK	Principal:	THERESA GONZALEZ-SILVA
District Address:	12300 S GREENWOOD AV	School Address:	2300 W 123RD PL
City/State/Zip:	BLUE ISLAND,IL,60406 1558	City/State/Zip:	BLUE ISLAND,IL,60406
District Telephone#:	Label 7083856800 Extn: 102	School Telephone#:	7084893533 Extn: 0
District Email:	woodrows@district130.org	School Email:	tgonzalez@district130.org
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	66.1		Yes	78.3		Yes	94.9	Yes		
White														
Black														
Hispanic	100.0	Yes	100.0	Yes	67.4		Yes	79.1		Yes				
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic														
LEP														
Students with Disabilities														
Low Income	100.0	Yes	100.0	Yes	64.5	Yes	76.4	Yes						

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

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 on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2008 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

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

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)		95.4	95.2	95.6	95.1	95.2	93.9	94.9
Truancy Rate (%)		2.9	0.9	1.6	-	-	-	0.6
Mobility Rate (%)		22.5	19.6	17.3	15.2	13.8	13.0	15.7
HS Graduation Rate, if applicable (%)		-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)		-	-	-	-	-	-	-
School Population (#)		473	499	505	521	522	523	516
Low Income (%)		73.6	63.1	76.2	80.0	84.9	84.7	80.8
Limited English Proficient (LEP) (%)		32.6	31.9	32.5	31.5	32.0	35.9	36.6
Students with Disabilities (%)								
White, non-Hispanic (%)		17.1	15.4	13.9	10.9	9.0	9.0	6.2
Black, non-Hispanic (%)		25.6	23.2	24.8	24.8	24.7	24.3	26.9
Hispanic (%)		57.3	60.3	61.2	62.2	64.0	63.3	63.6
Asian/Pacific Islander (%)		-	1.0	0.2	0.2	-	0.2	0.2
Native American or Alaskan Native(%)		-	-	-	-	-	0.2	0.4
Multiracial/Ethnic (%)		-	-	-	1.9	2.3	3.1	2.7

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2002	17.1	25.6	57.3	-	-	-
	2003	15.4	23.2	60.3	1.0	-	-
	2004	13.9	24.8	61.2	0.2	-	-
	2005	10.9	24.8	62.2	0.2	-	1.9
	2006	9.0	24.7	64.0	-	-	2.3
	2007	9.0	24.3	63.3	0.2	0.2	3.1
	2008	6.2	26.9	63.6	0.2	0.4	2.7
	2009	6.0	29.5	60.3	0.6	0.4	3.2
D I S T R I C T	2000	36.0	26.1	37.6	0.2	0.1	-
	2001	33.0	25.7	40.7	0.5	-	-
	2002	29.8	26.7	43.3	0.3	-	-
	2003	28.3	25.6	45.7	0.4	-	-
	2004	25.8	25.0	48.7	0.4	-	-
	2005	24.5	24.4	50.1	0.4	0.1	0.5
	2006	22.4	25.3	50.8	0.5	-	1.1
	2007	20.0	25.0	53.3	0.5	0.1	1.2
	2008	17.3	25.9	53.7	0.5	0.1	2.5
	2009	15.5	27.4	53.4	0.5	0.1	3.0
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-

S T A T E	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

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 (%)
S C H O O L	2002	32.6	73.6	100.0	95.4	22.5	12	2.9	-	-
	2003	31.9	63.1	100.0	95.2	19.6	4	0.9	-	-
	2004	32.5	76.2	100.0	95.6	17.3	8	1.6	-	-
	2005	31.5	80.0	100.0	95.1	15.2	-	-	-	-
	2006	32.0	84.9	100.0	95.2	13.8	-	-	-	-
	2007	35.9	84.7	100.0	93.9	13.0	-	-	-	-
	2008	36.6	80.8	100.0	94.9	15.7	3	0.6	-	-
	2009	38.9	87.6	100.0	95.4	14.4	1	0.2	-	-
D I S T R I C T	2000	15.5	59.2	92.7	95.0	20.2	28	0.8	-	-
	2001	14.4	62.9	97.5	94.6	17.5	72	2.1	-	-
	2002	16.9	70.6	98.0	95.4	17.8	114	3.4	-	-
	2003	15.9	64.9	99.7	95.3	19.0	66	2.0	-	-
	2004	19.7	74.2	99.7	95.6	16.4	29	0.8	-	-
	2005	18.7	73.0	99.9	95.3	18.6	54	1.5	-	-
	2006	22.0	76.2	99.9	95.2	21.9	56	1.6	-	-
	2007	21.7	77.6	99.8	94.7	18.9	29	0.8	-	-
	2008	22.1	76.5	97.5	95.2	15.2	47	1.3	-	-
	2009	24.3	82.5	98.2	94.9	16.5	26	0.7	-	-
	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

S T A T E	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

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)
S C H O O L	2002	473	115	-	-	-	-	-
	2003	499	126	-	-	-	-	-
	2004	505	136	-	-	-	-	-
	2005	521	137	-	-	-	-	-
	2006	522	137	-	-	-	-	-
	2007	523	131	-	-	-	-	-
	2008	516	133	-	-	-	-	-
	2009	532	138	-	-	-	-	-
D I S T R I C T	2000	3,509	-	-	-	-	-	-
	2001	3,507	399	389	412	381	380	-
	2002	3,613	429	397	387	398	369	-
	2003	3,544	382	416	393	403	385	-
	2004	3,569	425	389	396	375	409	-
	2005	3,645	420	409	386	380	381	-
	2006	3,707	397	396	430	427	401	-
	2007	3,649	372	383	385	408	403	-
	2008	3,649	400	374	369	438	426	-
	2009	3,743	410	404	386	377	446	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

S T A T E	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

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

Educator Data is available only for district level

	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	228	14	40,155	60	40	19	-	-	-
	2001	242	13	40,513	63	38	19	-	-	-
	2002	250	13	40,793	65	35	20	-	1	-
	2003	260	14	41,987	65	35	18	-	1	-
	2004	253	15	46,844	58	42	18	-	2	-
	2005	245	13	44,363	56	44	18	-	3	-
	2006	240	13	45,928	57	43	19	-	3	-
	2007	249	13	43,169	54	46	18	-	1	1
	2008	258	13	49,538	52	48	18	-	1	2
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	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	13	61,402	44	56	18	18	1	1
--	------	---------	----	--------	----	----	----	----	---	---

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	39.6	59.8	61.4	51.0	62.6	63.9	-	-	-	-	-	-	-	-	-	-	-	-
White	65.0	65.2	78.6	-	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	20.0	42.0	50.0	32.4	58.6	43.3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	41.2	67.4	64.9	59.6	61.5	68.6	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	52.4	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	18.8	25.0	73.3	11.1	35.3	46.2	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	32.8	55.1	55.7	49.4	57.4	62.1	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	65.9	66.6	63.6	77.4	71.1	76.3	-	-	-	-	-	-	-	-	-	-	-	-
White	85.0	73.9	78.5	-	75.0	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	66.7	45.2	47.6	64.9	65.5	62.0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	57.1	74.5	73.0	82.7	74.3	79.1	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	68.2	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	50.0	31.6	78.5	38.9	29.4	30.8	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	60.0	62.6	57.1	76.3	67.2	74.4	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Strengths: The School Report Card reveals that our data has remained constant in many areas. For example, the Attendance Rate has hovered between 95.1%-95.6% from the 2001/2002 to 2005/2006 school years. The Truancy Rate has remained less than 1 since the 2004-2005 school year. Student Population has stayed steady between 505-523 students from 2003-2008. The percentage of Economically Disadvantaged students has been between 80%-84.9% from 2004-2008. Students that are Limited English Proficient ranged from 31.5%-32.6% from 2001-2006. The percentage of African-American students has remained constant at 23.2%-26.9% from 2001-2008. The percentage of Hispanic students has remained between 60.3%-64% from 2002-2008. The number of students enrolled in third grade has been steady since 2004 with a range of 131-137.

Areas to Watch: Some areas to take notice in the data are with the Attendance Rate, Mobility Rate, Limited English Proficient, and White non-Hispanic students. The Attendance Rate has drastically declined the most recent two years (93.9% in 2006-2007, and 94.9% in 2007-2008). The Mobility Rate had declined from 22.5% in 2001 to 13.0% in 2007. However, it rose to 15.7% in 2008. The percentage of Limited English Proficient students has increased from 32.0% in 2006 to 35.9% in 2007, and 36.6% in 2008. The percentage of White non-Hispanic students has steadily declined from 17.1% in 2001 to 6.2% in 2008.

ISAT Data:
ISAT results from 2008 show that 63.9% of all students in Reading and 76.3% of all students in Mathematics met and exceeded the standards.

There are some discrepancies in the data among the different ethnic groups. Here is a chart to show the 2007 and 2008 comparisons:

	2007 Reading Met & Exceeded	2008 Reading Met & Exceeded	2007 Math Met & Exceeded	2008 Math Exceeded	Met &
White	75%	90.8%	75%	95.5%	
Hispanic	62%	68.6%	74%	79.1%	
African-American	59%	43.3%	66%	62%	

Over the past four years (2005-2008):

White students have decreased 4% in Reading (79% to 75% for 2005-07), but increased 15% in 2008. In 2005-2007, white students decreased 3% in Mathematics (78% to

2/7/2010 2:37:23 PM

75%), but increased 20% in 2008.

Hispanic students have remained stationary around the 60th percentile in Reading (65%, 60%, 62%, and 68.6% respectively), and have fluctuated in Mathematics (74%, 83%, 74%, and 79.1% respectively).

African-American students have been outperformed in Reading (50%, 33%, 59%, and 43.3% respectively) and in Mathematics (47%, 65%, 66%, and 62% respectively).

For the past seven years (2002-2008), non-low income students have outperformed low income students in Reading and Mathematics. For example, in 2008, 78.6% of non-low income students met and exceeded in Reading (77% in 2007), as opposed to 62.1% of low income students (58% in 2007). Also in 2008, 92.9% of non-low income students met and exceeded in Mathematics (82% in 2007), as opposed to 74.4% of low income students (67% in 2007).

From 2005-2008, the number of tested students with an IEP has remained fairly constant (range: 14-18 students). However, the percentage of these students meeting and exceeding has had varying results in Reading (73%, 11%, 35%, and 46.2% respectively) and Mathematics (78%, 39%, 30%, and 30.8% respectively).

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

Five possible factors have likely contributed to these results: Mobility, Attendance, Limited English Proficient students, Economically Disadvantaged, and years of teacher experience.

After a six-year decline in the Mobility Rate, it rose 2.7% to 15.7% in 2008. Students enter and transfer all throughout the school year, and few that have left have returned before the end of the same school year.

Although the percentage of chronic truants has remained steady the past four years, the number of students missing school has significantly increased in 2007 and 2008. At the close of the 2008 school year, an attendance audit was conducted by the principal. Students in grades K-3 that had missed 10 or more school days during the year had been recorded, along with the total number of days. The number of days absent for these students totaled 2262, which is equivalent to 13.1 years of missed education. Kindergarten had the largest number of students with 10 or more days absent totaling 917 days.

The percentage of Limited English Proficient students has increased from 32.0% in 2006 to 35.9% in 2007, and 36.6% in 2008. The ISAT test is written exclusively in English, and the

2/7/2010 2:37:23 PM

Limited English Proficient students in the TBE program are expected to achieve the Annual Yearly Progress Benchmarks.

The percentage of Economically Disadvantaged students has ranged in the 80th percentile from 2004-2008 (80.0%-84.9%). Students that are disadvantaged economically are at greater risk for achieving performance standards.

There were 7 third grade teachers in 2008. One teacher is in cross-categorical special education with 6 years of experience in the district. One teacher in regular education has over 30 years of elementary experience. Two of the third grade teachers have 3 to 4 years of experience. Two third grade teachers were experiencing their first year in education. The remaining teacher was experiencing the first year in third grade after 30+ years in another grade level.

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

Goals:

- ø All students will achieve AYP in Reading and Mathematics in 2009.
- ø The percent of boys meeting and exceeding in Reading and Mathematics will increase.
- ø The percent of students with an IEP meeting and exceeding in Reading and Mathematics will increase.
- ø The percent of African-American students meeting and exceeding in Reading and Mathematics will equal or exceed that of Whites and Hispanics.
- ø The percent of low income students meeting and exceeding in Reading and Mathematics will equal or exceed that of non-low income students.

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?

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

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

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

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

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

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

Section I-C Data & Analysis - Other Data
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? These conclusions will be carried forward to Part D (Key Factors).*

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

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

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

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

Section I-D Data & Analysis - Key Factors

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

Goal # 1 - Literacy

- Increased professional development for staff
- Common spelling word lists within each grade level
- Weekly grade level meetings
- Purchasing additional guided reading sets and classroom library books
- After School Literacy Program for 2nd and 3rd grade

Goal # 2 - Mathematics

2/7/2010 2:37:23 PM

- Increased professional development for staff
- Common math vocabulary word lists within each grade level
- Map the mathematics curriculum and align to state standards and assessment frameworks
- Weekly grade level meetings

Goal # 3 - PBIS/Wellness

Goal # 4 - Parent/Community Involvement

Goal # 5 - ELL/Bilingual

Goal # 6 - Technology

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	To improve student achievement and progress in Reading and Language Arts on the ISAT from 62.6% to 72% in 2009.	
2	To improve student achievement and progress in Mathematics on the ISAT from 76.4% to 86% in 2009.	
3	To increase the opportunities that support the social emotional and physical wellness of the students, staff, and community.	
4	To increase parent and community involvement at home and school.	
5	To enhance opportunities for language acquisition for ELL students in school.	
6	To increase opportunities for student access and knowledge about technology and learning.	

No deficiencies have been identified in the most recent AYP Report for your school

Section II-A Action Plan - Objectives

Objective 1

To improve student achievement and progress in Reading and Language Arts on the ISAT from 62.6% to 72% in 2009.

Objective 1 Description

Student achievement in third grade will improve in Reading and Language Arts as measured by the ISAT from 62.6% to 72% in 2009. There will be a focus on professional development and curriculum alignment for staff, increased informational opportunities for parents, and proficiency standards for students.

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

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

To improve student achievement and progress in Reading and Language Arts on the ISAT from 62.6% to 72% in 2009.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will receive instruction in the area of Extended Response on a weekly basis in grades K-3.	08/20/2008	06/04/2009	During School	Title I	
2	Continue the after school program for students at risk as identified through ISEL, DIBELS, DRA, promotion standards. Third grade will be targeted prior to ISAT.	10/20/2008	05/21/2009	After School	Title I	
3	Differentiated instruction will be provided to all students.	08/20/2008	06/04/2009	During School	Title I	
4	Students will participate in language based assemblies conducted by contracted performers.	08/20/2008	06/04/2009	During School	Other	1,000
5	Each student will be instructed daily in guided reading groups.	08/20/2008	06/04/2009	During School	Title I	
6	Each student will be instructed daily and participate in fluency activities to increase their accuracy and speed.	08/20/2008	06/04/2009	During School	Title I	
7	Continue to implement the Writer's Workshop approach in every classroom.	08/20/2008	06/04/2009	During School	Title I	

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

To improve student achievement and progress in Reading and Language Arts on the ISAT from 62.6% to 72% in 2009.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The Assessment Wall will be in use for the purpose of recording student progress in reading.	08/20/2008	06/04/2009	During School	Other	
2	Third grade teachers will attend conferences/workshops to assist with ISAT Reading preparation.	09/01/2008	02/01/2009	During School	Local Funds	600
3	The Reading Coach will plan and present 8 professional development sessions for teachers.	09/01/2008	04/30/2009	After School	Title I	6,032
4	All classroom teachers will participate in weekly grade level meetings and monthly faculty meetings.	08/20/2008	06/04/2009	During School	Other	
5	All classroom teachers will continue implementing the Daily 5 literacy framework.	08/20/2008	06/04/2009	During School	Other	
6	Trained Arkansas Comprehensive Literacy Model teachers will create lab classrooms and help promote the model throughout the school.	08/20/2008	06/04/2009	During School	Other	

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

To improve student achievement and progress in Reading and Language Arts on the ISAT from 62.6% to 72% in 2009.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Family Reading Nights promote reading with children.	10/01/2008	04/30/2009	After School	Other	500
2	Provide training in best practices in literacy to volunteers working with children (parents, Senior Buddies, other volunteers).	08/20/2008	06/04/2009	During School	Other	

Section II-E Action Plan - Monitoring

To improve student achievement and progress in Reading and Language Arts on the ISAT from 62.6% to 72% in 2009.

Student Strategies and Activities will be monitored by teachers, the Reading Coach, and administration. Monitoring will occur through reviewing weekly lesson plans for language arts and guided reading, monthly student guided reading levels, monthly assessment wall meetings to update the progress, weekly grade level meeting conversations and agendas, formal and informal observations, peer to peer observations, ISEL and DIBELS data, monthly student running records, quarterly reviews of grade books, and quarterly reviews of student progress on district local assessments and promotion criteria.

Professional Development Strategies and Activities will be monitored by teachers, the Reading Coach and administration. Monitoring will occur through all of the aforementioned methods, and through records maintained by the Reading Coach.

Parent Involvement Strategies and Activities will be monitored by teachers, the Reading Coach and administration. Monitoring will occur through evaluations, and attendance sign-in sheets.

	Name	Title
1	Theresa Gonzalez-Silva	Principal
2	Amy Botica	Assistant Principal

Section II-A Action Plan - Objectives

Objective 2

To improve student achievement and progress in Mathematics on the ISAT from 76.4% to 86% in 2009.

Objective 2 Description

Student achievement in third grade will improve in Mathematics as measured by the ISAT from 76.4% to 86% in 2009. There will be a focus on professional development and curriculum alignment for staff, increased informational opportunities for parents, and proficiency standards for students.

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

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

To improve student achievement and progress in Mathematics on the ISAT from 76.4% to 86% in 2009.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will receive instruction in the area of Extended Response on a weekly basis in grades K-3.	08/20/2008	06/04/2009	During School	Other	
2	Differentiated instruction will be provided to all students.	08/20/2008	06/04/2009	During School	Other	
3	Students will improve their computation fluency in addition, subtraction, and multiplication through grade appropriate hands-on activities.	08/20/2008	06/04/2009	During School	Other	
4	Students will receive daily problem solving instruction (solving problems, explaining solutions, and utilizing the various problem solving strategies).	08/20/2008	06/04/2009	During School	Other	

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

To improve student achievement and progress in Mathematics on the ISAT from 76.4% to 86% in 2009.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will map the mathematics curriculum for their respective grade level (content, skills, essential questions and vocabulary, activities, assessments, and state standards/assessment frameworks).	08/20/2008	06/04/2009	During School	Other	
2	Third grade teachers will attend conferences/workshops to assist with ISAT Math preparation.	09/01/2008	02/01/2009	During School	Local Funds	600

3	Teachers in grades K-3 will attend a workshop presented by Houghton-Mifflin regarding the newly purchased district mathematics series.	08/18/2008	08/18/2008	During School	Local Funds
---	--	------------	------------	---------------	-------------

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

To improve student achievement and progress in Mathematics on the ISAT from 76.4% to 86% in 2009.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Family Math Nights promote math fun and instruction with children.	10/01/2008	04/30/2009	After School	Title I	

Section II-E Action Plan - Monitoring

To improve student achievement and progress in Mathematics on the ISAT from 76.4% to 86% in 2009.

Student Strategies and Activities and Professional Development Strategies and Activities will be monitored by teachers and administration. Monitoring will occur through reviewing weekly lesson plans for mathematics, weekly grade level meeting conversations and agendas, formal and informal observations, peer to peer observations, KEM data, monthly computation fluency checks, regular reviews of student extended response exercises, quarterly reviews of grade books, and quarterly reviews of student progress on district local assessments and promotion criteria.

Parent Involvement Strategies and Activities will be monitored by teachers and administration. Monitoring will occur through evaluations, and attendance sign-in sheets.

	Name	Title
1	Theresa Gonzalez-Silva	Principal
2	Amy Botica	Assistant Principal

Section II-A Action Plan - Objectives

Objective 3

To increase the opportunities that support the social emotional and physical wellness of the students, staff, and community.

Objective 3 Description

The students will increase their knowledge and opportunities in the areas of physical activity, making healthy food choices, and making healthy choices in their future. The students will also increase their knowledge and opportunities to experience success with social skills (ability to join or enter a group, ability to establish and maintain friendships, ability to resolve conflicts, and the ability to "tune in" to social skills and cues).

The staff will promote physical activity, healthy food choices, and healthy choices in students' futures. The staff will promote food free celebrations and food free activities within the school day. The staff will also promote social emotional learning with each child with a focus on the aforementioned social skills.

The community (parents and family members) will be encouraged to participate in wellness activities that encourage healthy food and activity choices in the home. The community will also be encouraged to develop social success with their children at home and in other social settings.

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

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

To increase the opportunities that support the social emotional and physical wellness of the students, staff, and community.

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	PBIS incentives will include monthly and quarterly healthy activities.	08/20/2008	06/04/2009	During School	Other	1,000
2	Monthly PBIS rallies will teach and reinforce expectations of appropriate behavior, and incorporate a wellness activity.	09/01/2008	05/15/2009	During School	Other	
3	Students will participate in the "Healthy Schools" pilot program.	08/20/2008	06/04/2009	During School	Other	
4	Students will participate in after school physical activity programs.	08/20/2008	06/04/2009	After School	Local Funds	2,500
5	Staff will recognize students' positive behavior (i.e. panda paws, and other incentives).	08/20/2008	06/04/2009	During School	Other	500
6	Students will experience classroom learning with physical movement (i.e. body movements to learn new words).	08/20/2008	06/04/2009	During School	Other	
7	Students will receive physical activity rewards in place of food/candy rewards.	08/20/2008	06/04/2009	During School	Other	
8	Students will be selected quarterly to participate in social emotional learning activities through specials (art, music, and technology).	08/20/2008	06/04/2009	During School	Other	
9	Students will be selected on an as needed basis to participate in sessions that increase social success (Lunch Bunch, Best Foot Forward, etc.).	08/20/2008	06/04/2009	During School	Other	
10	Students will be selected on an as needed basis to participate in team oriented incentive sessions that encourage respectful, responsible, and safe behavior.	08/20/2008	06/04/2009	During School	Other	

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

To increase the opportunities that support the social emotional and physical wellness of the students, staff, and community.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	RtI/PBIS/SEL monthly meetings will be attended by staff to plan and implement the student activities and interventions.	08/20/2008	05/30/2009	After School	Title I	4,500
2	Teachers will attend conferences/workshops in the areas of PBIS and SEL	08/20/2008	07/30/2009	During School	Local Funds	500
3	Staff will participate in the "Healthy Schools" pilot program.	08/20/2008	06/04/2009	During School	Other	
4	Staff will participate in bi-monthly faculty meetings where SEL strategies will be discussed.	08/20/2008	06/04/2009	After School	Other	

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

To increase the opportunities that support the social emotional and physical wellness of the students, staff, and community.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Quarterly Family Wellness and Fitness Nights that promote physical activity	09/15/2008	04/30/2009	After School	Other	
2	Parents will receive a monthly newsletter called "Nutrition Nuggets" that contains fitness and healthy eating choices.	08/20/2008	06/04/2009	After School	Other	
3	Chicago Parent Magazine will be available to parents for free in the main office.	08/20/2008	06/04/2009	During School	Other	
4	Participation in Jump Rope for Heart from the American Heart Association will be promoted to the community.	02/01/2009	03/15/2009	During School	Other	

Section II-E Action Plan - Monitoring

To increase the opportunities that support the social emotional and physical wellness of the students, staff, and community.

Student Strategies and Activities will be monitored by staff and administration. Monitoring will occur through monthly RtI/PBIS/SEL meeting conversations and agendas, faculty meeting conversations and agendas, formal and informal observations, peer to peer observations, office discipline referrals, suspensions, enrollment in SEL learning activities, daily panda paw medallion winners, and weekly panda paw raffle winners.

Professional Development Strategies and Activities will be monitored by staff and administration. Monitoring will occur through all of the aforementioned methods, and workshop registration forms.

Parent Involvement Strategies and Activities will be monitored by staff and administration. Monitoring will occur through evaluations, monthly newsletter comment sheets, and attendance sign-in sheets.

	Name	Title
1	Theresa Gonzalez-Silva	Principal
2	Amy Botica	Assistant Principal
3	Laura Von Borstel	Social Worker - PBIS Leader
4	Sherri Sera	Physical Education Teacher - Wellness Leader

Section II-A Action Plan - Objectives

Objective 4

To increase parent and community involvement at home and school.

Objective 4 Description

Improving and increasing parent and community involvement at home and school will improve student achievement. Parents and the community will be encouraged to reinforce the 3 B's (Be Respectful, Be Responsible, and Be Safe) with children at home and school. Parents and the community will be encouraged to develop the children academically, physically, and socially.

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

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

To increase parent and community involvement at home and school.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will bring home flyers and notes sent from school that are related to parent/community involvement.	08/20/2008	06/04/2009	After School	Other	
2	Students will encourage their parents and family to attend and participate in events (i.e. Young Authors, Fundraisers, Field Trips, Wellness Nights, Book Fair, Music Concerts, etc.)	08/20/2008	06/04/2009	After School	Other	

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

To increase parent and community involvement at home and school.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will lead in the planning and execution of the opportunities for parents to become involved at school.	08/20/2008	06/04/2009	During School	Other	
2	In parent conferences, teachers will share strategies with parents on how to help their child become more successful at home and school.	09/01/2008	05/30/2009	During School	Other	

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

To increase parent and community involvement at home and school.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Volunteers will be trained by the Reading Coach and/or administration to assist students in math and literacy.	09/01/2008	05/30/2009	During School	Other	
2	Create a parent organization	09/01/2008	06/04/2009	After School	Other	
3	Provide parents with an informative monthly newsletter.	08/20/2008	06/04/2009	After School	Other	
4	Refer parents to outside agencies when the need arises for additional support.	08/20/2008	06/04/2009	During School	Other	

Section II-E Action Plan - Monitoring

To increase parent and community involvement at home and school.

Student Strategies and Activities will be monitored by staff and administration. Monitoring will occur through conversations and observations.

Professional Development Strategies and Activities will be monitored by staff and administration. Monitoring will occur through all of the aforementioned methods, meeting agendas, and school activity calendar.

Parent Involvement Strategies and Activities will be monitored by staff and administration. Monitoring will occur through conversations, observations, evaluations, and attendance sign-in sheets.

	Name	Title
1	Theresa Gonzalez-Silva	Principal
2	Amy Botica	Assistant Principal

Section II-A Action Plan - Objectives

Objective 5

To enhance opportunities for language acquisition for ELL students in school.

Objective 5 Description

Opportunities for language acquisition for ELL students in school can be enhanced by:

- ensuring students are correctly placed in the appropriate program;
- developing teacher knowledge and ability to incorporate the WIDA standards into weekly lesson plans;
- informing parents of bilingual students ways in which to promote their growth;
- providing all information afforded to the English speaking population to the bilingual population.

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

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

To enhance opportunities for language acquisition for ELL students in school.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will participate in the District 130 Cinco de Mayo event.	05/05/2009	05/05/2009	After School	Other	
2	Bilingual classrooms will buddy with a non-bilingual classroom weekly or bi-weekly for language development activities.	09/01/2008	06/04/2009	During School	Other	

3	Create a bilingual environment by labeling classrooms and building common areas in English and Spanish.	08/20/2008	06/04/2009	During School	Other	
4	Bilingual and non-bilingual students will socialize and play together during recess.	08/20/2008	06/04/2009	During School	Other	

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

To enhance opportunities for language acquisition for ELL students in school.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will participate in the WIDA Standards training.	09/01/2008	09/30/2008	After School	Title I	600
2	Teachers will participate in monthly Literacy Meetings with the ELL component.	09/01/2008	04/30/2009	After School	Title I	6,032
3	Teachers will participate in weekly grade level meetings and bi-monthly faculty meetings.	08/20/2008	05/30/2009	After School	Other	
4	New bilingual teachers will attend the annual Bilingual Conference.	01/01/2009	02/28/2009	During School	Title I	1,000

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

To enhance opportunities for language acquisition for ELL students in school.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Through a presentation, provide bilingual parents with information about the purpose of the bilingual classrooms and strategies.	09/01/2008	10/30/2008	After School	Other	
2	Encourage and provide support bilingual parent volunteers.	08/20/2008	06/04/2009	During School	Other	
3	Provide translators for all parent/teacher telephone and face-to-face conferences.	08/20/2008	06/04/2009	During School	Other	

Section II-E Action Plan - Monitoring

To enhance opportunities for language acquisition for ELL students in school.

Student Strategies and Activities will be monitored by staff and administration. Monitoring will occur through weekly lesson plans, conversations, participation, and observations.

Professional Development Strategies and Activities will be monitored by staff and administration. Monitoring will occur through all of the aforementioned methods, meeting agendas and sign in sheets, and workshop registration forms.

Parent Involvement Strategies and Activities will be monitored by staff and administration. Monitoring will occur through translated flyers, conversations, observations, evaluations, and attendance sign-in sheets.

	Name	Title
1	Theresa Gonzalez-Silva	Principal
2	Amy Botica	Assistant Principal

Section II-A Action Plan - Objectives

Objective 6

To increase opportunities for student access and knowledge about technology and learning.

Objective 6 Description

Opportunities for student access to technology, both hardware and software, is essential for learning "how to learn". As technology advances and the world's information changes, students will need to be equipped with the skills of unlearning, learning, and relearning.

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

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

To increase opportunities for student access and knowledge about technology and learning.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will utilize computers and programs in classrooms on a daily basis.	08/20/2008	06/04/2009	During School	Other	
2	Students will become proficient in using the Smart Board in the library.	10/01/2008	06/04/2009	During School	Other	
3	Students will use appropriate software to increase their achievement (Ear-robics, Kidspiration, Assistive Technology, Accelerated Reader, etc.).	08/20/2008	06/04/2009	During School	Local Funds	
4	2nd and 3rd grade students will participate in a Technology Enrichment program bi-monthly or monthly.	09/01/2008	05/30/2009	During School	Other	
5	By the end of 3rd grade, students will be able to independently create a Word Document, Power Point Presentation, and appropriately browse the web.	08/20/2008	06/04/2009	During School	Other	

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

To increase opportunities for student access and knowledge about technology and learning.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will attend trainings for hardware and software.	08/20/2008	06/04/2009	During School	Title I	
2	Teachers will share their gained knowledge from trainings at faculty and grade level meetings.	08/20/2008	06/04/2009	During School	Other	
3	Teachers will explore appropriate websites to utilize with students in the classroom for the purpose of instruction.	08/20/2008	06/04/2009	After School	Other	

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

To increase opportunities for student access and knowledge about technology and learning.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will plan and execute opportunities for students to demonstrate their technological knowledge to parents.	03/01/2008	05/30/2009	After School	Other	
2	Recruit parents with technological skills to teach other parents a variety of skills (word, excel, power point, etc.).	01/01/2009	06/04/2009	During School	Other	
3	Include two student friendly websites in each monthly newsletter sent to parents.	08/20/2008	06/04/2009	After School	Other	

Section II-E Action Plan - Monitoring

To increase opportunities for student access and knowledge about technology and learning.

Student Strategies and Activities will be monitored by staff and administration. Monitoring will occur through reviewing weekly lesson plans, observations, demonstrations, and conversations.

Professional Development Strategies and Activities will be monitored by staff and administration. Monitoring will occur through all of the aforementioned methods, and through meeting agendas and sign-in sheets.

Parent Involvement Strategies and Activities will be monitored by staff and administration. Monitoring will occur through monthly newsletters, meeting agendas, and student activity calendar.

	Name	Title
1	Theresa Gonzalez-Silva	Principal
2	Amy Botica	Assistant Principal
3	Bonnie Stanley	Media Specialist

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.*)

Copies of our School Report Card are available in the office.

Our Spotlight School Award from the ISBE is posted in the office area.

Parent newsletters that contain information regarding our school's academic status have been sent home with each of our students in both English and Spanish.

Section III - Development, Review and Implementation Part 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.

All faculty and staff have been consulted in the development of the plan on a monthly basis during faculty meetings and School Improvement Plan days throughout the 2008-2009 school year. District staff is informed of our plan on an on-going basis through monthly administrative meetings as there are discussions about sections of the School Improvement Plan. One of our SIP team members is a parent, and we are currently in the process of developing a Paul Revere Primary Parent Organization through which we will enhance the communication our School Improvement Plan.

	Name	Title
1	Kris Koranda	Teacher
2	Guadalupe Orozco	Teacher
3	Jennifer Basden	Teacher
4	Sherri Sera	Teacher
5	Steve Doublestein	Teacher
6	Bonnie Stanley	Teacher
7	Pat Alaniz	Parent and Paraprofessional
8	Amy Botica	Assistant Principal
9	Theresa Gonzalez-Silva	Principal

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.

Mrs. Wendy Bumphis will be our peer review partner. She is the Principal of Paul Revere Intermediate School, and is very familiar with our school and school district.

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.

The mentoring program is a district-wide program that is conducted in partnership with Governors State University. All first and second year teachers are paired with a mentor teacher in order to provide support to the beginning teacher. The district conducts in-house meetings bi-monthly for first year teachers. On alternate months, first year teachers attend workshops at Governors State University. Second year teachers attend two meetings at Governors State University and one in-house meeting throughout the school year. All mentees are observed by their mentor teachers and first year teachers observe their mentors twice within the school year. First year teachers are also required to maintain a journal as well as submit lesson plans to the program coordinator.

Section III - Development, Review and Implementation

Part E. District Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

This year at Paul Revere Primary, the district hired a Reading Coach to work directly with the teachers, Title I paraprofessionals and students at our school in order to assist in the implementation of the strategies and activities in our plan. In addition to this, the district has recently purchased the AIMS Web program that will be used as a universal screener and for progress monitoring in the areas of both Reading and Mathematics. Our Reading Coach, as well as several other staff members, have already been trained on how to implement the AIMS Web program and will provide professional development for the remainder of our staff. We are currently monitoring our students' progress through a variety of means: DIBELS, ISEL, Running Records, Local Assessments, ACCESS, English Language Learner assessments, Reading Recovery, Primary Literacy, PBIS, SWIS data, Rtl and our Assessment Wall. The district supports our school's professional development initiatives such as bi-monthly faculty meetings, weekly grade level meetings that are embedded within our school day, and monthly literacy meetings that are held after school for teachers.

2/7/2010 2:37:23 PM

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

- Ⓔ 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;
- Ⓔ 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 Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

- Ⓔ 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 a private 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:
 - Ⓔ governance and management, and/or
 - Ⓔ financing and material resources, and/or
 - Ⓔ staffing.

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

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

Currently, there is no involvement from ISBE, RESPROS or other service providers. Future involvement by these entities will be determined by the School Improvement Team in the fall of 2009.

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

	Name	Title
1	Kris Koranda	3rd grade teacher
2	Guadalupe Orozco	1st grade teacher
3	Jennifer Basden	Kindergarten teacher
4	Sherri Sera	Physical Education teacher
5	Steve Doublestein	Reading Recovery teacher
6	Bonnie Stanley	Media Specialist
7	Pat Alaniz	Parent and Paraprofessional
8	Amy Botica	Assistant Principal
9	Theresa Gonzalez-Silva	Principal

Section IV-A Local Board Action

DATE APPROVED by Local Board: **03/19/2009**

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No

Have the areas of low achievement been clearly identified?

Yes No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?

Yes No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?

Yes No

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

Yes No N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes No N/A

Do these local assessment results add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

Yes No N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Yes No N/A

Do the other data add clarity to the state assessment data?

Yes No N/A

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?

Yes No Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

Yes No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?

Yes No N/A Do the objectives address all areas of AYP deficiency?

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?

Yes No Are the strategies and activities measurable?

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?

Yes No N/A Is professional development aligned with the strategies and activities for students?

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 in special education non-compliance?

Yes No N/A Do the parent involvement strategies clearly align with the strategies and activities? for students?

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

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? <i>(Title I Schools Only)</i>
---	--

STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

PEER REVIEW

Yes No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP?

TEACHER MENTORING PROCESS

Yes No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?

DISTRICT RESPONSIBILITIES

Yes No

Is it clear what support the district will provide to ensure the success of the plan?

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?

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?

SCHOOL SUPPORT TEAM

Yes No N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan.

PART II - COMMENTS