

River Bend CUSD 2

District Improvement Plan 2008

Board Approval Date	12/15/2008
Plan Submission Date	12/15/2008
ISBE Monitoring Completed	1/29/2009

PRELIMINARY INFORMATION

RCDT Number	550980020260000		
District Name	RIVER BEND CUSD 2	Superintendent	Dr. Jane M. Bauer
District Address	1110 3RD ST	Telephone	8155892711
City/State/Zip	FULTON,IL,61252	Extn:	0
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Is this for a Title I District ? Yes

Is this for a Title III District that did not meet AMAO ? No

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

Is this District making Adequate Yearly Progress (AYP)?	Yes	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	Yes	2007-08 Federal Improvement Status	district improvement year 1
Is this District making AYP in Mathematics?	Yes	2007-08 State Improvement Status	academic early warning year 1

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	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	81.2		Yes	84.3		Yes	95.7	Yes	79.2	Yes
White	100.0	Yes	100.0	Yes	82.2		Yes	84.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	44.3	31.8	Yes	60.7		Yes	94.0		100.0	
Economically Disadvantaged	100.0	Yes	100.0	Yes	63.5		Yes	70.5		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.

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

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

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	95.8	95.6	95.9	96.3	95.6	95.2	95.6	95.7
Truancy Rate (%)	0.4	0.3	1.0	0.6	0.8	0.8	0.9	0.2
Mobility Rate (%)	10.4	7.7	12.1	12.1	11.6	12.1	13.1	13.6
HS Graduation Rate, if applicable (%)	94.8	93.6	87.5	86.4	100.0	86.3	85.3	79.2
HS Dropout Rate, if applicable (%)	1.5	1.5	3.3	1.5	1.4	2.0	3.7	1.5
District Population (#)	1244	1209	1111	1055	1081	1047	1017	987
Economically Disadvantaged (%)	24.2	15.9	17.6	18.8	23.3	20.2	20.4	21.0
Limited English Proficient (LEP) (%)	0.1	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	99.6	98.9	99.0	98.5	98.2	97.8	97.3	96.6
Black, non-Hispanic (%)	0.2	0.6	0.5	0.9	0.2	0.2	0.5	0.3
Hispanic (%)	0.1	0.3	0.1	0.3	0.3	0.6	0.4	0.5
Asian/Pacific Islander (%)	0.2	0.1	0.3	0.4	0.3	0.4	0.4	0.8
Native American or Alaskan Native(%)	-	0.1	0.1	-	-	-	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	-	1.0	1.1	1.3	1.7

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
D I S T R I C T	1999	99.1	0.2	0.4	0.2	-	-
	2000	99.4	0.2	0.2	0.3	-	-
	2001	99.6	0.2	0.1	0.2	-	-
	2002	98.9	0.6	0.3	0.1	0.1	-
	2003	99.0	0.5	0.1	0.3	0.1	-
	2004	98.5	0.9	0.3	0.4	-	-
	2005	98.2	0.2	0.3	0.3	-	1.0
	2006	97.8	0.2	0.6	0.4	-	1.1
	2007	97.3	0.5	0.4	0.4	0.1	1.3
	2008	96.6	0.3	0.5	0.8	0.1	1.7
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(%)
D I S T R I C T	1999	-	20.8	93.5	96.3	12.2	1	0.1	3.2	88.8
	2000	0.1	19.0	89.4	96.7	8.8	7	0.6	1.7	87.1
	2001	0.1	24.2	89.5	95.8	10.4	5	0.4	1.5	94.8
	2002	-	15.9	75.3	95.6	7.7	4	0.3	1.5	93.6
	2003	-	17.6	90.5	95.9	12.1	11	1.0	3.3	87.5
	2004	-	18.8	93.4	96.3	12.1	6	0.6	1.5	86.4
	2005	-	23.3	95.3	95.6	11.6	8	0.8	1.4	100.0
	2006	-	20.2	94.4	95.2	12.1	8	0.8	2.0	86.3
	2007	-	20.4	95.6	95.6	13.1	9	0.9	3.7	85.3
	2008	-	21.0	96.4	95.7	13.6	2	0.2	1.5	79.2
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)
D I S T R I C T	1999	1293	-	-	-	-	-	-
	2000	1249	-	-	-	-	-	-
	2001	1244	88	74	95	88	97	104
	2002	1209	66	86	74	95	82	109
	2003	1111	84	75	81	93	99	86
	2004	1055	82	82	74	62	92	89
	2005	1081	90	86	87	89	67	70
	2006	1047	65	83	74	73	87	105
	2007	1017	60	62	82	77	76	95
	2008	987	78	65	60	79	80	71
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	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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	86	12	32116	84	16	18	15	-	-
	2000	87	13	34302	82	18	16	15	-	-
	2001	87	13	35957	81	20	17	15	-	-
	2002	87	13	37012	82	18	16	15	3	4
	2003	85	14	38834	79	21	16	14	3	1
	2004	71	15	41044	81	19	20	13	-	-
	2005	74	15	41031	81	19	19	15	-	-
	2006	69	15	43803	74	26	21	14	-	-
	2007	73	15	44463	71	29	19	14	6	-
	2008	73	13	44858	64	36	18	13	-	-
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	68.6	69.0	73.0	79.4	68.4	88.0	-	-	-	77.9	67.7	64.5	68.3	60.8	62.8	73.4	65.8	83.6
White	68.3	69.5	75.3	80.0	69.6	90.4	-	-	-	79.0	68.3	65.0	67.9	61.6	63.9	75.0	68.9	84.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	45.5	-	-	-	-	-	-	-	30.0	-	-	8.3	-	16.7	-	25.0	-
Economically Disadvantaged	45.0	58.4	63.6	65.0	45.5	70.6	-	-	-	58.9	54.5	28.5	65.0	47.1	52.6	56.3	56.3	72.8
	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	-	-	-	74.5	74.0	82.9	-	-	-	85.3	76.3	90.1	67.4	60.4	77.9	84.3	86.7	88.1
White	-	-	-	74.7	76.6	84.8	-	-	-	86.3	75.7	92.1	68.1	59.6	79.1	83.8	87.9	87.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

River Bend CUSD 2

District Improvement Plan 2008

Students with Disabilities	-	-	-	26.7	-	60.0	-	-	-	-	25.0	-	7.1	0.0	23.1	56.3	-	30.0
Economically Disadvantaged	-	-	-	66.6	50.1	78.9	-	-	-	81.3	64.2	68.8	37.6	44.4	50.0	77.2	71.4	71.4
PSAE - % Meets + Exceeds for Reading for Grade 11																		
Groups	2003		2004		2005		2006		2007		2008							
AYP Benchmark % Meets + Exceeds	40.0		40.0		47.5		47.5		55.0		62.5							
All	67.4		60.4		77.9		84.3		86.7		88.1							
White	68.1		59.6		79.1		83.8		87.9		87.8							
Black	-		-		-		-		-		-							
Hispanic	-		-		-		-		-		-							
Asian/Pacific Islander	-		-		-		-		-		-							
Native American	-		-		-		-		-		-							
Multiracial/Ethnic	-		-		-		-		-		-							
LEP	-		-		-		-		-		-							
Students with Disabilities	7.1		0.0		23.1		56.3		-		30.0							
Economically Disadvantaged	37.6		44.4		50.0		77.2		71.4		71.4							

**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	75.6	77.4	80.9	84.1	94.8	86.7	-	-	-	86.1	83.9	82.5	80.7	76.0	69.8	81.3	76.9	85.3
White	75.3	78.1	82.4	85.0	96.4	89.1	-	-	-	86.4	85.0	82.0	80.5	75.6	69.9	81.9	79.2	86.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	63.6	-	-	-	-	-	-	-	50.0	-	-	16.7	-	33.3	-	50.0	-
Economically Disadvantaged	55.0	70.8	72.7	80.0	100.0	76.4	-	-	-	82.4	77.2	80.0	80.0	82.4	52.6	81.3	68.8	77.3
	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	-	-	-	77.9	80.2	93.4	-	-	-	89.4	88.1	92.6	63.1	52.8	78.0	79.8	92.0	88.1
White	-	-	-	79.5	80.5	93.1	-	-	-	90.4	87.9	93.4	63.8	52.8	79.1	80.2	91.9	87.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	33.3	-	100.0	-	-	-	-	33.3	-	14.3	0.0	53.8	25.0	-	30.0
Economically Disadvantaged	-	-	-	66.7	75.0	89.5	-	-	-	81.3	71.4	75.0	31.3	27.8	58.3	63.6	100.0	64.3
PSAE - % Meets + Exceeds for Mathematics for Grade 11																		
Groups	2003	2004	2005	2006	2007	2008												
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5												
All	63.1	52.8	78.0	79.8	92.0	88.1												
White	63.8	52.8	79.1	80.2	91.9	87.8												
Black	-	-	-	-	-	-												
Hispanic	-	-	-	-	-	-												
Asian/Pacific Islander	-	-	-	-	-	-												
Native American	-	-	-	-	-	-												
Multiracial/Ethnic	-	-	-	-	-	-												
LEP	-	-	-	-	-	-												
Students with Disabilities	14.3	0.0	53.8	25.0	-	30.0												
Economically Disadvantaged	31.3	27.8	58.3	63.6	100.0	64.3												

Section I-A Data & Analysis - Report Card Data

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

The District Report Card data tells us that student performance for students and subgroups of students has improved over time from 67% of students meeting or exceeding in 2002 to 87% of students meeting or exceeding in 2008. ISAT practices, local assessments, implementation of inclusion and differentiated instruction, test preparations, early assessment, ISEL, DIBELS, and the institution of an on site staff development program through Gretchen Courtney and Associates that emphasizes research based teaching and learning strategies have all contributed to the improvement in teaching and learning at River Bend CUSD #2. The high school ACT test scores of average 20.1 were in the range of the average state score of 20.5. Average school attendance at 95.7% is higher than the state average of 90%. The district truance rate is the lowest it has been in eight years at .2%. Parental Involvement of 96.4% in 2008 was the highest in eight years. In Reading, grade 3 at 88%, 5 at 83.6%, 6 at 82.9%, 7 at 90.1%, 8 at 88.1%, and grade 11 at 62.5% celebrated the highest ISAT achievement in the six years reported for percentage of students who met or exceeded state standards. In Mathematics, grade 5 at 86.5%, 6 at 93.4%, 7 at 92.6%, and 11 at 62.5% enjoyed the highest percentage of meets or exceeds in the six year reported period.

Despite high and improved achievement by the district and its students, subgroups of poverty and special education continue to perform below the same levels as their peers. It is this weakness that is addressed in improvement and next steps. Weaknesses also noted are the need for continued refinement of K-12 district-wide math alignment and K-12 district-wide reading and math curriculum alignment with Illinois State Learning Standards and a need for more differentiation and modification of instruction for special needs students and economically disadvantaged students through Rtl.

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

Factors that likely contributed to the results are the fact that the district organized a committee of teachers, administrators, community members, board members, and administrators to meet monthly and share information on student progress and learning. The teacher representatives are charged with the responsibility of discussing among their peers the activities of the curriculum committee and bring back to the committee other teacher ideas. Three years of training in Gretchen Courtney strategies has contributed to improved reading scores for all students. ISAT practices, local assessments, implementation of inclusion and differentiated instruction, test preparations, early assessment, ISEL, DIBELS, and the institution of an on site staff development program through Gretchen Courtney and Associates that emphasizes research based teaching and learning strategies have all contributed. The positive factors internally are the improved instruction received by the students. Externally, the positive factors are more involvement by parents in their children's educations.

Weaknesses noted are lower level of parental involvement with students who come from poverty and with a special education disability. Curriculum must continue to be improved. There is a continued need to align K-12 district-wide math and reading curriculum with Illinois State Learning Standards and a need for more differentiation and modification of instruction for special needs students and economically disadvantaged students and any students in Tier 2 and Tier 3 through Rtl. Externally, some parents are not as motivated or able to serve their children when they live in poverty or their child is faced with a disability. Internally, we need to continue to improve our Rtl interventions and strategies to ensure all students, and all means, achieve at a higher level.

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

The next steps for improvement planning include continued professional development and training to improve teaching and learning. In 2008, River Bend CUSD #2 began Rtl. In 2008, the district also began Reading Recovery. Two reading specialists were trained in Reading Recovery and began testing and serving students in September, 2008. The lowest students, those in Tier 3, were the first tested students and are now being served in Reading Recovery. Pre school through first grade teachers trained in "Visual Phonics" implementing those teaching strategies in the fall of 2008. This phonics instruction program is a multi-sensory approach to teaching phonics, the basis of reading. Other next steps also include AimsWeb Universal Screening beginning in the fall of 2008. This universal screening instrument will assist in identifying students for interventions in Tier 3 and Tier 2 in five areas. Students at risk in reading in these tiers will be further tested with DRA2, purchased for use in fall of 2008. This diagnostic reading test will pinpoint deficit areas in reading so our four reading specialists may assist in improvement. Using Gretchen Courtney strategies learned in three years of training, elementary staff have designed a schedule to ensure small reading groups, reading at their ability level, for guided reading. These smaller groups, with appropriate reading materials, ensure daily practice of reading at school. Other next steps include the high school freshman transition program called SWiM. This program brings freshmen students into the high school surrounded with supports to ensure success. The program drastically reduced failures in FY 2008 and is improved for FY 2009. The high school uses Cognitive Tutor as an on-line tutorial for math this helping students improve in math knowledge. Finally, the middle school and elementary school began an after school tutorial in FY 2008. The success of the tutors guarantees a continuance of this program as one of our next steps for FY 2009. Four certified teachers served students grades 3-8 after school Monday through Thursday. The staff and administration continue to explore new and better ways to serve

students ensuring all students learn and learn at a higher level.

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 indicated?

The district uses the ITBS which is administered to grades 3-8 in the fall and 1-2 grades in the spring, to assess student progress in Vocabulary, Comprehension, Reading, Language skills, Mathematics, Social Studies, Science, and Sources of Information. An analysis of the data indicated the “students with disabilities” were below their regular education peers despite the interventions, smaller grouping, and special education supports. These results are validated on the ISAT test results in Mathematics and Reading as well, confirming student scores were consistent in areas where additional instructional support is needed. ISEL is used as a tool to identify struggling learners in reading. AimsWeb is used as Universal Screening. Students beginning first grade who scored in Tier 3 on AimsWeb, are then referred for Reading Recovery. Reading Recovery teachers then assess the students using the Reading Recovery Test to determine if these Tier 3 students will benefit from Reading Recovery. Students in grades 1-5, who score low in AimsWeb and are at Tier 2 and Tier 3 in Rtl are also administered the DRA2 by the reading specialists to identify areas of weakness in reading. The data tells us that there is still great concern about students in the lowest quartile succeeding in reading and mathematics. That is why River Bend CUSD #2 began Reading Recovery in the fall of 2008. The district trained two reading specialists in Reading Recovery beginning in the summer of 2008. The areas of weakness continue to be meeting the needs of all students in reading and mathematics.

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

Factors - What factors are likely to have contributed to these results?

Success factors are that learners in Tier 2 and Tier 3 are being identified through the ITBS, ISEL, AimsWeb, Reading Recovery, and STAR at an earlier age. The Teacher Assistance Team (TAT) process is identifying the Tier 2 and Tier 3 students earlier and addressing their needs through specific areas of weakness as identified with further testing using the DRA2. .

Weaknesses are that students with disabilities and identified as low income are achieving below their regular education peers. These students are faced with rising challenges including poverty, homeless issues, mobility, changing family structures, and general insecurity in life.

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

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

School improvement (SIP) goals that are developed based on the use of ISAT/PSAE and ITBS center around the improvement of student achievement in reading and mathematics particularly in Tier 2 and Tier 3 and continue to improve the number of students that “meet” or “exceed” standards on all state achievement tests. We conclude that technology use enhances learning. Technology resources including Study Island, use of SMART Boards, tablets, Smart Tech, and United Streaming reinforce and extend learning for all students including subgroups of students with disabilities and economically disadvantaged students. We also conclude that when purchasing new curriculum and textbooks that the online addition is a valuable component. Students can then access their lessons from home as well as school. There is a need to continue to implement the use of the TAT process district-wide. There is a need to expand utilization of differentiated instruction as we identify students in Tier 2 and Tier 3 and their specific needs. We must continue to improve our interventions and modifications to ensure all students learn and learn at a higher level.

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

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

Characteristics:

River Bend CUSD #2 is primarily a rural district encompassing 80 square miles in the northwest section of Whiteside County and includes the three towns of Fulton, Albany, and Garden Plain. All of the district’s three schools are located in Fulton: Fulton Elementary (K-5) serving 440 students, River Bend Middle School (6-8) serving 222 students, and Fulton High School (9-12) serving 308 students. Sixty percent (60%) of our high school graduates go on to higher education with another twenty percent (20%) attending technical schools, and (20%) enter the armed forces and job force.

There are 7,800 people in our district community which serves as a bedroom community in a fifty-mile radius in Iowa and Illinois for many employees of businesses and industries. The residents are primarily employed in sales, light industry, and agricultural management. The socio-economic level is lower middle class with some middle or upper class families. Fulton has transitioned from a self-supporting community to one that now relies on Clinton, Iowa for retail stores and services.

The heritage of Fulton is largely Dutch while the populations of Albany and Garden Plain are more diverse with many people moving to these towns when the nuclear plant was built some years ago. The nuclear plant is located in a neighboring school district. Fulton built a Dutch windmill over-looking the Mississippi River and has an annual Dutch Day's Festival. The City of Fulton is committed to developing the retail downtown business area to promote tourism. An industrial park was developed to attract new businesses and jobs to the community.

Challenges:

We face the issues of serving a moderately mobile and increasingly low-income population that flows freely between Illinois and Iowa. When the public aid in one state expires, we either gain or lose students as the situation demands. Thus, our mobility rate and low-income rate are higher than the traditional members of our community perceive them to be. We are also faced with decreasing student enrollment which, in turn, has a negative impact on the state aid revenue that the district receives.

The student population is declining due to younger families leaving the area to seek employment while senior citizens have increasingly moved into the area. There is a small industrial base for the District. These industries proved work for many of our graduates.

Poverty Status in 1999 for Fulton Township – Families - 3.4% below poverty level; Families with only female householder – 12.1% below poverty level; Individuals below poverty level 5.4%. Poverty Status 1999 for Albany Township – Families - 3.2% below poverty level; Families with only female householder - 10.6% below poverty level; Individuals below poverty level 5.5%. Poverty Status 1999 for Garden Plan Township – Families – 7.9% below poverty level; Families with only female householder – 0% below poverty level; Individuals below poverty level 8.9%. Source: U.S. Bureau of the Census, Census 2000.

Attributes:

The assessed valuation of our District is an estimated \$97 million. The per-pupil operating expenditure is \$7,908. We believe we provide an appropriate educational experience for our students at a reasonable cost. Our free and reduced lunch rate is currently at 21%.

The District purchased new hardware and software for grades K-5, moving from a Macintosh to a Windows platform during the 2007 school year and new computers for the middle school and high school in 2008. The technology team of teachers and principals was formed to study technology issues for the District and make recommendations to the Board. The District is using the tax lease levy to finance technological advancement of our schools in addition to the use of local funds.

We currently have a full-time technology support person available as a resource to the entire faculty to support the integration of technology into the curriculum. This person provides assistance to staff, maintenance, trouble-shooting, and in-service workshops in all the buildings. We have also added a full-time aide in each of the three buildings to assist students and staff in the use and integration of technology into the classroom. A part-time employee assists with hardware troubleshooting. The two LRC media specialists provide aid, workshops, and support to help staff integrate technology into the school curriculum.

We continue to hold in-services and workshops focused on integrating technology into classroom projects, as well as training staff in the use of technology. We

have obligated a monthly in-service time, as well as a teacher in-service day which focuses on school improvement and technology in each building. The Board of Education has established a line item in the budget for capital outlay, supplies, software and service. Funding from our local education foundation has allowed us to purchase new technologies for example, on SMARTBoards and tablets, that exceed the limits of our District technology funds.

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

The economically disadvantaged status impacts student performance on the state assessment. Often the students who are economically disadvantaged also have disabilities. See the chart below as it relates the comparison of meets/exceeds percentages of all student in grades 3, 8, and 11 in reading and mathematics with the corresponding grades of economically disadvantaged student's meets/exceeds percentages. Grade Level All Students Economically All Students Economically

Reading		Disadvantaged /IEP		Mathematics		Disadvantaged/IEP	
Meets/Exceeds %		Reading		Meets/Exceeds %		Mathematics	
	Meets/Exceeds %		%		Meets/Exceeds %		%
Grade 3	88%		70.6%	86.7%		76.4%	
Grade 8	88.1%		71.4%/30%	88.1%		64.3%/30%	
Grade 11	58.6%		33.3%	54.3%		25%/	

In each grade comparison listed above, “economically disadvantaged students” were less successful than the “all students” category by between 25% and 10%. It is also noted that regarding the disaggregated group of students with disabilities (know hereafter as IEP students) at the 8th grade level achieved meets/exceeds percentages of 30% and 30% respectively.

ACT assessment for the graduating class of 2009 averaged a composite 20.1 compared to the state composite average 20.5.

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

The staff needs additional professional development to help them improve teaching and learning. The district will continue a program of recruitment and retention of Highly Qualified Teachers in accordance with NCLB mandates.

Section I–C. Data & Analysis – Other Data
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

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

Average teaching experience is 12 years and 47% have a bachelor's degree, 53% of teachers have a Master's degree or above. There are 0% of teachers with emergency or provisional credentials. One hundred percent of teachers are Highly Qualified for the classes they teach thus meeting NCLB guidelines.

The staff desires additional professional development to help them improve teaching and learning. The district will continue a program of recruitment and retention of Highly Qualified Teachers in accordance with NCLB mandates.

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

Teachers, through experience, college classes, and participating in professional growth through classes and master's degree programs, have implemented what they have learned in the classroom to improve and provide learning experiences to meet various learning styles and multiple intelligences within their classroom. Staff has participated in RtI training so that they have a deeper understanding of the importance of RtI and the necessity to provide appropriate interventions and strategies to ensure all students learn and learn at a higher level. Teachers participate in professional development activities to meet specific needs of students in their classroom and their buildings. Additionally, staff has had training specific to instructional methodology pertaining to ISAT. Staff has indicated additional professional development is needed to implement inclusion through differentiation of instruction for students with iep's. The high school staff has requested additional professional development to implement an effective high school Freshman Transition Program that has a goal of increasing student performance. All teachers have had three years of training in Gretchen Courtney instruction for reading which is reflected in ISAT performance where all students and subgroups of students made AYP in 2008.

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

The staff desires additional professional development to improve teaching and learning. They want to implement RtI to meet the needs of all students. The district will continue a program of recruitment and retention of Highly Qualified Teachers in accordance with NCLB mandates.

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

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

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

Through the various communications parents have indicated a desire for more electronic communication therefore the district improved email communication with teachers and district staff as well as web access to information on the schools and classes, grades, and assignments. The district implemented a Global Connect communication system with the capacity to send 800 phone calls a minute to parents.

Parents are involved through the building-level parent teacher organizations, , Reading Recovery, Title I parent meetings, booster groups, River Bend Advisory Committee for Excellence (RACE), Volunteer school programs, Parent Teacher Conferences, Education Foundation, and teams the district and each building has to obtain input and ideas from parents for school and district improvement.

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

Parents have indicated they want to be involved in their child's education and support the school's instructional efforts to ensure their students will succeed. Since reading and math scores improved from 2007 to 2008, it can be determined that parental involvement has contributed to student performance improvement.

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

A variety of successful electronic communications are needed for potential users throughout the communities. Title I students through the parental involvement will continue to meet with more success. Reading Recovery parents will need to continue to be involved in their child's reading. RACE members need to contribute to the district curriculum.

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 district’s capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

I-A. Report Card Data

Successful factors are: Rtl implementation, TAT, ISAT practices, local assessments, implementation of inclusion and differentiated instruction, test preparations, early assessment, ISEL, AimsWeb, Gretchen Courtney strategies, DRA2, Reading Recovery, and adoption of math and reading series that are research-based, and use of IIRC (Illinois Interactive Report Card) data for analysis.

Weaknesses noted are: Need for more work in Rtl, need for more review of K-12 district-wide alignment, need for more review of K-12 district-wide reading and math curriculum alignment with Illinois State Learning Standards, need for more differentiation and modification of instruction for special needs students and economically disadvantaged students.

I-B. Local Assessment Data

Success factors are: Struggling learners are being identified through the AimsWeb, Reading Recovery, DRA2, and ISEL at an earlier age. The inclusion process is identifying the struggling learners in selected curricular areas earlier and addressing their needs.

Weaknesses are: Students with disabilities are not achieving up to their regular education peers or the expectations as prescribed by NCLB.

I-C Item 1. Attributes and challenges of the district and community that have affected student learning.

The economically disadvantaged status impacts student performance on the state assessment. Often the students who are economically disadvantaged also have disabilities. See the chart below as it relates the comparison of meets/exceeds percentages of all student in grades 3, 8, and 11 in reading and mathematics with the corresponding grades of economically disadvantaged student’s meets/exceeds percentages.

RDG REG	LOW INC/IEP	MATH	LOW INC/IEP
Grade 3	88%	70.6%	86.7% 76.4%
Grade 8	88.1%	71.4%/30%	88.1% 64.3%/30%

Grade 11 58.6% 33.3% 54.3% 25%

In each grade comparison listed above, “economically disadvantaged students” were less successful than the “all students” category by between 10% and 25%. It is also noted that regarding the disaggregated group of students with disabilities (know hereafter as IEP students) at the 3rd grade level in reading and mathematics achieved meets/exceeds percentages of 0% and 33% respectively; at the 5th grade level achieved meets/exceeds percentages of 33.3% and 83.3% respectively; and at the 11th grade level achieved meets/exceeds percentages of 46.6% and 33.3% respectively.

ACT assessment for the graduating class of 2008 averaged a composite 20.1 or compared to the state composite average 20.5.

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

- Implementation of Gretchen Courtney teaching/learning strategies by teachers at all grade levels is needed to promote needed differentiated instruction for all disaggregated groups including the group of students with IEPs.

I-C Item 2. Educator qualifications data

Average teaching experience is 12 years and 47% have a bachelor’s degree, 53% of teachers have a Master’s degree or above. There are 0% of teachers with emergency or provisional credentials. One hundred percent of teachers are highly qualified for the classes they teach thus meeting NCLB guidelines.

Factors - In what ways (if any) have educator qualifications contributed to student performance results?

Teachers through experience and participating in professional growth through classes and master’s degree programs have implemented what they have learned in the classroom to improve and provide learning experiences to meet various learning styles and multiple intelligences within their classroom. Staff has participated in professional development activities to meet specific needs of students in their classroom and their buildings. Additionally, staff has had training specific to instructional methodology pertaining to ISAT. Staff has indicated additional professional development is needed to implement inclusion through differentiation of instruction. The high school staff has requested additional professional development to implement an effective high school Freshman Transition Program that has a goal of increasing student performance.

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

The staff wants additional professional development to help them increase student learning and performance. The district will continue a program of recruitment and retention of Highly Qualified Teachers in accordance with NCLB mandates.

I-C Item 3. Parent Involvement Data

Through the various communications parents have indicated a desire for more electronic communication (email communication with teachers and district staff) as well as web access to information on the schools and classes (access to grades and assignments). Parents are involved through the building parent teacher organizations, other booster groups, and teams the district and each building has

to obtain input and ideas from parents for school and district improvement.

Parents of Title I students are involved with and are given the opportunity to write and communicate with the teacher on a regular basis.

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

Parents have indicated they want to be involved in their child's education to support the school's instructional efforts to ensure their students will succeed.

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

A variety of successful electronic communications are needed for potential users throughout the communities. Title I students through the parental involvement will continue to meet with more success.

Section II-Action Plan

Objective Number	Title	Deficiencies Addressed(AYP)	Deficiencies Addressed(AMAO)
1	Reading scores in all disaggregated groups will continue to improve to meet or exceed AYP standards for 2009 and 2010 or Safe Harbor.		
2	Indicator 13 Assurance		
3	While our current achievement in mathematics is meeting State meet or exceed standards, the concern continues for students in the subgroups, especial students with IEPs and from low income populations, must continue to improve to meet AYP standards of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.		

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

No deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO for this year

Section II-A Action Plan - Objectives

Objective 1 Title :

Reading scores in all disaggregated groups will continue to improve to meet or exceed AYP standards for 2009 and 2010 or Safe Harbor.

Objective 1 Description :

While our current achievement in reading for grades 3-8 and 11th grade (K-12) are meeting AYP standards, special needs students' and low income students' reading scores are still of concern and must continue to improve to meet the rising AYP standards for 2009 and 2010. These subgroups will meet AYP of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.

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

No deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO for this year

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Reading scores in all disaggregated groups will continue to improve to meet or exceed AYP standards for 2009 and 2010 or Safe Harbor.

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
1. Students will be able to use all school resources including the special education teacher, guidance counselors at the middle school and high school, coop social worker, vocational director, classroom teachers, principals, and dean of students to help shape a meaningful transition plan under Indicator 13.	8/22/2008	5/29/2010	During School	Local Funds	200
2. AimsWeb Universal screening will be used for all students K-8 to facilitate monitoring of progress in Reading achievement.	8/22/2008	5/29/2010	During School	Other	3500
3. K-12 students will utilize the learning strategies as provided through Gretchen Courtney and Associates training for the past three years.	8/28/2008	5/29/2010	During School	Local Funds	10000
4. Continue with year two of Students with Motivation SWiM freshman orientation and support program drastically reducing freshman failure.	8/28/2008	5/29/2010	During School	Local Funds	2000
5. Special Needs (IEP) students' reading skills will be improved through taking appropriate grade level English classes.	8/28/2008	5/29/2010	During School	Local Funds	0

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StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
6. Vocational English is co-taught for juniors and seniors to improve the teacher-student ratio and improve reading scores.	8/28/2008	5/29/2010	During School	Local Funds	0
7. To encourage recreational reading and improve reading for all, High School now requires book reports for all students every quarter.	8/28/2008	5/29/2010	During School	Local Funds	0
8. To improve reading, PSAE materials are implemented into classes at all levels. Individual test examples are presented and explained to the students daily.	8/28/2008	5/29/2010	During School	Local Funds	1000
9. K-12 teachers train in Rtl to address needs of students at each tier.	8/28/2008	5/29/2010	After School	Local Funds	2000
10. Administration presented information to the Junior English classes regarding how important the test is to the students and to the school.	8/28/2008	5/29/2010	During School	Local Funds	0
11. High School administration met one-on-one with each junior student to set a goal for their PSAE, Past ISAT, PLAN, and PSAT test scores were discussed along with current grades. These were all used in the process of setting a personal student goal. Middle School and Elementary Principals also meet one on one to set goals with students for the ISAT.	8/28/2008	5/29/2010	During School	Local Funds	0
12. Kindergarten classrooms are provided a full time paraprofessional to assist teachers and ensure all students master reading.	8/28/2008	5/29/2010	During School	Local Funds	45000
13. Junior Students are provided ACT Test Prep. This is offered during advisory period every day to improve reading and test scores. If a student cannot afford to pay for the program, financial assistance is available through the District's Foundation.	8/28/2008	5/29/2010	During School	Local Funds	1500
14. Junior Students are given a test prep program organized by the school guidance department. The program is run during the school day and is mandatory for all juniors to improve reading and test scores.	8/28/2008	5/29/2010	During School	Local Funds	500
15. High School students are required to attend Advisory period the last half hour of the day where they can receive individual assistance from their advisory teacher.	8/28/2008	5/29/2010	During School	Local Funds	0
16. Grade School and Middle School students are offered an after school tutorial for students in grades 3-8 taught by two certified teachers in each building. The students meet for one hour Monday through Thursday for additional help in completing their homework. This helps students in Tier 2 and Tier 3. There is a 10/1 student teacher ratio.	8/28/2008	5/29/2010	After School	Local Funds	1200
17. Every first grade student will benefit from reading specialist or special education teacher intervention and instruction for 20 minutes/day as part of their regular reading.	8/28/2008	5/29/2010	During School	Title I	44000
18. Incorporate guided reading techniques Gretchen Courtney style by dividing classes into small groups using special education teachers, regular education teachers, and special reading teachers.	8/28/2008	5/29/2010	During School	Local Funds	0
18. Incorporate guided reading techniques Gretchen Courtney style by dividing classes into small groups using special education teachers, regular education teachers, and special reading teachers.	8/28/2008	5/29/2010	During School	Local Funds	0

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
19. Implement Reading Recovery instruction by trained teachers to students scoring the lowest in first grade reading in Tier 3 then go to Tier 2. Students are teacher ranked at the end of kindergarten for Tier 2 an Tier 3 selection for evaluation.	2/28/2008	5/29/2010	During School	Local Funds	45000
20. Use the DRA2 to assess student reading for students in Tier 2 and Tier 3 grades K-3.	8/28/2008	5/29/2010	During School	Local Funds	1200
21. Use funds to directly serve students from the River Bend Education Foundation to provide curriculum including DRA2 tests, Guided Reading Books, SMARTboards, projectors, tablets, and other improvements for teaching and learning.	8/28/2008	5/29/2010	During School	Other	8000
22. Use "Visual Phonics" for Pre-Kindergarten through first grade students to incorporate multi sensory development in learning phonemic skills.	8/28/2008	5/29/2010	During School	Local Funds	2000
23. High School created a leadership summit team of 37 high school students to improve leadershipo within the high school and improve learning for all students.	12/1/2008	5/29/2010	During School	Local Funds	500

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

Objective 1 Title : Reading scores in all disaggregated groups will continue to improve to meet or exceed AYP standards for 2009 and 2010 or Safe Harbor.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
1. Educate special and regular education teachers as to the importance of Indicator 13 and student success.	8/22/2008	5/10/2010	During School	Local Funds	200
2. Ensure all special education teachers assure Indicator 13 is met and an appropriate transition plan is in place for eligible students by training all special education teachers on the webbased EASYiep form at Bi-County Special Education Coop.	12/8/2008	12/9/2008	During School	Local Funds	600
3. K-12 Reading curriculum alignment review and refinement continues with development of new curriculum guide.	8/28/2008	5/29/2010	During School	Local Funds	0
4. District-wide K-12 Reading curriculum aligned to Illinois Learning Standards review and refinement.	8/28/2008	5/29/2010	During School	Local Funds	0
5. Staff development to include more staff involvement in the Rtl.	8/28/2008	5/29/2010	During School	Local Funds	2000
6. Staff development in the areas of differentiated instruction (Gretchen Courtney)	8/28/2008	5/29/2010	During School	Local Funds	2000
7. Continue with the River Bend CUSD #2 Curriculum Committee RACE to meet monthly discussing curricular needs of K-12.	8/28/2008	5/29/2010	During School	Local Funds	9000
8. Team of 7 teachers will attend the Illinois Reading Conference and learn of new and better ways to improve the instruction of reading for grades K-12.	8/28/2008	5/29/2010	During School	Title I	2500
9. Team of teachers will attend strategies for success on ISAT workshop and come back to be trainers of peers to improve reading on ISAT grades 3-8.	8/28/2008	5/29/2010	During School	Local Funds	600
10. Paraprofessionals will train to increase the effectiveness of their role in the inclusive settings to improve reading.	8/28/2008	5/29/2010	During School	Local Funds	600

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
11. High School teachers in each department created long and short terms goals regarding how their department could improve teaching and learning as reflected on test scores. Each department presented their goals to the entire staff.	8/28/2008	5/29/2010	During School	Local Funds	0
12. High School Administration presented data to the high school faculty concerning PSAE and its relevance to all high school classes.	8/28/2008	5/29/2010	During School	Local Funds	0
13. High School staff meets weekly to analyze data, social, academic, and behavioral concerns. Concerns addressed are then discussed with individual students either by the administration or the guidance counselors.	8/28/2008	5/29/2010	During School	Local Funds	0
14. Train two teachers to teach Reading Recovery.	7/1/2008	5/29/2010	After School	Local Funds	17000
15. Train all teachers K-8 in AimsWeb Universal screening. Use results for Rtl targeting achievement in tiers 2 and 3.	8/28/2008	5/29/2010	During School	Local Funds	300
16. Train two reading specialists in Reading Recovery and implement instruction at the beginning of the 2008 school year. Provide on-going instruction in Reading Recovery.	8/28/2008	5/29/2010	After School	Local Funds	17000
17. The River Bend Education Foundation will provide grant money for teachers to participate in professional development.	8/28/2008	5/29/2010	After School	Other	6000
18. Train pre-K, kindergarten, and first grade classroom teachers, speech teacher, special education teachers, and reading specialists to use and incorporate "Visual Phonics" encompassing use of sense in teaching phonemic awareness.	8/28/2008	5/29/2010	During School	Local Funds	1000

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

Objective 1 Title : Reading scores in all disaggregated groups will continue to improve to meet or exceed AYP standards for 2009 and 2010 or Safe Harbor.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Parents will be able to attend meetings and discussions, attend open houses and freshman orientation, participate in SWIM freshman transition program, and participate and contribute to all planning for Indicator 13 transition program with an appropriate plan for eligible students.	8/22/2008	5/20/2010	During School	Local Funds	100
District-wide electronic communications between home and school are used to communicate with parents. We use Power School, Schedule Star, and Global Connect.	8/28/2008	5/29/2010	During School	Local Funds	4500
Communication is maintained through Parent-Teacher Conferences, parent-teacher organizations like the PTO and booster clubs, weekly newsletters, River Bend Advisory Committee for Excellence (RACE), the local newspaper, telephone calls, email, and building and district advisory committees.	8/28/2008	5/29/2010	During School	Local Funds	2000
A special evening for freshmen parents is scheduled to help parents help their children transition into their freshman year through SWiM program.	8/28/2008	5/29/2010	During School	Local Funds	500

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Provide motivational speaker for SWiM to help freshmen transition to high school and improve academics in reading.	8/28/2008	5/29/2010	After School	Local Funds	500
Host family night reading incentive program for students K-5.	8/28/2008	5/29/2010	During School	Title V	1000
Encourage parents to place banners and posters in their yards encouraging kids to do their best on ISAT and PSAT/ACT.	8/28/2008	5/29/2010	After School	Other	0
Parents are contacted on an as needs basis to discuss concerns about students.	8/28/2008	5/29/2010	During School	Other	0
A personal letter and pamphlet is sent to every parent of a junior student telling them about the importance of the PSAT and ACT tests and explaining the importance for the student and the school.	8/28/2008	5/29/2010	During School	Other	0
Parent representatives will sit on the RACE district wide curriculum committee and offer their recommendations for improvement in reading.	8/28/2008	5/29/2010	During School	Local Funds	500
Parent representatives sit on the River Bend Foundation Committee making decisions on grants for improving education in the schools.	8/28/2008	5/29/2010	Before School	Other	0
A special curriculum night is hosted for parents and students K-8 so the teachers and preview the curriculum and expectation of students in reading and other curriculum. The parents have an opportunity to look at the textbooks, review the curriculum guide, go over the class schedule, and ask questions.	8/28/2008	5/29/2010	After School	Other	0
Parents of students in Reading Recovery will have regular meetings with the special reading teacher and complete daily at home reading and writing with their children.	8/28/2008	5/29/2010	During School	Local Funds	4000
Parents serve on the River Bend Education Foundation	8/28/2008	5/29/2010	Before School	Other	0
Parents are partners and educated in "Visual Phonics" to assist their kindergarten children in learning phonics.	8/28/2008	5/29/2010	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 1 Title : Reading scores in all disaggregated groups will continue to improve to meet or exceed AYP standards for 2009 and 2010 or Safe Harbor.
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Teachers and Administration will use Rtl monitoring, AimsWeb Universal Screening, DRA2 Diagnostic Reading Test for students in Tier 2 and Tier 3, Reading Recovery Assessments, comparison of pre and post curriculum tests, use of STAR reading test, Gretchen Courtney reading techniques and Gretchen Courtney guided reading, ISL, ISAT, Illinois Alternative Assessment, ITBS for grades 1 and 2, PLAN, PSAT, and ACT results to assess progress and learning in reading for all students particularly those in subgroups including IEP and low income. In K-6, students requiring additional reading assistance will benefit from Title I services both push in and pull out services. Students in first grade, who are the most at risk, will benefit from Reading Recovery instruction. Elementary and Middle School personnel will monitor progress in reading and provide after school tutoring for at risk students at the school. High School personnel will provide additional instruction through the Advisory period at the end of the high school day for students at risk

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
Kathleen Schipper	Fulton High School Principal
Jim Spielman	River Bend Middle School Principal
Mindy Dunlap	Fulton Elementary School Principal

Section II-A Action Plan - Objectives

Objective 2 Title :

Indicator 13 Assurance

Objective 2 Description :

Ensure that every child who is eligible under Indicator 13, has an appropriate transition plan in place as part of their IEP.

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

No deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO for this year

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Indicator 13 Assurance

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Students will be able to use all school resources including the special education teachers, guidance counselors at hte middle school and high school, cooper social worker, vocational director, classroom teachers, principals, and dean of students to help shape a meaningful tranistion plan under Indicator 13.	8/28/2008	5/29/2010	During School	Local Funds	0

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

Objective 2 Title : Indicator 13 Assurance

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Educate special education and regular education teachers as to the importance of Indicator 13 and student success.	8/28/2008	5/29/2010	During School	Local Funds	200
Ensure all special education teachers assure Indicator 13 is met and an appropriate transition plan is in place for eligible students by training all special education teachers on the webbased EASYiep form at the Bi-County Special Education Cooperative.	12/8/2008	12/9/2008	During School	Local Funds	600

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

Objective 2 Title : Indicator 13 Assurance

Strategies/Activities	StartDate	EndDate	TimeLine	FundSource	Amount
Parents will be able to attend meetings and discussions, attend open houses and freshman orientation, participate in SWiM freshman transition program, and participate and contribute to all planning for Indicator 13 transition program with an appropriate plan for eligible students.	8/28/2008	5/29/2010	During School	Local Funds	100

Section II-E Action Plan - Monitoring

Objective 2 Title : Indicator 13 Assurance

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

Principals will ensure all special education teachers/case managers address Indicator 13 throughout the year for identified students and plan for transition appropriately. All eligible students will have a transition plan as required under Indicator 13.

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
Kathleen Schipper	Fulton High School Principal
Jim Spielman	River Bend Middle School Principal
Mindy Dunlap	Fulton Elementary Principal

Section II-A Action Plan - Objectives

Objective 3 Title :

While our current achievement in mathematics is meeting State meet or exceed standards, the concern continues for students in the subgroups, especiall students with IEPs and from low income populations, must continue to improve to meet AYP standards of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.

Objective 3 Description :

In mathematics, the district needs to continue to address subgroups and their special barriers for learning. Subgroup scores at the high school are improving, but need to continue to grow if we are to meet AYP in 2009 and 2010. The middle school math scores are outstanding. But in order to ensure all students make adequate progress, programming must continue to improve. At the elementary school, math scores are very good. In order to ensure all students learn and learn at a higher level, more improvements must be made in programming and teaching.

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

No deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO for this year

Section II-B Action Plan - Student Strategies and Activities

Objective 3 Title : While our current achievement in mathematics is meeting State meet or exceed standards, the concern continues for students in the subgroups, especiall students with IEPs and from low income populations, must continue to improve to meet AYP standards of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
AimsWeb universal screening will be used on all students K-8 to facilitate the monitoring of progress in mathematics and isolate students identified for Tier 2 and Tier 3 for Rtl instruction.	8/28/2008	5/29/2010	During School	Local Funds	3000
AimsWeb universal screening will be used on all students K-8 to facilitate the monitoring of progress in mathematics and isolate students identified for Tier 2 and Tier 3 for Rtl instruction.	8/28/2008	5/29/2010	During School	Local Funds	3000
AimsWeb universal screening will be used on all students K-8 to facilitate the monitoring of progress in mathematics and isolate students identified for Tier 2 and Tier 3 for Rtl instruction.	8/28/2008	5/29/2010	During School	Local Funds	3000
Special needs (IEP) students' mathematics skills will be improved through remedial technological support of the 8-12 Cognitive Tutor.	8/28/2008	5/29/2010	During School	Local Funds	4000
Continue assessment of one year old mathbook textbooks and software programs to support district curriculum: K-5 Harcourt 6-8 Saxon 9-12 Cognitive Tutor	8/28/2008	5/29/2010	During School	Local Funds	0
The High School will implement Cognitive Tutor curriculum in math classes. This curriculum incorporates computerized curriculum as well as traditional curriculum. It reinforces skills and allows students to work at their ability level.	8/28/2008	5/29/2010	During School	Local Funds	1000
High School students enrolled in Pre-Algebra and Informational Algebra are co-taught with a special education teacher and a math teacher. Extra support is provided during class instructional time and during Advisory period at the end of the day.	8/28/2008	5/29/2010	During School	Local Funds	0
PSAE math materials are integrated into classes at all levels. Individual math test examples are presented and explained to the students daily.	8/28/2008	5/29/2010	During School	Local Funds	100
Juniors are provided with ACT Test Prep materials and opportunities. A grant through the Foundation is offered for anyone who cannot afford to pay for the program.	8/28/2008	5/29/2010	During School	Other	0
Students 3-8 can attend the after school tutorial in grades 3-8. The District maintains four teachers for one hour a day to improve mathematics learning in an after school program at the elementary school and at the middle school.	8/28/2008	5/29/2010	During School	Local Funds	4000
Students will benefit from River Bend Education Foundation grants to curriculum materials including SMARTboards, tablets, and other technology and instrtional materials.	8/28/2008	5/29/2010	During School	Other	3000
Saxon Math provides reviews of previousy taught skills in every lesson throughout the year.	8/28/2008	5/29/2010	During School	Local Funds	0

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Middle School and Elementary School use Study Island to work on specific math standards.	8/28/2008	5/29/2010	During School	Local Funds	4000
Administer the WorkKeys exam on a practice basis to all juniors in October 1.	10/1/2008	12/10/2010	During School	Local Funds	500
Administer the practice ACT to all juniors in the spring to improve testing math.	1/5/2009	4/30/2010	During School	Local Funds	500
Pat Mooney, ACT and testing strategist, spends an entire day with any junior student who pays to partake to learn better test taking strategies.	1/5/2009	4/30/2010	During School	Other	0
High school, middle school, and elementary school principals meet with each student to set goals on the PSAE/ACT and ISAT tests for math.	8/28/2008	2/20/2010	During School	Other	0
Students benefit from additional math manipulatives and on line math fact practices.	8/28/2008	5/29/2010	During School	Local Funds	2000

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

Objective 3 Title : While our current achievement in mathematics is meeting State meet or exceed standards, the concern continues for students in the subgroups, especiall students with IEPs and from low income populations, must continue to improve to meet AYP standards of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The district will align mathematics curriculum K-12 to Illinois Learning Standards and review and refine.	8/28/2008	5/29/2010	During School	State Funds	1000
Staff development will include Rtl from AismWeb results for strategies for improving mathematics.	8/28/2008	5/29/2010	During School	Local Funds	3000
The River Bend Advisory Committee (RACE) will continue to meet and provide an opportunity for community, parents, and school members to discuss ways to improve teaching and learning in mathematics.	8/28/2008	5/29/2010	During School	Local Funds	2000
Teachers will attend workshops and conferences on improving math in ISAT and PSAE.	8/28/2008	5/29/2010	During School	State Funds	1000
District staff will work to vertically align instruction of math to make sure all standards are taught and taught in a logical order.	8/28/2008	5/29/2010	After School	State Funds	1000
Paraprofessionals will train in special autism conferences, special education conferences, and other conferences to improve their effectiveness in working with students to improve mathematics.	8/28/2008	5/29/2010	During School	State Funds	1000
The high school staff will meet weekly to analyze data including academic progress, social and behavioral concerns so the entire student is served and the student can improve in mathematics.	8/28/2008	5/29/2010	During School	Local Funds	0
High school, middle school, and elementary school administrators present progress in ISAT, ITBS, and PSAE/ACT to staff for assessment of progress and learning in mathematics.	8/28/2008	5/29/2010	During School	Local Funds	0

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Use River Bend CUSD#2 Education Foundation to provide grants for staff to participate in professional development activities and college course work.	8/28/2008	5/29/2010	After School	Other	3000

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

Objective 3 Title : While our current achievement in mathematics is meeting State meet or exceed standards, the concern continues for students in the subgroups, especial students with IEPs and from low income populations, must continue to improve to meet AYP standards of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
District will use district wide electronic communications including Power School, Schedule Star, and Global Connect to inform parents of student progress and learning in mathematics.	8/28/2008	5/29/2010	During School	Local Funds	4500
Communication is provided through kindergarten round-up, Title I information meetings, parent night, parent-teacher conferences, parent-teacher organizations such as PTO and clubs, building and district advisory committees, Open House, Meet and Greet Nights, and 6th grade Orientation, Freshman registration night, and public forums.	8/28/2008	5/29/2010	During School	Local Funds	1000
Parent advisors serve on RACE, the Education Foundation, and other advisory committees.	8/28/2008	5/29/2010	During School	Local Funds	500
Parents receive immediate reminders of school activities through District website, Global Connect, PowerSchool, the newspaper, and school to home newsletters.	8/28/2008	5/29/2010	During School	Local Funds	2000
Parents attend freshman registration night called SWiM (students with motivation), the district transitional high school program. Students are connected to teachers through advisory so they will have support in their high school years.	8/28/2008	5/29/2010	After School	Local Funds	500
Parents support students in their learning by their awareness of ISAT and PSAE/ACT. They are encouraged to place banners and signs in their yards to support students during testing time.	8/28/2008	5/29/2010	During School	Other	0
Parents are informed of additional school related issues through Global Connect instant messaging service.	8/28/2008	5/29/2010	During School	Local Funds	2000
A personal letter is sent to every parent of a high school junior, middle school, and elementary school student explaining the importance of the PSAE/ACT and ISAT and sharing the personal goal the student set with their principal for a score in mathematics on the test. The parent is encouraged to be a partner with the school and student and support their child in achieving their goal.	8/28/2008	5/29/2010	During School	Local Funds	200
Parents are contacted by phone, email, notes, agendas, or in person on a regular basis by teachers and administration to discuss concerns.	8/28/2008	5/29/2010	During School	Other	0

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
A school to parent letter is sent by the elementary school and middle school prior to ISAT and ITBS Testing to explain to parents the importance of the test and asking them to support their children in their learning of mathematics.	8/28/2008	5/29/2010	During School	Local Funds	200
Parents participate in the River Bend Education Foundation raising and allocating funds to improve teaching and learning in math.	8/28/2008	5/29/2010	Before School	Other	0
Prior to registration for the school year, parents receive a registration packet through the mail. This provides parents time to plan their child's math registration and helps them organize the registration in advance of registration day.	7/30/2008	5/29/2010	Before School	Local Funds	2000

Section II-E Action Plan - Monitoring

Objective 3 Title : While our current achievement in mathematics is meeting State meet or exceed standards, the concern continues for students in the subgroups, especial students with IEPs and from low income populations, must continue to improve to meet AYP standards of at least 70% in 2009 and 77.5% in 2010 or Safe Harbor.
Monitoring - Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

School Personnel will use Universal screening of all students K-8 with AimsWeb to facilitate the monitoring of progress in Mathematics and identify students in Tier 2 and Tier 3 for additional teaching and re-teaching in mathematics. Personnel will use textbook pre and post tests to regularly monitor progress and learning in mathematics and use re-teaching lessons to ensure students learn the concepts. Cognitive Tutor software is used to individually assess student progress and learning. Building level administrators, special education teachers, regular education teachers, and school psychologist will promote appropriate grade level mathematics instruction accomodations and adaptations for IEP students through observations and study and address needs at IEP meetings with evaluations to ensure students are learning in mathematics.

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
Kathleen Schipper	Fulton High School Principal
Jim Spielman	River Bend Middle School Principal
Mindy Dunlap	Fulton Elementary School Principal

Section III - Plan Development, Review and Implementation

A. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the district improvement team or plan developers are identified here.

Dr. Jane M. Bauer, Superintendent, author and responsible party for the DIP
Mrs. Kathleen Schipper, Fulton High School Principal, instructional leader, reported on high school curriculum
Mr. James Spielman, River Bend Middle School Principal, instructional leader, reported on middle school curriculum
Mrs. Melinda Dunlap, Fulton Elementary School Principal, instructional leader, reported on elementary school curriculum
Mr. Warren Amman, Fulton High School Dean of Students, former principal, contributed to reports on high school curriculum
Mrs. Betty Clementz, Regional Office of Education, RESPRO, contributed to curriculum improvements for AYP
Mr. Paul Cannon, Regional Office of Education, RESPRO, contributed to curriculum improvements for AYP
Mr. Rich Winkel, Businessman and Parent, Education Foundation, contributed input in the plan and cash donation for guided reading books
Mr. Gary Hayenga, Banker and Parent, Education Foundation, contributed input in DIP plan and graduation rate
Mrs. Barb Mask, Retired Teacher, Former Parent, Education Foundation, contributed poverty concerns
Mrs. Jean Willken, Substitute Teacher, Coach, Former Parent, Education Foundation, contributed poverty concerns and senior scholarships
Mrs. Sue Phillips, Parent, Education Foundation, contributed SMARTboard technologies and desktop publishing connection
Mr. Scott Zahnle, Businessman, contributed SMARTboard technology
Mrs. Kendra Lawler, Parent, contributed parent teacher conferences and Study Island for math
Mrs. Traci Huizenga, Parent, contributed Visual Phonics and kindergarten testing/screening
Mrs. Jennifer Ludin, Reading Specialist, contributed Reading assessment information, Reading Recovery, and registration
Mrs. Deb Daehler, 8th grade Science and Literature Teacher, contributed middle school information and high school book reports
Ms. Katie Quart, High School Physical Education and Health, contributed to freshman transition SWiM
Mr. Dan Portz, School Board President, support and approval of DIP
Mrs. Jane Orman Luker, School Board Vice President, support and approval of DIP
Mr. Chris Barnett, School Board Member, support and approval of DIP
Mr. Eric Fish, School Board Member, support and approval of DIP

Section III - Plan Development, Review and Implementation

B. District Responsibilities

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

River Bend CUSD #2 administration/principals lead their school in data analysis. The superintendent reports to each building on data analysis. The district provided time for teachers to improve curriculum through use of the RESPRO grant. Teachers meet as representatives on RACE, at their team meetings to discuss curriculum, as teams to write curriculum alignment, and for teacher workshops and conferences. The district also provides funding to improve instruction through School Improvement Days hosted in the district. Technology continues to develop and teachers are offered training on SmartBoards, tablets, and other technologies to integrate teaching and learning. Teachers have been trained for three years in Gretchen Courtney strategies and continue to building on their knowledge arranging for small guided reading groups in 2008. The district continues to support teachers in their endeavors to continuously improve instruction.

Section III - Plan Development, Review and Implementation

C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the district during the development and review of this plan and other services that will be provided during the implementation of the plan. This may include ISBE technical assistance projects such as Positive Behavior Interventions and Supports (PBIS), Children Have Opportunities to Inclusive Community Environments and Schools (CHOICES), Illinois Autism Training and Technical Assistance Project (IATTAP), Parent Educator Partnership (PEP), Illinois Service Resource Center (ISRC), and Transition Outreach Training for Adult Living (TOTAL). ISBE shall provide technical assistance to the district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

Area 2 RESPRO and Whiteside County Regional Office of Education provide resources and funding for improvement of instruction and continuous improvement. The state provides access to the IIRC web site at most cost to the district since we are "in status."

Section IV-A Local Board Action

Date Approved by Local Board: 12/15/2008

A. Assurances

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

B. Superintendent's Certification

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

ISBE Monitoring - Part I

ANALYSIS OF DATA

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

LOCAL ASSESSMENT DATA

Yes	Do these local assessment results add clarity to the state assessment data?
Yes	Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes	Do the other data add clarity to the state assessment data?
Yes	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	Have data or research been used to determine the key factors believed to cause low performance?
Yes	Are the key factors within the district's capacity to change or control?

CLARITY OF OBJECTIVES

Yes	Has the DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?
Yes	Has the DIP team stated <u>measurable objectives</u> that clarify the present areas needed for improvement for the two years of the plan?
NA	Do the objectives address all areas of AYP and AMAO deficiency?
	Do the objectives address the areas of special education compliance?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

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

MONITORING

Yes	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
Yes	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers?

Part I Comments

January 29, 2009

Readers' Comments: Well designed plan with integrated components to provide support especially in Reading.

Your district is doing very well in terms of student achievement especially at the middle school.

In the continuous curriculum revision that takes place in River Bend #2, take a look at Reading grade 4 and Math grade 5. The reader is aware that in testing small populations that a variety of influences may cause scores to be lower. In analysis of school level ISAT, these two areas are lower than other grade levels in Math and Reading for All Students and Low Income sub group. This may indicate a weakness in the curriculum or a need to look at specific needs of the teachers in those areas.

Curriculum alignment to ILS and vertical articulation in k-12 math will be challenged by having very different math programs in place.

With the math scores at the high school level being right at the meeting AYP level, the reader has the following questions:

1. What percentage of FHS students take three full years of math assuring that the students are in an upper level math class during their junior year?

2. What is the level of rigor of Algebra A & B, and the "Informal" math courses?
3. What percentage of FHS students are in Algebra A / B and Informal?
4. How will the Cognitive Tutor be implemented and in which courses?
5. Will the measures in place allow the 2009 AYP target of 70% to be attained?

Grade 11 ACT College Readiness Benchmark scores are improving, but still low. Science readiness needs to be addressed (not as a part of this plan).

The reader would have liked to see an emphasis on teaching reading in the content areas discussed as a PD emphasis presented by Courtney and Assoc.

District staff would do well to look closely at the PSAE scores for reading and math. How might you bolster achievement for the high school? Is engaging a math coach needed or possible?

ISBE Monitoring - Part II

**METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION
STAKEHOLDER INVOLVEMENT**

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

DISTRICT RESPONSIBILITIES

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

STATE RESPONSIBILITIES

Yes	Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation?
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APPROVAL DATE OF LOCAL BOARD

Yes	The plan indicates the approval date of this plan.
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Part II Comments

January 29, 2009 This plan is recommended for implementation. Carol Diedrichsen

January 16, 2009

The *River Bend CUSD #2* improvement plan is recommended for implementation with the assistance of your area RESPRO. No further updates to your improvement plan are necessary at this time. If you choose to revise or update your plan, you may request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record.