

SCHOOL IMPROVEMENT PLAN

RIVERVIEW CCSD# 2

1421 Spring Bay Road
East Peoria, IL 61611

Illinois State Board of Education
Federal Grants and Programs Division

School Improvement Plan
Cover Sheet
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: 43-102-0020-04
2. DISTRICT NAME / NUMBER: RIVERVIEW CCSD # 2
3. PRINCIPAL: JOHN PATE
4. SCHOOL NAME: RIVERVIEW GRADE SCHOOL
5. SCHOOL ADDRESS: 1421 SPRING BAY ROAD
E. PEORIA
ILLINOIS, 61611
6. GRADE LEVELS OF THE SCHOOL: PRE-K--8
7. YEARS COVERED BY THE PLAN: 2002-2005
8. CONTACT PERSON: JOHN PATE
9. PHONE NUMBER: (309) 888-8550
10. EMAIL ADDRESS: JPATE@RGSSCHOOL.COM
11. Title I Non-Title I
12. COMPREHENSIVE SCHOOL REFORM: No Yes Model _____
- CSR Implementation: Year 1 Year 2 Year 3

1.0 Performance Targets

1.1 AYP INFORMATION FROM THE SCHOOL REPORT CARD

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent 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		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	65.3		Yes	55.8		Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	64.5		Yes	55.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

2.0 School Information

2.1 Basic Information	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	95.3	94	95.3	95.4	95
Truancy rate (%)	0	.6	103	.7	
Mobility rate (%)	10.3	16.6	9.7	16.9	
Expulsion rate (%)	0	0	0	0	0
Retention rate, if applicable (%)	0	1.2	1.5	0	1.6
HS graduation rate, if applicable (%)	NA	NA	NA	NA	NA
HS dropout rate, if applicable (%)	NA	NA	NA	NA	NA
Teachers working out-of-field (#)*	NA	NA	NA	NA	NA
Paraprofessionals in Title I funded programs and/or schools designated as school wide with less than 2 years of training and/or education degree (#)	0	0	0	0	0
School wide Population (#)	320	318	298	301	293
Economically disadvantaged (%)	24.7	34.9	30.2	36.9	34.4
Limited English proficient (LEP) (%)	0	0	0	0	0
Students with disabilities (%)	0	0	0	.5	.5
White, non-Hispanic (%)	98.8	98.4	98.5	98.7	95.0
Black, non-Hispanic (%)	.2	1.6	1.5	1.3	2.0
Hispanic (%)	0	0	0	.7	.7
Native American or Alaskan Native (%)	.9	0	0	0	0
Asian/Pacific Islander (%)	0	0	1.0	.7	.7
Multi-racial/ethnic	0	0	0	0	1

* "Out-of-field" means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

2.2 SCHOOL CHARACTERISTICS

Riverview CC School District 2 is a one-school district for grades K – 8. The school district is located on the east side of the Illinois River and draws students from rural areas as well as Spring Bay village and Bay View Gardens village. These three areas provided Riverview Elementary School with 318 students in 2002 (Illinois State Report Card, 2002).

The local needs are encompassed in the seven components utilized in the ISBE Recognition System and other needs as determined by Riverview's administration and faculty. The needs assessment being done by the Riverview administration and faculty will establish goals for school improvement by the "S.W.O.T. Method". S.W.O.T. refers to the process of identifying the school's Strengths, Weaknesses, Opportunities and Threats. This method employs strategies such as; brainstorming, reaching consensus, group goal-setting, pooling information, establishing priorities, assigning work groups and developing an action plan. As this process began in July, 2002, our identified needs included: developing a mission statement.

Some of the areas the Quality Review Team Report identified and have successfully worked on are:

- Establishment of school improvement process;
- Identified types of student subgroups and characteristics of the general population
- Identified significant characteristics of the student population and how the school's instructional program addresses these characteristics
- Identified various subgroups within the general student population
- We have matched Language Arts and Mathematics curriculum guide objectives to the appropriate state goals for learning.
- We have aligned learning outcomes with specific classroom curriculum and appropriate state goals for learning.
- We have developed learning outcomes.
- We have set standards for student achievement.
- We have developed and/or select a valid, reliable and fair assessment system which includes more than one assessment tool.

- Compiled data from the assessment system which reflects the percentage of students achieving a learning outcome.
- Developed procedures to analyze the assessment data;
- Developed a process for identifying strengths and weaknesses of various subgroups of students.
- Established student expectations.
- Documented the extent to which student expectations were met in the prior year by the percent of students that met the standard;
- Documented student achievement between and within specific grades;
- Described improvement of a group of student from one grade to the next in relation to student assessment results.
- Examined specific changes and strategies for improvement by school personnel;
- Developed a written description of procedures to establish new expectations (with justification of how these expectations have been chosen);
- Developed a written plan for increasing student performance (with justification for choosing the strategies selected);
- Developed a written, description-specific list of activities to assist low-performing students achieve the established standards;
- Developed a written, description-specific list of activities for students who have not met the standards;
- Developed a written description of projected demographic changes that could affect student expectations;
- Developed a written, description of the plan for regular reports to staff, students, parents and community;
- Developed a written description of reports given to staff and students to show progress toward meeting learning outcomes; and
- Developed samples of newsletters, notes home, newspaper releases, public meetings or other examples of student performance reports based on evaluation of student assessment data (in terms of percent of students achieving a learning outcome).

All seven eligible activities are included in Riverview's School Improvement Plan. The Quality Review Team identified needs in each of the seven areas and these needs have been incorporated into the Riverview School Improvement Plan.

2.3 COMMUNITY CHARACTERISTICS

Include extensive information and data on the attributes and challenges of the community that affect student learning, e.g., employment rates, census data, socioeconomic status, immigration patterns, business trends, tax base, crime rate, support organizations. Describe in narrative form; do not merely list or bullet attributes and challenges.

The two villages have a total population of 650 people 16 years and older, with the median household income of Spring Bay village citizens figured at \$42,500 while the median household income of Bay View Gardens village pegged at \$32,750. Despite that median income, 34.9% of the students at Riverview Grade School were identified as from low-income families (ISRC, 2002).

This high number of low-income students will most likely continue – Bay View Garden families with "related children under 5 years" make up 12.5% of all families below poverty level while Spring Bay families with "related children under 5 years" make up 9.7%(U.S. Census Bureau, 2000). The situation seems even worse for families in which there is a "female householder, no husband present": in Bay View Gardens 60% of those families are below poverty level while 50% of those in Spring Bay are in the same circumstances (U.S. Census Bureau, 2000).

3.0 Data Collection and Information

3.1 STATE ASSESSMENT DATA: ISAT

Show three or more consecutive years of state assessment results (ISAT, IMAGE, and IAA, as appropriate, and for LEP students, from IPT, LAS, LPTS or MAC II) in reading and mathematics for those groups that have AYP performance targets identified in Component 1.0. The validity and reliability (3.7) of these test data are assumed to be adequate.

	READING 00 MEETS/EXCEEDS			READING 01 MEETS/EXCEEDS			READING 02 MEETS/EXCEEDS			READING 03 MEETS/EXCEEDS			READING 04 MEETS/EXCEEDS			READING 05 MEETS/EXCEEDS		
Groups	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	66.0	67.0	65.0	58.0	76.0	73.0	56.7	58.4	71.1	73.0	74.3	52.5	73.9	46.9	76.3			
Economically disadvantaged	-	-	-	-	-	-	0.0	0.0	0.0	60.0	72.7	30.8	72.7	50.0	66.7			
LEP	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Students w/disabilities	60.0	29.0	17.0	0.0	-	-	0.0	14.3	0.0	0.0	0.0	51.3	0.0	0.0	0.0			
White, Non-Hispanic	-	-	-	56.0	76.0	80.0	56.7	57.1	70.3	71.4	74.3	0.0	73.9	45.2	76.3			
Black, Non-Hispanic	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Asian or Pacific Islander	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Hispanic	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Multi-racial/ethnic	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			

	MATHEMATICS 00 MEETS/EXCEEDS			MATHEMATICS 01 MEETS/EXCEEDS			MATHEMATICS 02 MEETS/EXCEEDS			MATHEMATICS 03 MEETS/EXCEEDS			MATHEMATICS 04 MEETS/EXCEEDS			MATHEMATICS 05 MEETS/EXCEEDS		
Groups	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	80.0	62.0	21.0	77.0	79.0	51.0	86.7	66.7	36.8	78.3	77.2	32.5						
Economically disadvantaged										90.0	63.6	23.1						
LEP																		
Students w/disabilities	40.0	14.0	0.0	43.0			60.0	42.9										
White, Non-Hispanic				76.0	79.0	52.0	86.7	65.7	35.1	77.1	77.2	33.3						
Black, Non-Hispanic																		
American Indian or Alaskan Native																		
Asian or Pacific Islander																		
Hispanic																		
Multi-racial/ethnic																		

3.2 LOCAL ASSESSMENT DATA

Insert local assessment data from multiple levels, e.g., district, school, grade, or classroom data. Use charts, tables, narrative, or other format. Show or discuss trend data, as appropriate. The validity and reliability (3.7) of standardized test data are assumed to be adequate.

EDUCATIONAL DEVELOPMENT SERIES With ILLINOIS STANDARDS-- SCORE PROFILE

REPORT FOR: GROUP SUMMARY Lv/Em: 3G Grade: 04.2 Section: 01 Area: Teacher: Date: 10/21/04

GROUP: RV000 RIVERVIEW C.C.S.D. #2 RIVERVIEW SD 2 Coden: NCNT:00024 RUN:11/16/04



TEST AREAS	NORMATIVE SCORES					RATINGS				
	SS	NCE	GS	NCNT	NP	LOW	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	HIGH
COGNITIVE SKILLS										
Verbal	533	57	4.5	24	60			XXXX		
Quantitative/Hon Verbal	525	57	4.5	24	66			XXXX		
TOTAL (CSQ = 103)	535	60	4.7	24	68			XXX		
FUNDAMENTAL LEARNING AREAS										
Language Arts	531	57	4.5	24	59			XXX		
Mathematics	526	60	4.7	24	63			XXX		
Science	520	54	4.4	24	61			XXXX		
Social Science	519	53	4.4	24	54			XXXX		
Reading	527	56	4.5	24	68			XXXX		
Reference Skills	512	50	4.2	24	51			XXXX		
Total Basic Skills	528	58	4.6	24	58			XXX		
BATTERY AVERAGE	524	56	4.5	24	60			XX		

Score Legend

RS -Raw Score NP -National Percentile
 GS -Grade Score LP -Local Percentile
 GE -Grade Equivalent SS -Expanded Standard Score
 NCE-Normal Curve Equivalent
 CSQ-Cognitive Skills Quotient

NATIONAL PERCENTILE RANKING

PART II GOALS AND STANDARDS

GOALS/STANDARDS	# Items	# Right	RATING	GROUP %	GOALS/STANDARDS	# Items	# Right	RATING	GROUP %	GOALS/STANDARDS	# Items	# Right	RATING	GROUP %	GOALS/STANDARDS	# Items	# Right	RATING	GROUP %
LANGUAGE ARTS					MATHEMATICS (cont'd)					SOCIAL SCIENCE					PHY. DEV/HEALTH				
1 READING/COMPREHENSION					8 ALGEBRA/ANALYTIC					14 POLITICAL SYSTEMS					19 MOVEMENT SKILLS				
Standard A	31	23	17	63	21	10	07	08	63	29	01	00	71	29	00	00	00	00	
Standard B	07	04	33	50	17	03	02	21	21	58	02	01	46	54	00	00	00	00	
Standard C	21	14	29	29	42	03	02	21	21	58	02	01	13	88	00	00	00	00	
2 READING/LITERATURE					Standard D	01	01	25	75	00	01	01	29	71	00	00	00	00	00
Standard A	08	05	33	33	33					9 GEOMETRY					20 PHYSICAL FITNESS				
Standard B					Standard A					Standard A	01	00	54	38	00	00	00	00	00
3 WRITING					Standard B					Standard B	03	02	50	33	17				
Standard A	39	27	21	25	54					Standard C	03	02	42	50	08				
Standard B					Standard C					Standard D	01	01	29	71	00				
Standard C	02	01	08	92	00					Standard E					21 TEAM BUILDING SKILLS				
4 LISTENING/SPEAKING					10 STATISTICS/PROBABILITY					Standard F	02	01	21	79	00				
Standard A					Standard A	06	04	21	54	25					Standard A				
Standard B					Standard B	06	05	17	50	33					Standard B				
5 COMMUNICATION					Standard C	01	00	50	46	00					Standard C				
Standard A					---SCIENCE---					15 ECONOMIC SYSTEMS					22 HLTH PROMOTION/TREATMENT				
Standard B										Standard A	01	00	54	38	00				
Standard C										Standard B	03	02	50	33	17				
-MATHEMATICS-										Standard C	03	02	42	50	08				
6 NUMERATION/OPERATIONS										Standard D	01	01	29	71	00				
Standard A	10	06	38	29	33					Standard E					23 BODY SYSTEMS				
Standard B	19	14	21	67	13					Standard A	03	02	42	46	13				
Standard C	04	02	33	25	42					Standard B	04	03	13	79	08				
Standard D										Standard C	01	00	67	33	00				
7 MEASUREMENTS										Standard D	01	01	29	71	00				
Standard A	08	05	25	33	42					Standard E					24 COMMUNICATION				
Standard B										Standard A	11	08	17	63	21				
Standard C	02	01	08	92	00					Standard B					Standard B				
										Standard C	03	02	38	38	25				
										Standard D	01	01	33	67	00				
										16 SOCIAL SYSTEMS					---FINE ARTS---				
										Standard A	04	02	21	75	04				
										Standard B	04	02	21	71	08				
										Standard C	01	01	17	83	00				
															25 LANGUAGE OF THE ARTS				
															Standard A				
															Standard B				
															Standard C				
															Standard D				
															26 CREATING/PERFORMING				
															Standard A				
															Standard B				
															Standard C				
															27 ROLE OF THE ARTS				
															Standard A				
															Standard B				

NOTE: Criteria 3.3, 3.4, and 3.5 should include valid and reliable data (3.7) which may be based on the use of three measurements with different instruments, preferably different methods of data collection (e.g., observations, tests, and interviews). The purpose of these data is to inform hypotheses in 4.3.

3.3 EDUCATOR DATA

Present educator qualifications, professional growth, and other data, such as degrees, certificates, advanced certificates, attendance rate, longevity, professional awards, professional development, study groups, and information from the local professional development council (LPDC) regarding individual professional development plans.

OPTIONAL TABLE FORMAT

NOTE: The following tables are options for presenting the educator data.

Educator Characteristics and Qualifications

Use data from the School Report Card and other sources to complete the following table.

	School	District	State
Total Full Time Employees (FTE)		23	125,702
Average Teacher Experience (in years)		13.9	13.8
Bachelor's Degree (%)		87	51.3
Master's Degree or higher (%)		13.0	48.6
White, non-Hispanic Teachers (FTE)		100.0	85.0
Black, non-Hispanic Teachers (FTE)		0.0	9.8
American Indian / Alaskan Native Teachers (FTE)		0.0	0.1
Asian or Pacific Islander Teachers (FTE)		0.0	1.0
Hispanic Teachers (FTE)		0.0	40.
Male Teachers (FTE)		17.4	23.4
Female Teachers (FTE)		82.6	76.6

Complete the following data table if reporting longevity, attendance rate, or professional growth.

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
23	5	7	3	8
% attendance rate for teachers		# requesting workshop attendance	# pursuing advanced degrees	
92		100	3	
Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
4	0	1	3	

Paraprofessional Qualifications (Required by NCLB for any paraprofessional personnel who serves in an instructional assistance capacity and is paid by Title I funds or any paraprofessional in a Title I schoolwide program; paraprofessional personnel hired prior to January 8, 2002, must be certified by January 8, 2006.)

3.4 PROFESSIONAL DEVELOPMENT DATA

Use charts, tables, or other format. Examples of professional development data include the number of professional development offerings, content/topics, evaluation of the trainings, and feedback on use of new knowledge and skills (6.2, 6.8, and 6.9). These data should be summarized and discussed in 6.1 and, if appropriate, 4.4. A sample copy of a teacher survey showing the questions related to professional development may be included in an appendix and referenced here.

2004-05

Teacher Training (off-site) Schedule

				Seminar	Lodging
Name	Date (s)	Class title	Location	Cost	Cost
Coulter, Amy	9/8/2004	PBIS training	W. Peoria	0.00	\$0.00
Cox, Betsy	9/29/2004	Asperger/Autism Disorders	Bloomington	139.00	\$0.00
DiLeonardi, Jane	9/8/2004	PBIS Training	W. Peoria	0.00	\$0.00
DiLeonardi, Jane	9/17/2004	Fall Speech Workshop	Bloomington	25.00	\$0.00
DiLeonardi, Jane	11/8/2004	Intervention Convention Spec Ed	Bloomington	75.00	\$0.00
DeBoeuf-Tomlinson	2/28/2005	Writing about mathematics	Peoria	175.00	\$0.00
DeBoeuf-Tomlinson	11/22/2004	What is new in Children's Literature	Peoria	175.00	\$0.00
JoAnn Lowry-Emery	2/28/2005	Writing about Mathematics	Peoria	175.00	\$0.00
Fender, Beth	11/8/2004	Intervention Convention	Bloomington	75.00	\$0.00
Fender, Beth	11/2/2004	Reading to Grow (PBS Latchkey Program)	E. Peoria	0.00	\$0.00
Fleming, Judy	9/8/2004	Portfolio assessment for Spec Ed	Bloomington	0.00	\$0.00
Gardner, Christy	9/23/2004	IESA Cheerleading workshop	Bloomington	25.00	\$0.00
Gardner, Christy	11/8/2004	Special Ed conf	Bloomington	75.00	\$0.00
Gerber, Kathy	1/14/2005	Kindegartner Literacy	E. Peoria	165.00	\$0.00
Hiller, Tammy	2/9/2005	Strategies for struggling readers	Peoria	175.00	\$0.00
Hippen, Karla	12/8/2004	Special Ed/IEP programs	E. Peoria	175.00	\$0.00
Hippen, Karla	9/8/2004	Portfolio assessment for Spec Ed	Bloomington	0.00	\$0.00
Hippen, Karla	2/7/2005	Curriculum based eval & Intervention in read	Peoria	0.00	\$0.00
Hunter, Brenda	10/28/2004	Handhelds in the Classroom	Toluca	250.00	\$0.00
Hunter, Brenda	11/12/2004	Handhelds in the Classroom	Toluca		
Hunter, Brenda	2/10/2005	Handhelds in the Classroom	Toluca		
Hoover, Nancy	10/4/2004	Living lands and waters	Peoria/River	10.00	\$0.00
Kraut, Becky	11/5/2004	Art for Spec Ed	St Charles	175.00	\$175.00
Kuehn, Luann	10/1/2004	Student Council Adv Workshop	Bloomington	85.00	\$0.00
Kuehn, Luann	2/2/2004	Best Ideas for making Inclusion Work	Peoria	175.00	\$0.00
Lagron, Toni	10/14/2004	Guided Reading	E. Peoria	175.00	\$0.00
Lagron, Toni	12/1/2004	Increasing Success of Title I Students	E, Peoria	175.00	\$0.00
Matthews, Rob	11/18-20/2004	IL Assoc of Health, PE, Rec, etc.	St. Charles	105.00	\$168.00
Morphew, Pam	10/17/2004	Fall Speech Workshop	Bloomington	25.00	\$0.00
Morphew, Pam	9/29/2004	Asperger/Autism Disorders	Bloomington	139.00	\$0.00
Morphew, Pam	2/7/2005	Curriculum based eval & inter in reading	Peoria	0.00	\$0.00
Naig, Matt	11/8/2004	Intervention convention	Bloomington	75.00	\$0.00
Naig, Matt	10/25/2004	Math ISAT	Lasalle	75.00	\$0.00
Park, Mary	1/13/2005	IL Early Learning Standards five-2-six	Peoria	0.00	\$0.00
Park, Mary	10/22/2004	Exceptional Kindegarten Program	Peoria	175.00	\$0.00
Reid Reid	1/27/2005	Il Music Ed conf	Peoria	50.00	
Shaw, Linda	11/22/2004	Using children's literature	Peoria	171.00	\$0.00

Tomlinson, Robby	9/15/2004	Train the Trainer-Video on Demand	Toluca	0.00	\$0.00
Tomlinson, Robby	11/9-10/04	IL Ed Tech Conf	Springfield	100.00	\$0.00
Tomlinson, Robby	10/26/2004	E-Rate	Ottawa	25.00	\$0.00
Tomlinson, Robby	12/15/2004	E-Rate	Ottawa	15	\$0.00
				3,454.00	\$343.00

3.5 PARENT/FAMILY INVOLVEMENT DATA

Use charts, tables, or other format. Examples of parent/family data include the number of parent participants in events that relate to learning (8.5), number of parents surveyed and survey results, and number of parent contacts for non-disciplinary purposes. These data should be summarized and discussed in 8.1 and, if appropriate, in 4.4. A sample copy of a parent survey may be included in an appendix and referenced here.

The district has an extremely active community. Approximately 95% of the parents attend open house, and parent teacher conferences.

The school also has a very active PTO. The Board policy does not allow students to do fund raisers. All money raised for student activities comes through the PTO. The PTO annually contributes approximately \$50,000 to the district.

3.6 ADDITIONAL TYPES OF DATA

Present three or more additional types of data, e.g., student survey, ILS implementation (7.0), internal review, program monitoring (10.0), student behavior, faculty turn-over, or Summer Bridges data. Select those types of data that best inform the hypotheses in 4.3.

Additional types of data include: STS – Annual Student Assessment, PBIS – Positive Behavior Intervention Systems, Teacher Ease Student Management Program –Ongoing Student Assessment, SDS – Financial Analysis

1. Based on assessments given and teacher recommendations, after school tutoring was available. Not all children who could have qualified for this service could be accommodated because of funding. Unfortunately, students with disabilities did not participate in this program because of special IEP considerations. (if you have data on number who participated and which grades, insert that information also.

2. Riverview’s Internal Review stated the use of best practices. Some examples of these would be careful attention to vertical and horizontal articulation of the curriculum, teaching strategies that showed long-term academic achievement and visibly posted in understandable language, the state standards children and teachers are working on.

3. Careful attention is given to addressing any gaps in Riverview's curriculum identified by test item analyses.

3.7 DATA QUALITY

Indicate the validity and reliability of the non-standardized types of data presented in criteria 3.3, 3.4, 3.5, and 3.6. Discuss the representativeness, response rates, and sample sizes of the surveys, interviews, and observational methods used.

- 3.3 All Teachers meet federal/state standards for highly qualified teachers.
 - Each Teacher is allotted \$500 per year for 2 off campus Professional Days
 - Teachers are encouraged to take up to 12 semester hours each school year toward continuing education
 - Inservice activities are provided on three – ½ School Improvement Days and one full day for Teacher/In-service
- 3.4 Professional workshops
- 3.5 School Improvement Committees
- 3.6 The reliability of STS is a norm-referenced testing service to provide annual data for performance evaluation.

4.0 Data Analysis – Teaching & Learning

Appendix B illustrates the steps, reasoning, logic, and analyses used to select a strategy. Criteria 4.1 and 4.2 may best be presented in a narrative. Two format options are offered for criteria 4.3 through 4.6.

4.1 SUMMARIES OF DATA FOR PERFORMANCE TARGETS (3.1/3.2)

In summary, Riverview Grade School has been actively initiating the school improvement process with the guidelines and standards set in our School Improvement Plan. Our school improvement process has been a long and eventful journey, (that began in 1997) but one that has had concluded with some meaningful results.

4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)

Diagnose and refine the AYP performance targets. Explain your reasons. Be sure that the refined performance targets represent all of the unmet AYP targets from 1.0. The number of refined targets will likely be much fewer than the raw number of "No" items in the AYP Information page. For example, if justified by the analysis of the reading data, two or more AYP targets may be combined into one refined target: "Reading scores at all grades and for all groups." The target in the second example in Appendix C illustrates this refinement.

The two performance targets are:

1. Reading scores at all grades will continue to improve at a rate of no less than 6% per year.
2. Math scores at all grades will continue to improve at a rate of no less than 10% per year.

NOTE: Criteria 4.3 through 4.6 address each target listed in 4.2. For 4.3 through 4.6, use a narrative under the headings below, the optional format on the following page, or both.

4.3 HYPOTHESES TO EXPLAIN PERFORMANCE TARGETS (4.2)

Some reasons or explanations why performance targets were not met are the following:

1. The IEP students historically score lower than the non IEP students because of deficits in written and reading comprehension.
2. While Riverview strives to support a rich and challenging curriculum for all students, modifications that are used for IEP populations tend to be less rigorous than the general population of students.

4.4 SUMMARIES OF DATA FOR HYPOTHESES (4.3)

DIVERSITY OF INSTRUCTION

New teaching techniques from professional workshops, continued education classes, and diverse college backgrounds provides opportunities for a variety of teaching techniques and behavior modifications.

TEACHER ABSENTEEISM

The low number of absences provides greater involvement with his/her students.

CLASS SIZE

The average class size of 14.4 promotes high teacher/student ratio.

TIME ON TASK

Increased hours of school day allows students more time on task.

CLASSROOM BEHAVIOR

PBIS program initiated has motivated students to more appropriate behavior patterns.

FAMILY SUPPORT

RPTO and teacher/parent committees working together for the betterment of school district.

STUDENT MOBILITY

Low compared to state.

STUDENT MOTIVATION

Opportunities are available due to location of nearby cities.
PBIS award ceremonies and reward programs

NATIVE LANGUAGE

Not seen as a problem in this District.

TEACHER EXPERTISE

Highly qualified and ½ faculty with 15 or more years of experience.

4.5 IDENTIFICATION OF PRIMARY FACTORS BASED ON DATA ANALYSIS (4.4)

1. Low socio-economic per cent of community
2. Historical background of the community
3. Riverview has addressed this gap with IEP students and our teaching teams have aligned the special education curriculum to State of Illinois Standards.

4.6 SELECTION OF STRATEGIES (4.5)

1. Riverside District teaching teams are developing reading activities to assist students with reading comprehension, written expression and higher level thinking skills. All grades will adopt these activities, especially grades 3-8.
2. The Professional Development team will enlist the aid of the ROE and other individuals to help with the development and implementation of math and reading strategies.

NOTE: The graphic below may be useful in organizing 4.3 through 4.6 and in showing the process of narrowing many hypotheses to a single strategy. Copy and complete for each AYP performance target.

TARGET # 1 :

4.3 HYPOTHESES

1. The IEP students historically score lower than the non IEP students because of deficits in written and reading comprehension.
2. While Riverview strives to support a rich and challenging curriculum for all students, modifications that are used for IEP populations tend to be less rigorous than the general population of students.

4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES

THOUGH RIVERVIEW IS A SMALL DISTRICT WITH FEWER STUDENTS THAN REQUIRED FOR TESTING AS A SUBGROUP IN SPECIAL EDUCATION, LOCAL INFORMATION DEMONSTRATES THAT MOST IEP STUDENTS DO NOT PASS THE READING COMPREHENSION PORTION OF THE ISAT

4.5 CAUSAL FACTORS

1. Lack of parental support
2. Special needs

4.6 SELECTION OF STRATEGY

1. **Students will be identified early (Age 3-5)**
2. **Identified students will be provided Spec Ed Services**
3. **Those Marginal students will be provided "FLEX" services**
4. **All students will be provided tutoring opportunities**

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5.0 Action Plan for *Riverview CCSD #2*

School Years: 2004-2006

STRATEGY (5.1)

TARGET (4.2)

See examples in Appendix C.

will adequately improve performance in

See examples in Appendix C.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1 Provide after school tutoring for all qualified students <hr/>	<i>Oct 2003-</i>	<i>Teachers and volunteer Parents</i>	<i>ISAT and teacher-made Portfolios and local Assessments.</i>	<i>District School Improvement funds and REAP funds</i>
Activity # 2 Establish reading (or math) targets for Riverview Grade School, develop additional local assessment Instruments. <hr/>	<i>November 2003 May 2006</i>	<i>Grade level teaching Teams in math and Reading</i>	<i>Alternative asse</i>	<i>Examples: # teachers @ \$___/hr x # hours reading kits \$50/each x # classrooms</i>
Activity # 3 Provide Latchkey services <hr/> Scientific research base (5.6)--if teaching/learning	August 2002 -	Latchkey Key Administrator	Number of children attending	Local budget and REAP
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

NOTE: Copy and paste the above format for each strategy in the SIP.

Sources of Revenue – (5.9)

Note: Use this Budget Summary Table or other format to show sources of revenue. Modify/Delete/Add rows and columns to the table as needed depending on the funding sources of the district and number of activities in the SIP. Insert dollar amounts.

Budget Summary Table

Activity	Title I	Title IIA	Title III	Title IV	Title V	Title IID	REAP	Gen Revenue	Summer Bridges	Tech	Reading Improve	Other			
Inst. Salaries	\$24,805	\$3,037			\$800			\$804,035	\$11,400	150	\$12,289				
Supplies				565	191				100	350					
Tutoring							\$8,000								
Latchkey							\$3,000								
Purch Serv				500					\$1,500						
PBIS							\$3,000								
Technology							15,309								
Transportation									3,168						
Prof Dev		\$7,000					\$7,000		\$1,500						
TOTAL	24,805	10,037		1,065	991		33,609	804,035	17668	500	12,289				

6.0 Professional Development

6.1 DATA USE

Riverview has always emphasized professional development for the improvement of the teaching process. In concert with NCLB initiatives, professional development will explore strategies and techniques that have been shown by data to increase student achievement in measurable ways.

Performance Indicator

Marshall-Putnam-Woodford ROE provides professional development workshops in current areas of instructions for administrators and teachers alike.

Performance Standard

Data from Professional development is used to address components and needs of the school improvement plan and other facets of district-wide improvement such as enhancing learning opportunities for our students that is consistent with district resources.

6.2 QUALIFIED AND EFFECTIVE EDUCATORS

Professional development is two fold: it benefits students indirectly because teachers knowledgeable in practices, techniques and methods. New knowledge from professional development also incorporates knowledge of difference tools of assessment to measure and address achievement.

Performance Standard

According to Riverview recent School Report Card, all classrooms are being taught by highly qualified teachers.

Performance Indicators

Riverview teachers participate in professional development raining provided by our ROE, ISBE and contracted vendors. The majority of this professional development addresses targeted areas in reading and mathematics.

6.3 RELATION TO STRATEGIES

Relate professional development to the strategies in the action plan (5.0). Use the table below, a narrative, or other format.

Strategy (5.0)	Professional Development
Alignment of new math texts to ILS	vendors will provide in-service for our teachers in textbook use
Alignment of new reading series to ILS	Vendor will provide in-service for teachers in textbook use

RIVERRVIEW
FIVE-YEAR PLAN
(PROPOSED)

	2002--03	2003--04	2004--05	2005--06	2006--07	2007--08
	IN-PLACE	IN-PLACE	IN-PLACE	IN-PLACE	IN-PLACE	IN-PLACE
		Enhanced Tech	Technology	Technology	Technology	Technology
		Committees	Committees	Committees	Committees	Committees
		Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
		New Assign/Staff	New Assign/Staff	New Assign/Staff	New Assign/Staff	New Assign/Staff
		5 Bus Routes	5 Bus Routes	5 Bus Routes	5 Bus Routes	5 Bus Routes
			Data Mgmt System	Data Mgmt System	Data Mgmt System	Data Mgmt System
			PBIS	PBIS	PBIS	PBIS
			Latchkey	Latchkey	Latchkey	Latchkey
				New Bldg. Addition	New Addition	New Addition
				Crisis Plan	Crisis Plan	Crisis Plan
				Night School	Night School	Night School
				Student Mgmt System	Std Mgmt Sys	Std Mgmt Sys
				Electronic Tickets	Electronic Tickets	Electronic Tickets
July	Enhance Technology		New Bldg. Addition			
August	Building Improv	Building Improv	Electronic Tickets			
September		Latchkey	Crisis Plan			
October	Committees	Curricula	Curricula	Curricula	Curricula	Curricula
November	Tutoring		Professionalism	Professionalism	Professionalism	Professionalism
December			Student Mgmt Sys			
January	PBIS--Jr High (only)	PBIS	Night School			
February		Data Mgmt System				
March		Curricula	Curricula			
April		New Assign/Staff	Professionalism			
May	New Assign/Staff	New Bldg. Addition				
June	Lease New Bus	New Bldg. Addition				

6.5 RESOURCES

The Riverview CCSD #2 allocates approximately \$10,000 of the Eisenhower (Title II) grant fund each year for staff development. Teachers are encouraged to spend at least two days each year away from the district at professional conferences, seminars or training. Teachers select training that relates to the school improvement plan and their own teaching specialties, then submit them for approval to the superintendent/principal.

6.6 SCIENTIFICALLY BASED RESEARCH (SBR)

All classes, or seminars are research based programs.

OPTIONAL TABLE FORMAT

NOTE: Criteria 6.4, 6.5, and 6.6 may be combined into the following table and/or cross-referenced to the action plan (5.0).

6.4 Scheduling		6.5 Resources	6.6 SBR
Month/Day/Year	Content of Professional Development	Supporting Resources	Scientific Research Base for the Content
October 2005	Math Committee to select New series or supplementals	District Funding	National Council of Teachers of Mathematics
Winter 2006	ROE or independent prof. Dev. To work on ISAT ach.	ROE, District Funds	National Staff Dev. Council

6.7 INTEGRATION OF TECHNOLOGY

Technology is used throughout the curriculum and by all teachers. Classrooms are provided lab times on a weekly basis as well as open unassigned time. Some of the programs supported by technology are the following: Quarter Miler, Math Blaster, Reading Blaster, PowerPoint, Excel, and Microsoft Word.

6.8 EVALUATION / CONTINUOUS IMPROVEMENT

All professional development activities in house and out of district are evaluated by the participants. These evaluations not only track the success of the presentation, but they are also used to build upon subsequent activities and follow-up review. All participants of professional development are encouraged to apply what the newly acquired information and strategies in their particular setting and to record the utility or success of the practice to share with the teaching teams.

6.9 MENTORING

The Mentoring program is best described through the Table of Contents. The program was taught by the ROE, and has been approved by the Riverview Board of Education. A full copy of the program is attached.

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7.0 Illinois Learning Standards (ILS) Implementation

7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

Describe the process used to complete the alignment of curriculum, instruction, and assessment for at least three learning areas and all grades.

Riverview has a curriculum committee responsible for textbook selection for reading, math and social studies. This committees' goals are to ensure that the materials selected are consisted with the established curriculum's scope and sequence of content areas and matched to Illinois Standards. Performance desriptors corresponding to each learning standard help teachers in the planning of instruction. Based on student progress, changes are made to instructional strategies or goals.

7.2 STANDARDS-ALIGNED CLASSROOMS

In an earlier section describing best practices it was noted that Illinois Learning Standards are prominently posted in each classroom in grade level language and examples are given. Our teaching teams have just initiated the practice of developing content area units addressing Illinois Learning Standards.

7.3 ILS PRACTICES AND PROCEDURES

Once again, Riverview's focus is on improving achievement in the core subjects of reading and math. The professional development staff committee plans offerings addressing the content need areas of math and reading. All teachers are required to attend workshops and in service specific to their teaching assignments.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

Yearly, Riverview revises the School Improvement Plan. The practices and procedures outlined in the School Improvement Plan are reviewed in the Spring and Fall of each school year or as the need arises. The Internal Review also is incorporated to insure progress towards these practices and procedures for addressing Illinois Standards compliance.

8.0 Family and Community Involvement

8.1 DATA USE

The Back to School Reading Night and Family Reading Night along with parent surveys asking about home and school reading practices provided valuable information on Riverview's reading initiatives. Parent-Teacher conference information also provided valuable data that will be used to revise and improve the district's curriculum.

8.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS

Riverview can do more to involve the community stakeholders in the development, implementation and review of our School Improvement Plan. For the 2005-2006 school year a committee of parents, teachers and at least one Board member and a community member at large will participate on this committee.

8.3 COMMUNICATION OF SIP PROGRESS

The School Improvement Plan is posted on our school website as well as numerous references throughout the year in our Newsletter to our community.

8.4 ROLE OF FAMILY/COMMUNITY IN THE ACTION PLAN (5.0)

Riverview's RPTO will play a prominent role in implementing activities of the School Improvement Plan. Our building has RPTO volunteers, but more are welcomed. The RPTO is a primary source of funding for activities and materials and sponsors our family reading night and a variety of extracurricular activities, including open house and numerous improvements to the facility.

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

Local businesses, like Versipress, have supported our school with daily newspapers. Teachers ask parents and community members to help with reading programs.

8.6 PROCEDURES/PRACTICES/COMPACTS

While not extensive, parents, help our teachers by serving on some of the following committees which help to recommend policy and procedures: Transportation Committee, Curriculum Committee, Parent Handbook Committee, Discipline Committee, Technology Committee.

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

NCLB Advisory Committee, Peer Review team (they review SIPs and make recommendations), Resource Specialists (Title I teacher)

9.2 EXTERNAL SUPPORT

Explain in detail specific external services and resources that support implementation of strategies/activities.

Riverview relies on the services of the MPW ROE to support curricular initiatives in the district. The ROE sponsors a variety of professional development activities for our teachers and paraprofessionals. They also provide assistance in Internal Reviews and School Improvement Planning Processes.

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

Riverview is required by the ISBE to submit a School Improvement Plan to the ROE and the district must comply with a formal Peer Review process. Because the district recognizes some deficiencies in this process, the district will appoint the following to serve on the Review Team: 1 Supt/Principal, 1 Special Education Teacher, 1 Primary Teacher, 1 Middle Grade Teacher, 1 Support Paraprofessional and 2 Parents or Community Members and the School Board President.

10.2 MONITORING PROGRESS OF THE PLAN

Performance based assessments are used throughout the year to gauge on the effectiveness of different teaching strategies. There are informal observations and teacher made tests in addition to the ISAT

10.3 REVISION OF THE PLAN

As often as possible but not fewer than two times per year, the SIP team will meet to discuss revisions, strategies and activities that will drive instruction at the beginning of the school year. Minutes are kept and all meetings have an agenda. Based on data collected from testing, the School Improvement Plan will undergo changes to address needs.