

PRINCEVILLE ELEM SCHOOL

School Improvement Plan 2007

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	ISBE Monitoring Not Started.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

PRELIMINARY INFORMATION

School & District Information

This section has not been completed on the screen.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

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		
Is this School making AYP in Mathematics?	Yes		

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	83.0		Yes	91.5		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	82.8		Yes	92.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	55.2		Yes	69.5		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	77.0		Yes	80.3		Yes				

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	96.5	95.6	95.9	95.5	96.1	96.0
Truancy rate (%)	0.0	0.0	0.0	0.3	0.0	0.0
Mobility rate (%)	18.2	16.4	16.1	15.9	13.6	15.7
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	386	413	412	404	394	412
Economically disadvantaged (%)	19.9	28.6	26.2	24.8	24.6	23.3
Limited English proficient (LEP) (%)	5.2	3.1	6.3	4.0	1.3	1.7
Students with disabilities (%)						
White, non-Hispanic (%)	89.4	87.4	86.7	88.9	89.1	88.6
Black, non-Hispanic (%)	0.0	0.0	1.0	0.0	0.3	0.2
Hispanic (%)	10.6	11.9	12.1	7.4	7.1	9.0
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.3	0.0
Asian/Pacific Islander (%)	0.0	0.7	0.2	0.2	0.0	0.0

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	86.6	0.7	11.8	0.9	-	-
	2002	89.4	-	10.6	-	-	-
	2003	87.4	-	11.9	0.7	-	-
	2004	86.7	1.0	12.1	0.2	-	-
	2005	88.9	-	7.4	0.2	-	3.5
	2006	89.1	0.3	7.1	-	0.3	3.3
	2007	88.6	0.2	9.0	-	-	2.2
D I S T R I C T	2001	87.2	0.6	11.4	0.7	-	-
	2002	90.5	0.3	9.1	0.1	-	-
	2003	88.4	0.6	10.1	0.6	0.1	-
	2004	87.8	1.1	10.8	0.3	-	-
	2005	90.7	0.3	6.6	0.5	-	1.9
	2006	90.4	0.4	6.8	0.3	0.1	2.0
	2007	90.6	0.1	7.5	0.3	0.1	1.4
S T A T E	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

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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 (%)
S C H O O L	2001	8.1	20.4	100.0	96.5	20.2	-	-	-	-
	2002	5.2	19.9	100.0	96.5	18.2	-	-	-	-
	2003	3.1	28.6	100.0	95.6	16.4	-	-	-	-
	2004	6.3	26.2	100.0	95.9	16.1	-	-	-	-
	2005	4.0	24.8	100.0	95.5	15.9	1.0	0.3	-	-
	2006	1.3	24.6	100.0	96.1	13.6	-	-	-	-
	2007	1.7	23.3	100.0	96.0	15.7	-	-	-	-
D I S T R I C T	2001	6.3	18.0	95.2	96.1	19.5	-	-	2.6	91.5
	2002	5.1	17.6	100.0	95.9	15.9	-	-	1.2	89.4
	2003	3.6	24.3	100.0	94.9	13.6	-	-	1.3	84.6
	2004	5.7	19.9	100.0	95.1	12.9	-	-	1.3	94.9
	2005	3.0	22.8	100.0	94.8	13.4	1.0	0.1	0.9	91.4
	2006	2.3	22.8	100.0	95.2	12.9	-	-	0.5	93.9
	2007	1.5	23.5	100.0	95.2	14.3	-	-	2.4	100.0
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

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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	2001	432	-	-	-	-	-	-
	2002	386	67	51	47	53	57	-
	2003	413	57	67	51	53	54	-
	2004	412	46	56	60	54	47	-
	2005	404	50	41	57	50	55	-
	2006	394	52	52	43	56	48	-
	2007	412	60	49	54	60	56	-
D I S T R I C T	2001	807	44	47	55	59	53	62
	2002	739	67	51	47	53	57	60
	2003	770	57	67	51	53	54	61
	2004	757	46	56	60	54	47	59
	2005	732	50	41	57	50	55	47
	2006	706	52	52	43	56	48	49
	2007	724	60	49	54	60	56	51
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	49.0	15.2	38,964	74.2	25.8	18.9	13.4	-	-
	2002	49.0	15.1	41,030	76.4	23.6	16.6	12.9	-	3.7
	2003	51.0	13.9	41,227	76.9	23.1	17.1	11.9	-	-
	2004	51.0	14.4	43,697	71.1	28.9	17.1	11.4	-	-
	2005	49.0	15.1	46,467	71.9	28.1	17.8	10.8	-	-
	2006	47.0	15.0	48,567	68.3	31.7	17.7	10.8	-	-
	2007	47.0	15.0	51,776	51.9	48.1	18.2	11.0	-	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	61.9	82.0	75.0	79.0	74.5	58.2	71.7	66.6	77.4	64.0	84.5	85.4	90.0	82.1
White	-	62.5	82.6	80.4	79.3	74.4	59.2	70.9	65.2	76.0	63.3	84.1	84.6	91.1	83.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	50.0	-	-	30.0	10.0	54.6	-	-	-	-	-
Economically Disadvantaged	-	38.5	63.6	50.0	83.4	-	-	46.2	45.5	58.3	54.5	-	73.3	69.2	-

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	75.0	79.0	80.7	85.7	66.6	77.4	85.2	88.6	73.5	84.0	90.0	82.1
White	80.4	79.3	83.4	86.9	65.2	76.0	83.0	88.1	74.5	81.6	91.1	83.3
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	50.0	60.0	-	10.0	54.6	-	70.0	-	-	-	-
Economically Disadvantaged	50.0	83.4	50.0	85.7	45.5	58.3	66.6	90.0	60.0	58.3	69.2	-

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	83.3	88.0	98.1	93.0	80.9	72.7	79.6	84.4	88.7	52.0	63.0	81.8	94.0	91.1
White	-	82.5	89.1	100.0	92.4	79.1	74.1	81.6	83.8	90.0	51.0	61.3	82.7	95.5	92.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	75.1	-	-	40.0	30.0	63.6	-	-	-	-	-
Economically Disadvantaged	-	61.6	63.7	91.7	91.6	-	-	38.5	54.6	83.3	18.2	40.0	60.0	84.6	-

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	98.1	93.0	88.5	96.0	84.4	88.7	88.9	93.2	88.7	92.9	94.0	91.1
White	100.0	92.4	87.6	95.8	83.8	90.0	89.3	95.2	88.2	91.9	95.5	92.6
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	75.1	60.0	-	30.0	63.6	-	80.0	-	-	-	-
Economically Disadvantaged	91.7	91.6	83.3	92.9	54.6	83.3	66.6	80.0	80.0	75.0	84.6	-

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

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Section I-A Data & Analysis - Report Card Data

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

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Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

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Section I-B Data & Analysis - Local Assessment Data (Optional)

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

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

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Section I-C Data & Analysis - Other Data (Optional)

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?

Princeville Grade School serves a population which has a low mobility rate which provides teachers with knowledge of the students and families over time. Small class sizes and the use of instructional assistants provides for individualized multi-leveled instruction. Princeville Grade School has a stable teaching population, however many teachers are in the early years of their career due to recent retirements of core staff.

Special Education and low-income sub-groups perform below the regular education population in all areas. The major weaknesses in performance of these sub-groups appear to be in the areas of reading. With a rise in the low-income percentage in the district this significantly affects the general performance of the school.

Due to our lower percentage of low income students Princeville Grade School is not eligible for many state and federal grant programs that would assist the school in strategically employing experts and coaches in critical academic areas. The small size of our school district limits the funding for targeted professional development.

Due to space limitations the Kindergarten and 1st grade students are housed in a building 2 blocks away which limits collaborative efforts between teachers.

The majority of our special education students are also low income students. This means that the same students effect the subgroup scores of both populations.

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

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

The relatively stable population of Princeville Grade School allows the school to look at trend data year to year and to make instructional decisions based on this data. Individualized and multi-level instruction is provided due to small class sizes and the availability of instructional assistants.

Parents of our low income population are occupied with the business of providing the basic needs of their families. Based on research, low-income families often do not have the cultural background and tools necessary to assist their children in their education experience. This affects the learning needs of the students and the necessary instructional strategies that teachers must use to meet all the students needs. The smaller size of the district limits the funds available to employ and provide appropriate professional development to the teachers in order to meet the needs of all students.

Limited time for collaboration of teachers in the early grades, due to the physical location of the kindergarten and first grade students, affects student learning.

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Focus of instruction needs be predominately in the area of reading instruction, particularly instruction that meets the needs of low income students and the lack of their parents knowledge on how to assist their students in their academic endeavors.

Limited background experiences of our low income students prevents them from performing at the same level as their peers.

Since our Special education and low income population performs below the rest of the students in all ares, special attention must be paid to discovering strategies to help these students decreasing the gap between populations.

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Section I-C Data & Analysis - Other Data (Optional)

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

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

Princeville Schools' teaching staff is comprised of teachers at two ends of the spectrum.

Twenty teachers at Princeville grade school are in the first 10 years of their career; Six have taught between 10 and 20 years; and six have taught more than 26 years. Since the majority of the teachers are in the beginning years of their career, professional development is critical to the on-going success of the school.

Princeville School's teachers are increasing their knowledge base. 48% of the teachers now have a masters degree, which is up from 32% one year ago.

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

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

Student performance of our low income students is impacted by less mature staff, who have not developed the skills and knowledge to meet their needs completely. Again, professional devopment is key to improving these skills.

As a small school district professional development funds are limited, which has an impact on what can be provided for teachers in order to enhance their skills.

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

On- going attention must be paid to the development of outstanding staff and thier ability to meet the needs of a more diverse population.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

Parents of students in Princeville tend to be involved in the education of their children. They participate in open houses, programs, and other activities that they are invited to. The ELPAC (Edelstein, Laura, and Princeville Advisory Council) meets monthly to assist in getting information to all areas of our community.

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

Princeville's general population performs well on ISAT in part because of the support that students receive at home.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

Community involvement must continue to be fostered and developed in order to increase academic achievement in all subgroups.

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Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

Key Factors:

Lack of a current core reading program

Limited understanding of the specific needs of students from low income population.

Need for expansion of understanding in how to teach strategic reading; vocabulary; and comprehension strategies all teachers.

Math instruction is provided with materials from at least three publishers which hinders continuity of instruction.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

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

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part A. Objective 1

Title : Expanding reading instruction in order to improve performance in all students K-8.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Focused reading instruction of vocabulary, strategic reading, and comprehension strategies will improve performance of all students, particularly low income and special education students.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part A. Objective 1

Title : Expanding reading instruction in order to improve performance in all students K-8.

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

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Expanding reading instruction in order to improve performance in all students K-8.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Provide all readers with extensive instruction using comprehension strategies: <ul style="list-style-type: none"> • Retelling • Metacognition • Connections • Questioning • Visualizing • Determining Importance • Inferences • Summarizing • Synthesizing • Sequencing • Think alouds 	August 07	May 09	During School	Local Funds	
2. Provide reading intervention through targeted tutoring.	September 07	May 09	After School	Local Funds	
3. Immerse students in one comprehension strategy a month, developing appropriate activities across grade level and curricular areas.	September 07	May 09	During School	Local Funds	
4. Use of graphic organizers to assist learning when reading a variety of fiction and non-fiction texts.	Sept. 07	May 09	During School	Local Funds	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
5. Students read daily at their independent level and follow up with comprehension activities such as: Accelerated Reader; Response Journals; Retelling; Conferencing with teacher; Graphic Organizers	Sept 07	May 09	During School	Local Funds	
6. Articulate specific learning targets for reading instruction at each grade level.	Sept 07	May 08	Before School	Title V	
7. Utilize LIPS, Wilson, Heggerty Phonemic Awareness, and S.P.I.R.E for intervention with severely at risk students.	Sept. 07	May 08	During School	Local Funds	
8. Utilize technology across curriculum to support reading skills and comprehension of fiction and non-fiction.	Jan 08	May 09	During School	Local Funds	
9. Increase number of computers in K-1 area increasing the early use of appropriate software related to reading instruction.	Summer 08		During School	Other	
10. Utilize the addition of books on tape for students with specific needs.	Jan 08	May 09	During School	Other	
11. Utilize DIBELS to identify students weaknesses in early reading skills.	Sept 07	May 09	During School	Local Funds	
12. Purchase a web based data collection service with links to reading intervention strategies.	Sept 07		During School	Local Funds	
13. Develop and use rubrics and checklists to provide clear expectations to students across curricular areas.	Jan. 08	May 09	During School	Local Funds	
14. Set clear learning targets in reading based on state standards that are shared on a daily basis with students.	Spring 08		During School	Local Funds	
15. Investigate and implement oral reading benchmark instruments across K-8.	Spring 08	Fall 09	During School	Local Funds	

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Expanding reading instruction in order to improve performance in all students K-8.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Focus on at least one comprehension strategy a month and require professional development on reading instruction around monthly strategies.	Sept 2007	May 2008	During School	Local Funds	\$1000
2. Bi-monthly grade level meetings to increase effective reading methods.	Sept 07	May 09	During School	Title I	\$3000
3. Explore professional development in using technology effectively in Early Learning Classrooms.	Jan 08	May 08	Before School	Local Funds	\$1000
4. Grade level workshops in reading and writing, implemented by literacy coach.	Sept 07	May 08	Before School	Title I	\$3000

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Expanding reading instruction in order to improve performance in all students K-8.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Create parent learning tools (instructional videos, handouts, website lists, ect.) to provide parenta nd commmunity with needs and expectations of students.	Winter 08	Spring 08	After School	Local Funds	\$200
2. Hold parent nights to share ISAT materials and expectations.	Winter 08		After School	Local Funds	0
3. Develop parent lending library, utilizing pre-k materials and purchasing additional K-8 materials.	Spring 08	Fall 09	After School	Local Funds	\$500

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Expanding reading instruction in order to improve performance in all students K-8.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Progress will be monitored during faculty meetings in January, and May. Adjustments in action plan will be made in September, using new ISAT data to assist staff in decisions regarding instruction.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Becky Michel

Principal

Tracy Strebel

Literacy Coach

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part A. Objective 2

Title : Improving math instruction by targeting specific math objectives across all populations.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Assure math instruction improves the performance of students from low income and special education populations.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part A. Objective 2

Title : Improving math instruction by targeting specific math objectives across all populations.

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

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Improving math instruction by targeting specific math objectives across all populations.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Evaluate and adopt a research based math text book grades K-8	December 2007	Sept. 2008	During School	Other	
2. Vary instructions to meet the diverse intelligences and learning styles of students	Sept 07	May 09	Before School	Local Funds	
3. Create opportunities for teachers to share math instructional materials across grade levels.	Jan 08	May 09	During School	Local Funds	
4. Create a math committee to evaluate math instruction across grade levels.	Dec. 08	May 09	During School	Local Funds	
5. Link current math instruction to Illinois State Standards	Sept 08	Dec. 08	During School	Other	
6. Use technology soft ware to enhance math skills.	Jan 08	May 09	During School	Other	
7. Utilize computer lab to facilitate math practice by scheduling classroom computer time.	Sept 07	May 09	During School	Other	
8. Develop short cycle assessments quarterly.	Jan 08	May 09	During School	Other	

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Improving math instruction by targeting specific math objectives across all populations.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Distribute the framework for assessment at the beginning of each school year.	Sept. 2008		During School	Local Funds	\$50
2. Create a checklist of expectations for grade level meeting.	Jan. 2008		Summer School	Local Funds	0
3. At monthly grade level meetings review low scoring objectives in math.	August 2008	May 2008	During School	Local Funds	0
4. Develop a math book discussion groups.	Sept 08	May 09	After School	Local Funds	\$500
5. Provide mini workshops on math websites usable for student practice.	Sept. 08		After School	Local Funds	0
6. Provide opportunities to increase teacher knowledge of differentiated instruction appropriate for students with multiple learning styles.	Sept 07	May 09	Before School	Local Funds	

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Improving math instruction by targeting specific math objectives across all populations.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Develop math night to create family excitement centered around math.	March 08		Before School	Local Funds	\$200
2. Create parent learning tools (instructional videos, handouts, ect.) to provide parents with tools to assist parents in helping students.	Sept 08	May 09	After School	Local Funds	\$200
3. Include a family math activity in newsletter to increase math interest.	Sept 08	May 09	Before School	Other	0

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Improving math instruction by targeting specific math objectives across all populations.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Progress will be monitored during faculty meetings in January, and May. Adjustments in action plan will be made in September, using new ISAT data to assist staff in decisions regarding instruction.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____	Title _____
Becky Michel	Principal
Kathy Allin	Teacher

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part A - 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.

The school notifies parents of the status of the school at the State of the Schools Meeting in September. Parents are notified of the AYP status of the school at parent teacher conferences where parents are given their students ISAT results. This material is presented by teachers when necessary and questions are answered during this process.

The School Report Card is posted on line for parents to review. A process of email notification is being developed at the school and district level.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

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

School Improvement Team includes:

Keith Wagner: Parent

Charlene Wagner: Parent/teacher

Tracy Strebel: Literacy Coach

Cheryl Harmison: Special Education Teacher

Kristen Duckworth: 2nd Grade Teacher

Hilary Melick: 1st Grade Teacher

Kathy Allin: 6th Grade Teacher

Becky Michel: Principal

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part C - 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

The school improvement plan is reviewed by all staff upon its completion. The school board reviews it following staff approval accepting it at the time of review.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part D - 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.

Princeville Grade school provides grade level support to new teachers. Periodic meetings with the principal also occur.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part E - 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). Identify corrective actions taken by the district if applicable.

The district provides support financially to the school in order to assist the school in meeting the goals.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part F - 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.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

Name _____

Title _____

1.

PRINCEVILLE ELEM SCHOOL - PRINCEVILLE CUSD 326

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

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 reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent