

PRELIMINARY INFORMATION

RCDT Number	130581350022006		
District Name	CENTRALIA SD 135	School Name	Jordan Elementary School
Superintendent	TOM HAWKINS	Principal	Craig Bland
District Address	400 S ELM ST	School Address	311 Airport Road
City/State/Zip	CENTRALIA,IL,62801	City/State/Zip	Centralia, IL 62801
District Telephone#	6185321907 Extn:1000	School Telephone#	6185337145 Extn:6000
District Email	thawkins@ccs135.com	School Email	blandcraig@ccs135.com

Is this plan for a Title I School? True

**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	

	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	74.0		Yes	92.0		Yes	94.6	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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.

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 (%)	93.6	94.5	94.9	95.0	95.4	95.1	94.9	94.6
Truancy Rate (%)	1.9	0.4	1.1	0.4	0.0	0.4	0.9	0.0
Mobility Rate (%)	18.3	23.6	15.4	20.1	15.8	26.4	26.0	28.1
HS Graduation Rate, if applicable (%)	-	-	-	0.0	0.0	0.0	0.0	0.0
HS Dropout Rate, if applicable (%)	-	-	-	0.0	0.0	0.0	0.0	0.0
School Population (#)	279	289	265	257	240	232	231	245
Economically Disadvantaged (%)	55.6	55.4	63.4	68.5	66.7	68.5	69.7	69.0
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)								
White, non-Hispanic (%)	63.8	65.7	60.4	58.4	60.0	58.2	57.6	57.1
Black, non-Hispanic (%)	34.4	32.5	37.4	37.4	26.3	26.3	25.1	26.5
Hispanic (%)	0.7	0.0	1.1	2.3	2.5	2.2	1.3	0.8
Asian/Pacific Islander (%)	1.1	1.7	1.1	1.9	1.7	1.7	0.9	0.8
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
Multiracial/Ethnic (%)	-	-	-	-	9.6	11.6	15.2	13.9

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O L	1999	74.2	24.9	0.0	0.9	0.0	-
	2000	65.8	32.9	0.7	0.7	0.0	-
	2001	63.8	34.4	0.7	1.1	0.0	-
	2002	65.7	32.5	0.0	1.7	0.0	-
	2003	60.4	37.4	1.1	1.1	0.0	-
	2004	58.4	37.4	2.3	1.9	0.0	-
	2005	60.0	26.3	2.5	1.7	0.0	9.6
	2006	58.2	26.3	2.2	1.7	0.0	11.6
	2007	57.6	25.1	1.3	0.9	0.0	15.2
	2008	57.1	26.5	0.8	0.8	0.8	13.9
D I S T R I C T	1999	76.4	21.5	1.4	0.7	0.0	-
	2000	76.4	22.0	1.2	0.4	0.1	-
	2001	75.2	23.0	1.2	0.6	0.1	-
	2002	73.3	24.9	0.9	0.9	0.0	-
	2003	72.2	26.0	1.0	0.8	0.0	-
	2004	70.7	26.9	1.4	1.0	0.0	-
	2005	70.1	21.7	1.1	0.7	0.3	6.1
	2006	68.7	20.7	2.0	0.7	0.2	7.7
	2007	69.2	19.1	1.6	0.9	0.1	9.0
	2008	68.1	18.6	2.0	0.7	0.3	10.3

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

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

**Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment**

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	0.0	30.9	100.0	94.9	13.7	1	0.5	-	-
	2000	0.0	54.2	100.0	93.9	15.7	4	1.4	-	-
	2001	0.0	55.6	100.0	93.6	18.3	5	1.9	-	-
	2002	0.0	55.4	98.0	94.5	23.6	1	0.4	-	-
	2003	0.0	63.4	100.0	94.9	15.4	3	1.1	-	-
	2004	0.0	68.5	100.0	95.0	20.1	1	0.4	0.0	0.0
	2005	0.0	66.7	100.0	95.4	15.8	0.0	0.0	0.0	0.0
	2006	0.0	68.5	100.0	95.1	26.4	1	0.4	0.0	0.0
	2007	0.0	69.7	100.0	94.9	26.0	2	0.9	0.0	0.0
	2008	0.0	69.0	100.0	94.6	28.1	0.0	0.0	0.0	0.0
D I S T R I C T	1999	0.0	51.8	100.0	93.0	28.7	76	5.1	-	-
	2000	0.0	58.7	99.2	93.4	22.7	50	3.4	0.0	0.0
	2001	0.0	61.3	97.7	93.2	23.4	45	3.0	-	-
	2002	0.0	63.8	98.7	93.6	21.9	22	1.5	-	-
	2003	0.0	65.0	99.6	93.8	16.3	17	1.2	0.0	0.0
	2004	0.1	66.1	99.7	94.3	23.4	14	1.0	0.0	0.0
	2005	0.0	70.8	100.0	94.2	23.7	12	0.9	0.0	0.0
	2006	0.0	71.5	100.0	94.4	22.2	7	0.5	0.0	0.0
	2007	0.1	73.0	100.0	94.4	21.8	12	0.9	0.0	0.0
	2008	0.2	72.7	100.0	94.3	20.4	6	0.5	0.0	0.0

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5	

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	1999	217	-	-	-	-	-	-
	2000	287	-	-	-	-	-	-
	2001	279	-	-	-	-	-	-
	2002	289	95	-	-	-	-	-
	2003	265	96	-	-	-	-	-
	2004	257	90	-	-	-	-	-
	2005	240	80	-	-	-	-	-
	2006	232	83	-	-	-	-	-
	2007	231	79	-	-	-	-	-
	2008	245	-	-	-	-	-	-
D I S T R I C T	1999	1530	-	-	-	-	-	-
	2000	1511	-	-	-	-	-	-
	2001	1550	163	172	175	148	172	-
	2002	1504	188	169	146	157	137	0.0
	2003	1449	173	178	142	172	138	0.0
	2004	1432	163	180	152	159	163	0.0
	2005	1368	139	163	142	149	160	0.0
	2006	1356	147	136	154	151	140	0.0
	2007	1349	131	161	127	161	138	0.0
	2008	1324	-	-	-	-	-	-

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

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, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	96	20	40715	65	35	19	-	-	-
	2000	97	21	42640	55	45	19	-	-	-
	2001	98	21	44596	56	44	19	-	-	-
	2002	98	20	45602	57	43	19	-	0.0	0.0
	2003	98	20	46749	59	41	18	0.0	0.0	0.0
	2004	91	21	49401	57	43	20	0.0	0.0	0.0
	2005	91	19	49318	63	37	19	0.0	0.0	0.0
	2006	91	15	47777	68	32	18	0.0	0.0	0.0
	2007	91	14	48591	67	34	18	0.0	0.0	0.0
	2008	92	14	48462	65	35	18	0.0	0.0	0.0
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	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	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	82.8	64.7	73.6	68.8	82.0	77.5	-	-	-	-	-	-	-	-	-	-	-	-
White	89.3	77.5	81.0	74.4	88.0	83.7	-	-	-	-	-	-	-	-	-	-	-	-
Black	67.8	35.7	55.5	52.2	64.7	64.3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	80.0	-	-	81.8	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	83.4	41.7	77.8	42.9	40.0	53.3	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	78.0	55.2	66.7	57.7	74.4	69.1	-	-	-	-	-	-	-	-	-	-	-	-
	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	-	-	-	47.5	55.0	62.5	-	-	-	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**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	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	85.7	89.8	90.3	94.8	97.2	91.9	-	-	-	-	-	-	-	-	-	-	-	-
White	88.0	95.9	90.5	95.3	100.0	91.8	-	-	-	-	-	-	-	-	-	-	-	-
Black	83.3	75.0	94.5	91.3	100.0	92.9	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	100.0	-	-	81.8	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	68.1	75.0	83.4	78.6	86.6	86.7	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	79.6	86.2	85.4	92.4	95.2	92.9	-	-	-	-	-	-	-	-	-	-	-	-
	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	-	-	-	47.5	55.0	62.5	-	-	-	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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?*

According to data, reading is an area of weakness which we must focus upon. In particular, reading vocabulary and reading comprehension are areas in which focus should be given. In addition, focus should be placed on writing activities.

Students displayed strengths in the area of mathematics.

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

The reading series previously used by the district was not aligned to the Illinois State Learning Standards. The former reading series did not focus on individual levels of reading. Instruction was done at one level which caused lower level readers to struggle and fall behind.

The majority of students reside in low socio-economic homes. 69 % of students receive either free or reduced meals. A lack of parental involvement also exists.

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

The area of reading must be addressed and should receive additional attention and focus. A focus should be placed on reading vocabulary and comprehension to improve ISAT test scores. Concentration on all subgroups will be focused on moving students into the "Exceeds Standards" quartile of reading. The new reading series adopted by the district allows for instruction, assignments, and activities for leveled reading.

Teachers will also focus on improving expository writing skills and prepare students for the writing portion of the ISAT test beginning in the spring of 2009.

Existing parental involvement activities must be improved upon. New activities must be added to encourage parents to become more involved. Activities should include opportunities for parents to visit the school and actively participate in projects and programs along with their children.

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

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

The local assessment data used in this plan includes the Iowa Tests of Basic Skills (TTBS) and the Developmental Reading Assessment (D.R.A.). The Developmental Reading Assessment identified students' reading achievement through systematic observation, recording, and evaluation of performance. It allowed teachers to analyze data, document progress, and communicate assessment information to administrators, parents, and students. The Iowa Tests of Basic Skills tests displayed that the majority of students are performing at grade level. According to these tests, reading is an area needing improvement, while math is an area in which students displayed strengths. This information correlates with the data obtained from the Illinois Standards Achievement Tests. Data also indicates that Special Education students struggle in the areas of reading and math. There appear to be no noticeable differences in achievement amongst subgroups.

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

Weaknesses in reading may be attributed to the fact that the reading series previously used by the district was not aligned to the Illinois State Learning Standards. The former reading series did not focus on individual levels of reading. Instruction was done at one level which caused lower level readers to struggle and fall behind.

The Saxon math program has contributed to student success in the area of mathematics. The Saxon math program, focusing on the incremental learning of mathematics, involves teaching a new mathematical concept every day and reviewing previously taught concepts. In addition, the Title I program provides additional lessons and reinforcement in the areas of reading and math. The lessons taught by the Title I teacher have contributed to improvements in reading and math.

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

The Saxon math program should continue to be used in all grades. Focus should be placed on open-ended problems and extended response problems found in the math portion of the ISAT tests. In addition, the new Houghton-Mifflin reading series recently adopted by the school district should be implemented and grade level meetings must be held so that teachers may work cooperatively to design lessons and activities coordinating with this new reading series.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

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

Attributes that have affected student progress include parental involvement. Parents/guardians attend Title I Family Nights, P.T.O. open houses, and parent/teacher conferences during the school year.

Challenges that have affected student improvement include a reading series that did not correlate with the Illinois State Learning Standards, low socio-economic households, unemployment rates, students living in non-traditional households, and incarcerated parents.

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

These attributes have given students more motivation, additional assistance with their class work. Community members have contributed to student performance results by volunteering at the school to help in classrooms and by reading to students on a weekly basis during our "Lunch Bunch" program.

The challenges have hindered student performance due to the fact that most students are not living in an environment in which they can receive the support of two parents nor do they have the resources to financially obtain assistance with academics.

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

Through the use of the new Houghton-Mifflin reading series, teachers must select appropriate lessons for students that are correlated with the Illinois State Learning Standards. Through the use of these reading textbooks, teachers will focus on individual levels of reading.

As part of Response to Intervention (RtI), students will receive a diagnosis of reading/learning difficulties, classroom strategies and interventions will be developed, and resources to assist educators in meeting the challenge of helping all learners succeed will be located. These areas of focus will include reading comprehension, vocabulary, phonemic awareness, and fluency.

Additional activities and/or educational programs will need to be developed to encourage parents to become actively involved with their children and with the school.

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?

All of the teachers at Jordan Elementary School are highly qualified. Teachers are paid at a rate equivalent to surrounding area schools. There is a reasonable student to teacher ratio with an average of 18 students to every one classroom teacher. There are three to four sections of each grade level resulting in smaller class sizes.

In-services provided by the school district must continue to focus on the areas of reading and math. In addition, in-services should continue to focus on school discipline which directly relates to the school population and the large number of students living in poverty.

In addition, it would be beneficial if more monies were allocated for teachers to attend a wide variety of professional development opportunities such as conferences and/or workshops that would meet the needs of the students and the school.

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

Ten out of nineteen teachers possess master's degrees in elementary education or are in the process of receiving a master's degree. The district has reimbursed teachers for the majority of these courses thus encouraging teachers to further their education.

Additional sections of grade level classes have helped to further decrease the size of classes, therefore allowing more time for teachers to attend to students with specific academic needs. In-services provided by the school district and workshops attended by teachers have provided excellent information to be used with students in and out of the classroom.

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

Teachers will continue to take educational courses and will continue to pursue post-graduate degrees. The district will plan and design programs and in-services which will assist teachers in reaching students academically and socially. Teachers will be given more opportunities to attend educational workshops and/or conferences.

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?

Although Jordan School had 100% of our parents and/or guardians participate in parent/teacher conferences, it is often difficult to encourage parents to visit the school or become involved at other times of the year. Title I Family Nights are held two times during the school year and attendance is good at these events. It is difficult, however, to get parents involved in other ways during the school year.

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

Parental involvement plays a big part in student performance results. Parents who possess positive attitudes regarding the importance and value of education tend to ingrain these messages in the minds of their children. Parents and community members have volunteered to assist students in the "Lunch Bunch" reading program. This program is not only beneficial in the area of reading, but also provides students with one-on-one contact with a positive role model.

A school webpage contains important information for parents and students regarding programs and activities at the school. In addition, an "Educational Links" page contains many helpful websites relating to specific subject areas and offers assistance with homework. All classroom teachers create webpages which contain weekly homework assignments and helpful information regarding classwork. The use of the Internet has improved communication between home and school and has provided information to parents which they may in turn use to assist students at home.

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

More opportunities must be given for parents to become more involved with their children and with the school. Existing programs must be updated and improved. For example, Title I Family Nights will be updated to encourage parents to attend. One of the Title I Family Nights will be changed to a "Family Fine Arts Festival" in which students and teachers will present plays, perform in a variety show, and display artwork in student galleries. In turn, parents will want to attend such a program to see their children's performances and projects.

More opportunities will be given for parents to volunteer at the school. In addition to our "Lunch Bunch" reading program, parent volunteers will be asked to assist with our after-school tutoring program.

In addition, our school website will continue to be updated with important information relating to classrooms and class work which will be helpful to parents. Furthermore, additional websites will be added to our "Educational Links" webpage for parents to use when working with their children at home.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Classroom teachers along with the Title I and Reading Improvement teachers will focus on the area of reading to improve ISAT test scores. In particular, reading vocabulary and reading comprehension will be areas in which focus should be given.

In addition, our writing program must be strengthened to better prepare students. Teachers will focus on expository writing which will be added to the ISAT test in spring of 2009.

Another key factor will focus on the improvement of existing parental involvement activities. In addition, new activities must be added to encourage parents to become more involved.

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed
1	While our current achievement in reading is 77.5% of all students are meeting and exceeding, third-grade students will improve their achievement in reading by 3-5% points during each of the next two years.	

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

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

Section II-A Action Plan - Objectives

Objective: 1

While our current achievement in reading is 77.5% of all students are meeting and exceeding, third-grade students will improve their achievement in reading by 3-5% points during each of the next two years.

Objective 1 Description:

This will be accomplished by focusing on reading. This focus should be placed on reading vocabulary and comprehension to improve ISAT test scores.

Teachers will utilize a new Houghton-Mifflin reading series that allows for instruction, assignments, and activities for leveled reading. As part of the Response to Intervention (RtI), teachers will create supplemental reading lessons for students at various academic levels.

Parent will also be encouraged to become involved and assist students with their reading skills.

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

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : While our current achievement in reading is 77.5% of all students are meeting and exceeding, third-grade students will improve their achievement in reading by 3-5% points during each of the next two years.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will use the new Houghton-Mifflin reading textbooks which are aligned with the Illinois State Learning Standards	8/22/2008	6/4/2010	During School	Local Funds	13000
2	Response to Intervention (RtI) will be implemented in the area of reading and a Power Half Hour will be established in which students will receive additional support in reading.	8/22/2008	6/4/2010	During School	Other	0
3	Students will use Study Island, a provider of web-based state assessment preparation programs and standards based learning programs.	8/22/2008	6/4/2010	During School	Title I	1000
4	An after-school tutoring program will be established for those students who are experiencing difficulties in the area of reading.	8/22/2008	6/4/2010	After School	Title I	2000
5	A "Lunch Bunch" program will be used to assist students with reading skills. This program will use parents and community members as mentors. These mentors will read books to students, help students read better, and also give students one-on-one attention and support.	8/22/2008	6/4/2010	During School	Title I	0
6	Summer school will be offered at the Centralia Junior High School for those students who are experiencing great difficulties in the area of reading. Recommendations will be based on grades, test scores, and teacher evaluations of students.	8/22/2008	6/4/2010	Summer School	Title I	15000

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

Objective 1 Title : While our current achievement in reading is 77.5% of all students are meeting and exceeding, third-grade students will improve their achievement in reading by 3-5% points during each of the next two years.						
	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	Teachers will be given opportunities to participate in monthly in-services where grade level meetings may take place and the reading curriculum can be discussed and improved.	8/22/2008	6/4/2010	During School	Title I	2000

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
2	Teachers will be given a monthly opportunity to meet for one hour during the school day for an Instructional Planning and Improvement meeting. Grade level meetings will take and reading will be the focus.	8/22/2008	6/4/2010	During School	Local Funds	500

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

Objective 1 Title : While our current achievement in reading is 77.5% of all students are meeting and exceeding, third-grade students will improve their achievement in reading by 3-5% points during each of the next two years.

	Strategies and Activities	StartDate	EndDate	TimeLine	Fund Source	Amount
1	The Title I Family Night in January of each year will be improved by obtaining various educational assembly programs to be presented as part of the program. For example, McDonald's will be contacted to schedule a program, presented by Ronald McDonald, on bullying. Parents will want to attend to view educational programs.	8/22/2008	6/4/2010	After School	Title I	1000
2	The Title I Family Night held at the end of each school year will be improved by creating a "Family Fine Arts Festival" in which students and teachers will present plays, perform in a variety show, and display artwork in student galleries. Parents will want to attend such a program to see their children's performances and projects.	8/22/2008	6/4/2010	After School	Title I	1000
3	The "Lunch Bunch" reading program will be updated and improved. Parent/community members will be asked to participate.	8/22/2008	6/4/2010	During School	Title I	0
4	The Jordan Elementary School website will continue to be updated with important information relating to classrooms and class work which will be helpful to parents.	8/22/2008	6/4/2010	During School	Title I	0
5	The Jordan Elementary School website will add additional educational websites to the "Educational Links" web page for parents to use when working with their children at home.	8/22/2008	6/4/2010	During School	Title I	0

Section II-E Action Plan - Monitoring

Objective 1 Title : While our current achievement in reading is 77.5% of all students are meeting and exceeding, third-grade students will improve their achievement in reading by 3-5% points during each of the next two years.

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

Jordan Elementary School faculty and staff will monitor the effectiveness of the strategies and activities for the objective by giving benchmark tests to students three times during the school year. Progress monitoring will also take place several times during each month to track academic progress in reading. In addition, data collection will be used to measure student success.

Monitoring Persons - List the individuals and designate the role of each person (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Craig Bland	Principal
Mary Roberts	Curriculum Director
April Feig	Reading Improvement Teacher
Andrea Barnfield	Title I Teacher
Beth Petrea	Third-Grade Teacher

Section III - Plan Development, Review and Implementation Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (**Requirement for Title I Schools only.*)

The School Report Card may be found online and appears on the Jordan Elementary School web page. Iowa Test of Basic Skills (ITBS) test scores and results are sent home to parents. DRA test scores and reading levels are given to parents. Information on the school's Response to Intervention (Rtl) program is sent home to parents in a letter. This letter informs parents of what tier their child is in. Additional letters are sent home to parents when a child moves from one tier to another.

Section III - Plan 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.

Numerous meetings have been held at Jordan Elementary School to develop, review, and implement the new school improvement plan. Administrators, teachers, and parents have met on numerous occasions to study the areas in which Jordan Elementary School must show improvement. During the process of writing the plan, the district superintendent and curriculum director were asked to assist, provide input, and critique the new plan.

Names and titles of school improvement team or plan developers:

	Name	Title
1	Craig Bland	Principal
2	Mary Roberts	Curriculum Director
3	Tom Hawkins	Superintendent
4	Connie Bethel	Special Education Teacher
5	Nancy Lee	Classroom Teacher
6	Beth Petrea	Classroom Teacher
7	Misty Meyer	Parent
8	Tina Ring	Parent

Section III - Plan Development, Review and Implementation
Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

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

Describe the peer review process including participants and date(s) of peer review.

Jordan Elementary School is currently meeting AYP and is not in school improvement. The School Improvement team will meet on a quarterly basis to assess and review the plan and make necessary adjustments to meet the needs of the school.

Section III - Plan Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Jordan Elementary School participates in the Eastern Illinois University Teacher Mentoring Program. The program provides on-going professional development for new teachers. The program involves selecting an appropriate mentor to observe the teacher and conference with the teacher on a regular basis. It also includes time for the teacher to observe the mentee teaching. In addition, Eastern Illinois University provides access to online advice on their website and via email correspondence.

Section III - Plan Development, Review and Implementation
Part E. District Responsibilities

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

The Centralia City School District #135 has pledged to assist with all school improvement strategies and activities that are part of the Jordan Elementary School Improvement Plan. The district has been extremely supportive in providing advancements in the area of technology and has provided essential materials, such as a new Houghton-Mifflin Reading series and the Saxon Math series, that align with the Illinois State Learning Standards.

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

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

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

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

Resources provided by ISBE include the plan template, online advice, and regulatory guidance.

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

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools I academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Title
1	Craig Bland	Principal
2	Mary Roberts	Curriculum Director
3	Tom Hawkins	Superintendent
4	Connie Bethel	Special Education Teacher
5	Nancy Lee	Classroom Teacher
6	Beth Petrea	Classroom Teacher
7	Misty Meyer	Parent
8	Tina Ring	Parent

Section IV-A Local Board Action

DATE APPROVED by Local Board: 11/12/2008

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

- Have the areas of low achievement been clearly identified?
- Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness?
- Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students?
- Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

- If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
- Do these local assessment results add clarity to the state assessment data?
- Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

- If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
- Do the other data add clarity to the state assessment data?
- Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

- Have data or research been used to determine the key factors believed to cause low performance?
- Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

- Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan?
- Do the objectives address all areas of AYP deficiency?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Will the selected strategies and activities likely improve student learning and achievement?
- Are the strategies and activities measurable?
- Are the measures of progress for the strategies and activities clearly identified?
- Are expectations for classroom behavior and practice related to the objectives clear?

	Is professional development aligned with the strategies and activities for students?
	Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?
	Do the parent involvement strategies clearly align with the strategies and activities? for students?
	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
	Are timelines reasonable and resources coordinated to achieve the objectives?
MONITORING	
	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only)
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STAKEHOLDER INVOLVEMENT

	Does the plan describe how stakeholders have been consulted?
	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

PEER REVIEW

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

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

	Is it clear what support the district will provide to ensure the success of the plan?
	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school?

STATE RESPONSIBILITIES

	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
SCHOOL SUPPORT TEAM	
	Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan?
APPROVAL DATE OF LOCAL BOARD	
	The plan indicates the approval date of this plan.

PART II - COMMENTS