Regular Meeting

Monday, November 18, 2013 6:30 PM
Unit #10 Administrative Annex, 123 W. Clay, Collinsville, IL 62234

1. **Call to Order - President Peccola**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Public Forum**

4.1. Written Correspondence

4.2. Audience Input

5. **Reports/Requests**

5.1. Superintendent's Report – Dr. Robert Green

5.1.a. Long Term Building Plans

Elementary Schools CUSD #10

November 13, 2013

Currently CUSD 10 has eight K-4 elementary schools in operation. These buildings range in size from 124 student capacity up to 568 students. The age of the buildings range from 1914 through 1972 with additions or remodeling up through 2004. Two of the schools, Jefferson and Summit have a maximum capacity of 124 students with the other schools size varying from 220 to 568. Unit 10 has committed to the neighborhood school concept but looking at the number of students (**379**) being bused out of their home school, the case can be made that we do not have true neighborhood schools.

Caseyville, Kreitner, Twin Echo and Summit Schools are already at or exceed their maximum capacity based on current boundaries. When reviewing our school community growth patterns, it is clear that the growth pattern for elementary are these four attendance areas.

One possible short term fix for the problem is redrawing the boundaries and move more students into the Renfro and Maryville districts. This solution alone will not solve the problem due to the large number of students coming from Caseyville, Fairmont City and Kreitner. Adjusting school starting times could also help alleviate the time that students miss instruction.

Another possible short term fix would be to adjust the neighborhood school concept where a school would house one or two grade levels. The down side of this is that Caseyville & Kreitner Schools have such large numbers that we would still have to bus some of their students to the north side of the district.

Long term solutions would be to build one large elementary school on the southwest side of the school district; add on to CMS by building a wing and housing sixth grade there and move fourth grade to DIS; build on to Caseyville, Kreitner, Twin Echo and Summit Schools.

5.2. Financial Report - Mrs. Uta Robison

5.3. Student Services Report – Mr. John Griffith

COLLINSVILLE COMMUNITY UNIT DISTRICT NO. 10

123 West Clay Street
Collinsville, Illinois 62234
(618) 346-6350

Report to the Collinsville Unit #10 School Board
Submitted by John Griffith, Director of Student Services
November 2013

Enrollment Numbers: As of the end of October, we have the total of 6635 students registered for this school year. This represents a 57 student decrease in total enrollment, compared to the same time last year. We are full in kindergarten in seven of our eight elementary buildings. We only have 6 spots available at the 4th Grade level. Due to the full grade levels in the elementary buildings, it has been a difficult year with transportation. We now have transfer buses coming in and out of every elementary building.

In regards to the intermediate, middle and high school, Dorris has fewer students with 946 students registered, compared to 977 last year. CMS has 955 students registered, an increase of 19 students (936 students), compared to last school year. CHS has 1978 registered which is 9 less than last year (1987students).

Enrollment Numbers:

October 2013	*October 2012*
CHS 1978	1987
CMS 955	936
DIS 946	977
Caseyville 324	320
H. Heights 3	
Jefferson 118	109
Kreitner 407	400
Maryville 480	472
Renfro 585	592
Summit 126	118
Twin Echo 214	239
Webster 442	485
District 6578	6635

Centralized Registration: We completed our 4th annual Centralized Registration in July. The success of this event is due to the commitment of our staff that volunteers their time to provide this service to our families. In addition to our summer staff, we recognized 35 staff members who volunteered their assistance during central registration. At our opening institute, each volunteer received our thanks and a token of appreciation.

COLLINSVILLE COMMUNITY UNIT DISTRICT NO. 10

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Homeless Services: We have been working diligently over the past couple of months to provide school supplies, hygiene kits, and clothing for our 202 homeless students. Our District Social Workers have been making contacts with these families to offer District support.

Student Teachers: We have made approximately 100 student teacher placements in our district for the fall semester. This has been accomplished as a joint effort between our district and neighboring universities. The universities also place internships in specialized areas such as Speech/Language Pathologist and Administration.

Truancy: We have revised our procedures for responding to elementary tardies as outlined in the elementary handbooks.
Tardies: Our District's total tardies from the beginning of the school year has decreased from 13,428 to 10,340, a 23% improvement.
Average Daily Attendance (ADA): Unit totals for the period August-September rose to 95% compared to last year's total of 94%.
We continue to encourage student attendance. We put together a booth at the "First Day" event to encourage positive attendance. We continue to work with local businesses to provide attendance incentives for students.

Early Entrance to Kindergarten: We have evaluated and admitted 9 students into Kindergarten through the early entrance to Kindergarten procedures (7 students in 2012, 2 students in 2013). We have collaborated with Principals and Teachers to track the progress of these students. With the exception of one student who seems to be struggling socially and behaviorally, the reports are excellent. All students are performing at or above grade level in all subject areas. The students work hard, get along with others and demonstrate good behavior.

Transportation: As mentioned previously, this has been a difficult summer with transportation due to the large number of transfers. We continue to collaborate with the managers of First Student to problem–solve and work through disciplinary situations and community concerns. We will encourage First Student to become more automated.

5.4. Budget Committee Update – Mr. Ron Throm

5.5. One to One Google Chromebooks Middle School Project - Ms. Kim Jackson

5.6. Edulog Report - Mr. John Griffith

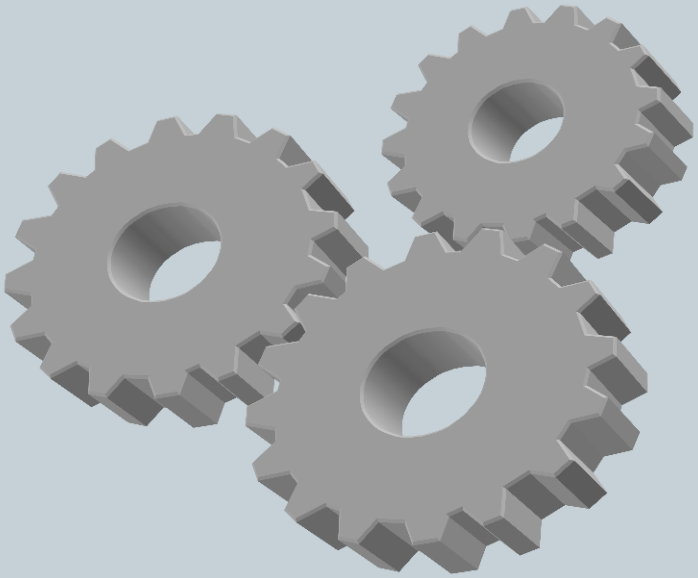
Bell Schedule and Boundary Study

2013-2014

Team Members

Tricia Blackard
Lisa Calvert
Tony Geisen
John Griffith
Darrin Houck
Karen Muller
Sherry Oliver
Kevin Pysz
Clay Smith
Kevin Stirnaman
Sylvia Strackeljahn
Karen Truran

Mission



TO INVESTIGATE, DEVELOP AND PRESENT MULTIPLE OPTIONS OF BELL SCHEDULES AND BOUNDARY MAPS THAT MAY FIT THE NEEDS OF COLLINSVILLE UNIT #10.

Current Bell Schedule

Elementary Schools *All Elementary except Webster*	8:00 am - 2:45 pm
Elementary School *All Webster students*	8:00 am - 2:30 pm
Dorris Intermediate School	8:50 am - 3:35 pm
Collinsville Middle School	8:35 am - 3:30 pm
Collinsville High School	7:55 am - 2:55 pm

Bell Schedule Comparison

District	High School	Middle School	Intermediate	Elementary
Collinsville	7:55-2:55	8:35-3:30	8:50-3:35	8:00-2:45
Granite City	8:00-3:10	9:05-3:25	8:50-3:10	8:20-2:35
Triad	8:00-2:30	7:45-2:40	8:40-3:05	8:40-3:05
Edwardsville	7:20-1:50	8:00-2:45	9:15-3:30	9:15-3:30
East St. Louis	7:30-3:00	7:30-2:30		9:00-3:30
O'Fallon	7:30-2:25	8:00-2:20		8:55-3:30
Belleville West	8:30-3:25	8:25-3:16		7:55-2:45

Proposed

- Moving beginning and ending time of schools so that CHS and CMS bus runs are first (Early) and DIS and Elementary bus runs are second (later).

Example:

CHS 7:20am-2:20pm

CMS 7:35am-2:30pm

DIS 8:35am-3:20pm

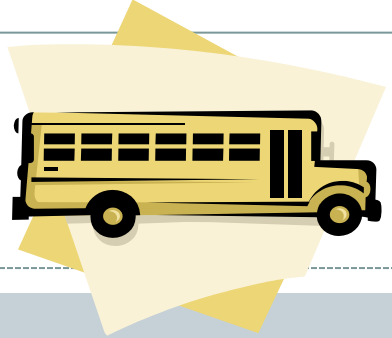
Elementary 8:50am-3:35pm

Bell Change Discussion

Benefits	Benefits
• Might improve student attendance. • CMS and CHS students will have more time for after school activities and will not miss instructional time. • The older students will be home when elementary students get home.	• Possible to combine grade levels on buses • Eliminates bus route interruption when Kindergarten and 1st grade students are brought back to school. • May help elementary parents who work

Bell Change Discussion

Concerns	Concerns
• Morning Child care may be difficult • CHS students may be driving to school in the dark. • Unstructured time after school for some CHS and CMS students. • Less sleep for CHS and CMS students	• Requires a change for staff- bargaining units.



Boundaries

- The current school buildings and current staff do not accommodate the numbers of students within their respective boundaries
- We currently transfer 379 students from home schools to serving schools (237 due to Grade level full, remainder is special request, move, Special Education, School Choice)
- We currently utilize 30 transfer bus routes costing approximately $97,000

Concerns about Transfers

- Student safety
- Loss of Instructional Time (approx. 30minutes X 180days=5,400minutes=13days)
- Challenges with Supervision of students
- Confusion
- Students are on buses for long periods of time.

Boundary Solutions

- Short Term- Minimize the number of transfer students by placing students in their home schools and by adjusting boundaries/staff to meet each schools needs.
- Investigate a centers-based approach using current buildings. (Example: Certain grade levels in certain buildings)
- Long Term- Build additions or a new school.

Summary

- We have identified benefits and concerns of changes to the Unit #10 bell schedule and listed our concerns about students being transfered outside their home schools.
- We spend $97,000 to transfer students and these students lose approx. 13 days of instruction.
- We hope that the Collinsville Unit #10 Board of Education will provide a direction to address the concerns. Our group is willing to support the Board and research ways to develop possible solutions.

5.7. Freedom of Information Requests

5.7.a. 10/29/13 Request from Ron Jedda

5.7.b. 10/30/13 Request from Mark Achenbach

5.7.c. 11/5/13 Request from Maria Fitzpatrick (Cornell University)

6. **Approval of Minutes**

6.1. Approval of October 21, 2013 Board Minutes

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, October 21, 2013

SUMMARY

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Correspondence
5. Audience Input
6. Superintendent's Report
7. Financial Report
8. Special Education Report
9. Budget Committee Update
10. Bond Overview
11. Approval of Minutes of Regular Meeting of 09/23/13 and Special Meeting of 10/7/13
12. Approval of Board Bills
13. Approval of Financial Statements
14. Approval of Board Policy
15. Presentation of Board Policy Change
16. Approval of Memorandum of Understanding for School Resource Officers
17. Approval of District Improvement Plan
18. Approval of 2014-2015 Course Offering Guide
19. Designation of School Board Convention Delegates
20. Approval of High School Table Tennis Club
21. Approval of BoardBook Subscription Agreement
22. Approval of Section 125 Flex Benefit Plan Renewal
23. Approval of Permanent Transfer of Funds
24. Approval of Trip Request
25. Approval of Trip Request
26. Closed Session
27. Return to Open Session
28. Report on Closed Session Discussion
29. Acceptance of Resignation of Non-Certified Employee
30. Acceptance of Resignation of Coach
31. Approval of High School Activity Sponsors
32. Acceptance of Resignations of Certified Employees
33. Acceptance of Resignation of Non-Certified Employee
34. Approval of Employment of Non-Certified Employees
35. Approval of Employment of Non-Certified Employees
36. Approval of Expulsion of Student
37. Approval of Expulsion of Student
38. Adjournment

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, October 21, 2013
6:30 p.m.

Call to Order

1. The Regular Meeting of the Board of Education of Collinsville Community Unit School District No. 10 was held on the evening of Monday, October 21, 2013, at 6:30 p.m., at the Unit #10 Administrative Annex, 123 West Clay Street, Collinsville, Illinois.

Roll Call

2. Those members present were: Ron Throm, Treasurer; Gary Clark; Jane Soehlke; Theresa Billy, Vice President; Wayne White, Secretary; Gary Peccola, President; and Gary Kusmierczak.

Pledge of Allegiance

3. Mr. Peccola led those in attendance in reciting the Pledge of Allegiance.

Correspondence

4. Mr. White said that no correspondence had been received by the board since the last regular meeting.

Audience Input

5. Mr. Peccola provided an opportunity for public input and the following person was recognized:

(a) Ms. Anastacia Hirsch addressed the board with respect to her son, who is a student at Renfro School. Her son was involved in an incident at school where he was injured and his glasses were broken. She expressed concerns about the manner in which the matter was handled, and finds it hard to believe there is no policy in the district regarding head injuries. She spoke with her son's teacher and the principal, but does not believe the situation was investigated as fully as it should have been. Mr. Peccola said the administration will look into the matter and that someone would get back with her.

Reports

Superintendent's Report

6. Dr. Green congratulated Dorris Intermediate School sixth grade student, Destiny Johnson, who won an essay contest sponsored by Scott Air Force Base. As a result, the school will get a free Mad Science Company assembly for the students. He also congratulated teachers Kelly Stirnaman and Jackie Mitchell, who were both recognized by Office Max as doing an outstanding job in teaching and received supplies for their schools. Dr. Green said he received word the legislature is considering an additional 4% cut to the funds the district will receive. If it comes to pass, it will mean the district will lose an additional $750,000 on top of the $2 million a year already being lost.

Financial Report

7. Mrs. Robison reported on the four main operating funds for the month ending September 30. The district is one-quarter of the way through the fiscal year. The Education Fund has received 31% of budgeted revenue and 23% of the budgeted expenditures have been made. In the O&M Fund, 49% of budgeted revenue has been received and 14% of expenditures have been made. The Transportation Fund revenue is at 49% of the budgeted amount and expenditures are at 14%. The Working Cash Fund received 48% of the budgeted revenue and no expenditures have been made. Mrs. Robison also reported on fund balances in each of those funds. She said there are two more dates for receiving taxes and right now things are pretty much on target.

Special Education Report

8. Dr. Bethel gave her written report to the board and provided additional information with respect to class sizes. She also responded to questions regarding co-teaching and what data is available to determine if it is beneficial to Unit 10's students. She discussed IEP accommodations and modifications to the core curriculum, noting that the goal is to place students in the least restrictive environment for learning.

Budget Committee Update

9. Mr. Throm reported the budget committee met earlier today and discussed the following items:

(a) The district's tax levy must be set by December, and if the levy exceeds the prior year's by 5%, a Truth in Taxation hearing must be held with notice published in the newspaper. Discussion of the levy will be on the special meeting agenda for October 30 along with a discussion of the amount to be levied in the Tort Fund and IMRF/Social Security Funds.

(b) Mr. Hollingshead updated the committee regarding roof projects and presented information on replacement of the stage used for high school graduation. He received a price of $25,000 for an aluminum stage which would also be available for dances and other functions. The board will consider the purchase at the October 30 special meeting.

(c) Ms. Tammy Beckwith Shallmo of PMA Securities made a presentation regarding bond refinancing which she will also present tonight to the full board.

(d) The next budget committee meeting will be Tuesday, November 12, 2013 at 6:30 p.m.

Bond Overview

10. Ms. Tammy Beckwith Shallmo, PMA Securities, made a presentation to the board regarding the district's outstanding bond debt and refinancing opportunities. She said the IRS has very particular rules with respect to bond refinancing. The 2001 issue is currently eligible for a refunding, but because it is relatively small, the costs of refunding would not be justified. The 2004 and 2005 series bonds are both eligible for refunding in November of 2014, and are for more significant amounts. She said it generally makes sense to refinance bonds if the net interest savings is 3% or greater. Under current market conditions, they estimate the district could save approximately 4.3% on the 2001A bonds, 6.91% on the 2004 bonds, and 2.31% on the 2005 bonds. By combining the 2004 and 2005 bonds for refunding, the district may save some money on the bond counsel and other issuing expenses. Pricing could be determined in October of 2014 with the closing to be in early November. Ms. Shallmo said it may be that an investor would want to lock in a rate as early as February or March of 2014, but the investor would build some market risk into the rate they offer. She discussed the current bond market environment and factors that can impact interest rates, such as the Fed's tapering of quantitative easing and the government shutdown. Their firm believes the bond rates will remain stable for the next five to six months. The only legal step the board would need to take would be to adopt a parameters resolution to authorize the refunding. The resolution sets forth a minimum savings target, names delegates who will approve the pricing on behalf of the board, and is valid for six months. It does not obligate the district to complete the refunding if the board later chooses not to. If the board is interested in refunding, Ms. Shallmo suggested that they consider adopting the parameters resolution during September of 2014. She discussed the district's historical bond and interest tax rate and offered hypothetical scenarios where the district could finance capital projects in the future and retain the same tax rate. She said they will continue to monitor the market and will be back in touch with the board next year.

Approval of Minutes of Regular Meeting of 09/23/13 and Special Meeting of 10/07/13 (Motion Passed)

11. A motion was made by White and seconded by Clark that the minutes listed below be approved. Motion passed unanimously on voice vote.

- Regular Meeting – September 23, 2013
- Closed Session – Regular Meeting – September 23, 2013
- Special Meeting – October 7, 2013
- Closed Session – Special Meeting – October 7, 2013

Approval of Board Bills (Motion Passed)

12. A motion was made by White and seconded by Soehlke that the Board bills for the Area Vocational Center Budget and the Unit 10 General Budget presented for payment on October 21, 2013, and attached to these minutes as Exhibit E-7 be approved and that the Treasurer be authorized to sign checks for same. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes.

Approval of Monthly Financial Statements (Motion Passed)

13. A motion was made by White and seconded by Clark that the monthly financial statements for Collinsville Community Unit School District No. 10 and the Collinsville Area Vocational Center for September 2013, be approved and attached to these minutes as Exhibit E-8. Motion passed unanimously on voice vote.

Approval of Board Policy (Motion Passed)

14. A motion was made by White and seconded by Clark to approve Board Policy 7:60, as presented in Exhibit E-9.1. Dr. Green provided input on the change, which requires a student to be in good standing in order to finish a school year during which his or her family moves from the district. Motion passed unanimously on voice vote.

Presentation of Board Policy Changes

15. Mr. Peccola said the board will have a month to review the proposed changes shown in Item 10.1 before they are brought back for a vote. If there are any questions, he asked board members to contact the administration.

Approval of Memorandum of Understanding for School Resource Officers (Motion Passed)

16. A motion was made by White and seconded by Throm to approve the Memorandum of Understanding for School Resource Officers, as presented in Exhibit E-10.2, for the 2013-2014 school year. Mr. White said it is his hope at some point in time the district adds a third SRO. Mr. Peccola said the City has applied for a grant that would provide for an additional SRO. Dr. Green said if the grant is approved, the district would have to guarantee 50% of the officer's salary and benefits. He also said they are ready to move forward on it once the City receives word about the grant. Motion passed unanimously on voice vote.

Approval of

17. A motion was made by White and seconded by Soehlke to approve

District Improvement Plan (Motion Passed)

the District Improvement Plan as presented in Exhibit E-10.3. Motion passed unanimously on voice vote.

Approval of 2014-2015 Course Offering Guide (Motion Passed)

18. A motion was made by White and seconded by Clark to approve the 2014-2015 Collinsville High School Course Offering Guide, as presented in Exhibit E-10.4. Mr. Clark said when the numbers come back in February, the board will have to look at them to make sure the classes being offered are enrolled to capacity. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes.

Designation of School Board Convention Delegates (Motion Passed)

19. A motion was made by White and seconded by Clark to appoint Mr. Peccola as delegate for Unit #10 at the Illinois State School Board Convention for 2013, and to further nominate Mrs. Billy as alternative delegate for Unit #10 at the Illinois State School Board Convention for 2013. Mr. Kusmierczak said he would like to see being a delegate rotate among the board members. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, no.

Approval of High School Table Tennis Club (Motion Passed)

20. A motion was made by White and seconded by Clark to approve establishment of the Table Tennis Club at Collinsville High School, with no stipend for the sponsor. Motion passed unanimously on voice vote.

Approval of BoardBook Subscription Agreement (Motion Passed)

21. A motion was made by White and seconded by Throm to approve the BoardBook Subscription Agreement, as presented in Exhibit E-10.7. Motion passed unanimously on voice vote.

Approval of Section 125 Flex Benefit Plan Renewal (Motion Passed)

22. A motion was made by White and seconded by Kusmierczak that the renewal of Collinsville Unit #10 Section 125 Flexible Benefit Plan with OLB Systems for the period of November 1, 2013 through October 31, 2014 be approved. Mrs. Robison provided input on the renewal of this benefit and her recommendation that the annual renewal be approved by the board. Motion passed unanimously on voice vote.

Approval of Permanent Transfer of

23. A motion was made by White and seconded by Kusmierczak that the Board of Education authorize the Director of Business Affairs to

Funds (Motion Passed)

make a permanent transfer in the amount of $1,630,000.00 from the Operations and Maintenance Fund to the Debt Service Fund ($230,000.00) and to the Capital Projects Fund ($1,400,000.00). Mrs. Robison provided additional input with respect to the transfer. Motion passed unanimously on voice vote.

Approval of Trip Request (Motion Passed)

24. A motion was made by White and seconded by Soehlke to approve the TRIP Request from the CHS Multicultural Club to travel to Ireland in June 2014, as presented in Exhibit E-10.10. Motion passed unanimously on voice vote.

Approval of Trip Request (Motion Passed)

25. A motion was made by White and seconded by Billy to approve the Trip Request from the CHS Multicultural Club to travel to Europe's Mediterranean Coast in June 2015, as presented in Exhibit E-10.11. Motion passed unanimously on voice vote.

Closed Session (Motion Passed)

26. A motion was made by White and seconded by Clark that the Board adjourn to Closed Session to discuss appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel of the public body, pursuant to 5 ILCS 120/2(c)(1); student disciplinary cases pursuant to 5 ILCS 120/2(c)(9); and pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11). Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes. (7:34 p.m.)

Return to Open Session

27. The Regular Meeting returned to Open Session at 8:01 p.m. Those members present on roll call were: Throm, Clark, Soehlke, Billy, White, Peccola and Kusmierczak.

Report on Closed Session Discussion

28. Mr. White reported that during Closed Session the Board discussed the following:
    1. Appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel of the public body, pursuant to 5 ILCS 120/2(c)(1);
    2. Student disciplinary cases pursuant to 5 ILCS 120/2(c)(9);
    3. Pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11).

Acceptance of Resignation of Non-Certified Employee (Motion Passed)

29. A motion was made by White and seconded by Clark that the resignation of Anita Geashel, Educational Assistant for Dorris Intermediate School, be accepted effective October 15, 2013. Motion passed unanimously on voice vote.

Acceptance of Resignation of Coach (Motion Passed)

30. A motion was made by White and seconded by Soehlke that the resignation of Josh Hannon, Assistant Wrestling Coach for Collinsville Middle School, be accepted effective October 7, 2013. Motion passed unanimously on voice vote.

Approval of High School Activity Sponsors (Motion Passed)

31. A motion was made by White and seconded by Clark that Kristen Bortner and Kayla Hartmann be approved as Co-Activity Sponsors for the Latin Club at Collinsville High School for the 2013-2014 school year. Motion passed unanimously on voice vote.

Acceptance of Resignations of Certified Employees (Motion Passed)

32. A motion was made by White and seconded by Clark that the resignations, due to retirement, of LaVern Oatman, Elementary Teacher for Dorris Intermediate School, be accepted effective the end of the 2013-2014 school year, and Vicki Reulecke, Assistant Superintendent for the District, be accepted effective June 30, 2014. Motion passed unanimously on voice vote.

Acceptance of Resignation of Non-Certified Employee (Motion Passed)

33. A motion was made by White and seconded by Soehlke that the resignation of Alfred Cline, Custodian for Twin Echo/CHS split, be accepted effective October 18, 2013. Motion passed unanimously on voice vote.

Approval of Employment of Non-Certified Employees (Motion Passed)

34. A motion was made by White and seconded by Clark that Lori Ferkel be approved as a Health Care Attendant for the District, effective October 22, 2013, and Cory Kurkey be approved as a CSS for the District, effective November 4, 2013 pending employment requirements. Motion passed unanimously on voice vote.

Approval of Employment of Non-Certified Employees (Motion Passed)

35. A motion was made by White and seconded by Soehlke that April Hart be approved as at-will Title I Instructional Aide for Renfro & Kreitner Elementary Schools, effective October 23, 2013, and Erica Hernandez be approved as at-will Title I Instructional Aide for Caseyville Elementary School, effective October 22, 2013, pending employment requirements. Motion passed unanimously on voice vote.

Approval of Expulsion of Student (Motion Passed)

36. A motion was made by White and seconded by Throm that the student named in Exhibit E-13.1 (13-14/8) be expelled for the remainder of the 2013-2014 school year and the entire 2014-2015 school year. Further that the student be considered for placement at an alternative school (pending space availability) whereby goals would have to be met in order to return to Collinsville High School for the 2015-2016 school year under probation as prescribed by the

administration. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes.

Approval of Expulsion of Student (Motion Passed)

37. A motion was made by White and seconded by Soehlke that the student named in Exhibit E-13.2 (13-14/9) be expelled for the remainder of the 2013-2014 school year and the entire 2014-2015 school year. Further that the student be considered for placement at an alternative school (pending space availability) whereby goals would have to be met in order to return to Collinsville High School for the 2015-2016 school year under probation as prescribed by the administration. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes.

Adjournment

38. There being no further business, Mr. Peccola declared the meeting adjourned at 8:07 p.m.

6.2. Approval of October 30, 2013 Minutes

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Special Meeting, Wednesday, October 30, 2013

SUMMARY

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Audience Input
5. Approval of Resolution to Bar Individual from School Property
6. Discussion of Tax Levy
7. Discussion Regarding Purchase of Portable Stage
8. Closed Session
9. Return to Open Session
10. Report on Closed Session Discussion
11. Approval of Employment of Non-Certified Employee
12. Approval of Coach
13. Approval of Employment of Non-Certified Employees
14. Approval of Expulsion of Student
15. Adjournment

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Special Meeting, Wednesday, October 30, 2013
6:30 p.m.

Call to Order

1. The Special Meeting of the Board of Education of Collinsville Community Unit School District No. 10 was held on Wednesday, October 30, 2013, at 6:30 p.m., at the Unit #10 Administrative Annex, 123 West Clay Street, Collinsville, Illinois.

Roll Call

2. Those members present were: Ron Throm, Treasurer; Gary Clark; Jane Soehlke; Theresa Billy, Vice President; Wayne White, Secretary; Gary Peccola, President; and Gary Kusmierczak (present after 6:32 p.m.).

Pledge of Allegiance

3. Mr. Peccola led those in attendance in reciting the Pledge of Allegiance.

Audience Input

4. Mr. Peccola provided an opportunity for public input and no one sought to be recognized.

Approval of Resolution to Bar Individual from School Property (Motion Passed)

5. Mr. Peccola provided an opportunity for an individual proposed to be barred from school property to address the board. The person was not in attendance at the meeting. A motion was made by White and seconded by Throm to approve the resolution presented in Exhibit E-5.1, to bar Kenneth Averett from all school district property for one year. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes.

Discussion of Tax Levy

6. Mrs. Robison made a presentation to the board with respect to the upcoming tax levy. If the board approves a levy that is more than 5% over the prior year's levy at the December meeting, Mrs. Robison said the law requires that a Truth in Taxation hearing be held prior to board approval. Notice of the hearing must be published 30 days prior to the meeting. Mrs. Robison shared information on the EAV history and reported that the tax assessor's office expects the EAV to remain flat for the coming year. She also showed the district's tax rate history and provided information on the history and projections for levies for the Tort Fund and IMRF/Social Security Funds. By including no projected increase in the EAV for the levy calculations, the district runs a risk of not being able to collect potential revenue should the EAV figures actually come in higher than anticipated. To be conservative and avoid a potential loss of income, Mrs. Robison recommends applying an estimated increase of either

2% or 3% for the EAV to the levy calculations. While it would result in an overall levy increase of greater than 5% and trigger the need for the public hearing, it would insure the district receive all potential revenue to which it is entitled. After discussion, the general consensus of the board was to direct Mrs. Robison to arrange for publication of a notice of public hearing for the December 16 regular meeting. The Budget Committee will consider the amounts to be levied in the Tort and IMRF/ Social Security funds and make a recommendation to the full board.

Discussion Regarding Purchase of Portable Stage

7. Mr. Throm said the matter of purchasing a portable stage came before the budget committee, but he felt it best to bring it to the full board as not everyone was in attendance at the budget committee meeting. Mr. Hollingshead provided information with respect to the condition of the current stage and the need for repair. He said new aluminum stage and ramps could be used for other functions as well as graduation, and are fully ADA compliant. The new stage would also be easier for the maintenance staff to assemble and would require less storage space. After a general discussion, it was the consensus of the board that Mr. Hollingshead move forward with the purchase of the portable stage.

Closed Session (Motion Passed)

8. A motion was made by White and seconded by Clark that the Board adjourn to Closed Session to discuss appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel of the public body, pursuant to 5 ILCS 120/2(c)(1); collective negotiating matters or deliberations concerning salary schedules for one or more classes of employee, pursuant to 5 ILCS 120/2(c)(2); and student disciplinary cases, pursuant to 5 ILCS 120/2(c)(9). Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes. (7:13 p.m.)

Return to Open Session

9. The Special Meeting returned to Open Session at 7:43 p.m. Those members present on roll call were: Throm, Clark, Soehlke, Billy, White, Peccola and Kusmierczak.

Report on Closed Session Discussion

10. Mr. White reported that during Closed Session the Board discussed the following:
    1. Appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel of the public body, pursuant to 5 ILCS 120/2(c)(1);
    2. Collective negotiating matters or deliberations concerning

salary schedules for one or more classes of employee, pursuant to 5 ILCS 120/2(c)(2); and

3. Student disciplinary cases, pursuant to 5 ILCS 120/2(c)(9).

Approval of Employment of Non-Certified Employee (Motion Passed)

11. A motion was made by White and seconded by Soehlke that Brooke Bettorf be approved as an Educational Assistant for Collinsville High School, effective October 28, 2013. Motion passed unanimously on voice vote.

Approval of Coach (Motion Passed)

12. A motion was made by White and seconded by Soehlke that Taylor Seaman be approved as a Volunteer Girls' Soccer Coach for Collinsville High School for the 2013-2014 school year. Motion passed unanimously on voice vote.

Approval of Employment of Non-Certified Employees (Motion Passed)

13. A motion was made by White and seconded by Kusmierczak that Doug Hansel be approved as an Educational Assistant for Dorris Intermediate School, and Jason Bode be approved as a Custodian for Twin Echo/CHS split, effective October 31, 2013, pending employment requirements. Motion passed unanimously on voice vote.

Approval of Expulsion of Student (Motion Passed)

14. A motion was made by White and seconded by Soehlke that the student named in Exhibit E-8 (13-14/11) be expelled for the remainder of the 2013-2014 school year and the entire 2014-2015 school year. Further that this student not be considered for placement at an alternative school due to the risk of harm to students and staff. The student may return to the Collinsville School District for the 2015-2016 school year under probation as prescribed by the administration. Motion passed on roll call vote as follows: Throm, yes; Clark, yes; Soehlke, yes; Billy, yes; White, yes; Peccola, yes; Kusmierczak, yes.

Adjournment

15. There being no further business, Mr. Peccola declared the meeting adjourned at 7:46 p.m.

7. **Approval of Board Bills for November 2013**

Open Accounts Payable List

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
4825	660125405401	A & H MECHANICAL	DUCT COLLECTING SYSTEM WORK		1,150		2,190.00	11/1/13	60-2540-540-01-01
							2,190.00	Total	
2576	26012549324U	AAA SWING CITY MUSIC	CHS Audio Visual Support Serve		1,150		67.50	11/1/13	20-2549-324-01-10
							67.50	Total	
104620	26082540410K	ACE HARDWARE/RENTAL	RUG CLEANER		1,150		20.98	11/1/13	20-2540-410-08-25
104643	26082540410K		RENTAL		1,150		27.50	11/1/13	20-2540-410-08-25
104675	260825404101		FORKLIFT CYL		1,150		26.50	11/1/13	20-2540-410-08-01
104686	26082540410X		RENTAL		1,150		27.50	11/1/13	20-2540-410-08-31
							102.48	Total	
0167983	16932660410U	ACP DIRECT	LABSONIC HEADPHONE		1,150	87000137	376.45	11/1/13	10-2660-410-93-10
							376.45	Total	
2341	26082540323U	ACTION TRAILER REPAIR	REPAIR REAR ROLL DOOR		1,150		69.33	11/1/13	20-2540-323-08-10
2385	26082540323U		REPAIR REAR DOOR		1,150		77.48	11/1/13	20-2540-323-08-10
							146.81	Total	
MILEAGE	16122130332U	ALLEY, DAWN	COTA DISTRICT MILEAGE		1,150		45.14	11/1/13	10-2130-332-12-10
							45.14	Total	
350-00261777	26072540321U	ALLIED WASTE SERVICES	TRASH REMOVAL & PEST CONTROL		1,151		2,719.00	11/1/13	20-2540-321-07-10
							2,719.00	Total	
22286	16451501311G	AMERI-CAN PORTABLES	PORTA POTTY BASEBALL FIELD		1,150		90.00	11/1/13	10-1501-311-45-22
22285	16451501311N		CMS PORTA POTTY		1,150		90.00	11/1/13	10-1501-311-45-27
							180.00	Total	

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
2013-3479	26082540323U	AMERICAN WATER TREATMENT	CHEMICAL WATER TREATMENT		1,150		391.71	11/1/13	20-2540-323-08-10
							391.71	Total	
REIMBURSE	16212210332U	ARNOTTI, JENNIFER	SENSORY PROCESSING WORKSHOP		1,151		134.46	11/1/13	10-2210-332-21-10
							134.46	Total	
1656511	160226406401	ASCD	REULECKE MEMBERSHIP		1,150		219.00	11/1/13	10-2640-640-02-01
							219.00	Total	
232069A	16211220410U	ATTAINMENT COMPANY, INC.	LIFE SKILLS TO ACADEMICS		1,150	0214286	156.45	11/1/13	10-1220-410-21-10
							156.45	Total	
75988726	16951407410G	B & H	BATTERY PACK		1,150	99001156	293.88	11/1/13	10-1407-410-95-22
							293.88	Total	
IN2674087	16051250410U	BARNES & NOBLE, INC.	BIG FRANKS FIRE TRUCK		1,150	05001734	6.38	11/1/13	10-1250-410-05-10
IN2678829	16051250410U		WRITING BOOKS		1,150	05001739	1,270.02	11/1/13	10-1250-410-05-10
							1,276.40	Total	
378-260694	26082540410U	BATTERIES PLUS	6V LEAD BATTERIES		1,150		308.40	11/1/13	20-2540-410-08-10
							308.40	Total	
MILEAGE	16122140332U	BENSON, JULIE	PSYCHOLOGIST MILEAGE		1,150		66.16	11/1/13	10-2140-332-12-10
REIMBURSE	16212210332U		ISPA INTERNSHIP EXP		1,151		178.33	11/1/13	10-2210-332-21-10
							244.49	Total	
REIMBURSE	16051250410U	BIGGS, AMANDA	BINDER STORAGE		1,150		168.89	11/1/13	10-1250-410-05-10
							168.89	Total	
MILEAGE	16012110332U	BLACKARD, SCOTT	TRUANCY OFFICER MILEAGE		1,150		174.59	11/1/13	10-2110-332-01-10
							174.59	Total	

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2250971	16091130410G	BLICK ART MATERIALS	CLR PENCILS	1,151	8813141141		10.08	11/1/13	10-1130-410-09-22
2157011	16091130410G		LIQUITEX BASICS	1,151	8813141141		406.38	11/1/13	10-1130-410-09-22
2328309	16091130410G		DISPLAY CASE	1,151	8813141141		770.52	11/1/13	10-1130-410-09-22
1925830	16091130410G		DISPLAY CASE	1,151			(770.52)	11/1/13	10-1130-410-09-22
							416.46	**Total**	
REIMBURSE	16181120410N	BLUNT, MATTHEW	SCIENCE SUPPLIES	1,150			28.46	11/1/13	10-1120-410-18-27
							28.46	**Total**	
US97311	160411104114	BRAIN POP	BRAINPOP K-6	1,150		87000128	6,718.50	11/1/13	10-1110-411-04-04
							6,718.50	**Total**	
784	16212660310U	BRECHTS DATABASE SOLUTIONS	DIRECT SERV PERCENTAGE BILLING	1,150			7,629.50	11/1/13	10-2660-310-21-10
							7,629.50	**Total**	
MILEAGE	16122130332U	BROWN-SABATINO, LISA	SCHOOL NURSE MILEAGE	1,150			12.71	11/1/13	10-2130-332-12-10
							12.71	**Total**	
95661027	16471500410G	BSN SPORTS	SHOOTING SHIRT	1,151	8813141174		32.00	11/1/13	10-1500-410-47-22
95661027	16451500411G		SHOOTING SHIRT	1,151	8813141174		1,445.81	11/1/13	10-1500-411-45-22
							1,477.81	**Total**	
6751	26082540323U	BUZZS AUTOMOTIVE SERVICES	OIL CHANGE 2006 CHEVY	1,150			62.98	11/1/13	20-2540-323-08-10
6754	26082540323U		OIL CHANGE GMC	1,150			41.73	11/1/13	20-2540-323-08-10
6804	26082540323U		FORD PICKUP TIRES BRAKE PADS	1,150			1,149.42	11/1/13	20-2540-323-08-10
6758	26082540323U		STARTER REPAIR FORD PICKUP	1,150			357.72	11/1/13	20-2540-323-08-10
							1,611.85	**Total**	
STMT	16211220310U	CALLIER, PATRICIA	ORIENTATION MOBIL SERVICES	1,150			230.00	11/1/13	10-1220-310-21-10
STMT	16211220310U		ORIENTATION MOBIL SERVICES	1,150			430.00	11/1/13	10-1220-310-21-10

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
							660.00	Total	
231226	16211220410U	CARSON-DELLOSA PUB CO	DAILY STANDARDS POCKET CHART		1,150	0214129	30.93	11/1/13	10-1220-410-21-10
							30.93	Total	
STMT	16124220686U	CATHOLIC CHARITIES	BD TUITION CATHLIC CHILD HOME		1,150		24,496.92	11/1/13	10-4220-680-12-10
STMT	16124220686U		BD TUITION CATHLIC CHILD HOME		1,150		23,330.40	11/1/13	10-4220-680-12-10
							47,827.32	Total	
329704	26072540410U	CEILING SUPPLY INC	CUSTODIAL SUPPLIES UNIT		1,150		2,464.85	11/1/13	20-2540-410-07-10
							2,464.85	Total	
131101140721	16924220680U	CENTRAL INSTITUTE FOR THE DEAF	SPEC ED TUITION		1,150		3,675.10	11/1/13	10-4220-680-92-10
131001105443	16924220680U		SPEC ED TUITION		1,150		3,386.50	11/1/13	10-4220-680-92-10
							7,061.60	Total	
224949-03	16141130640G	CHOPS PERCUSSION	MALLETS		1,150		24.05	11/1/13	10-1130-640-14-22
							24.05	Total	
MILEAGE	161226203321	CHURCH, CYNTHIA	INTERPRETER TRAVEL TO ARC		1,150		23.73	11/1/13	10-2620-332-12-01
							23.73	Total	
2013PD626	86012310390U	CITY OF COLLINSVILLE	POLICE SECURITY		1,150		724.68	11/1/13	80-2365-390-01-10
2013FD513	86012310390U		AMBULANCE PARAMEDICS SERV		1,150		750.57	11/1/13	80-2365-390-01-10
							1,475.25	Total	
REIMBURSE	16763700332U	CLARK, DONALD	LODGING IAPHERD CONF		1,150		88.80	11/1/13	10-3700-332-76-10
							88.80	Total	
31571590	26072540322U	CLEAN THE UNIFORM COMPANY	DUST MOP TREATMENT		1,150		21.46	11/1/13	20-2540-322-07-10

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31567644	26072540322U	CLEAN THE UNIFORM COMPANY	DUST MOP TREATMENT		1,150		171.98	11/1/13	20-2540-322-07-10
31574047	26072540322U		DUST MOP TREATMENT		1,151		9.63	11/1/13	20-2540-322-07-10
							203.07	**Total**	
REQUEST	16451500391G	COLLINSVILLE AREA REC DIST	USE OF ARLINGTON GREENS GOLF COURSE		1,150		2,700.00	11/1/13	10-1500-391-45-22
							2,700.00	**Total**	
10229	16451500411N	COLLINSVILLE SPORTS STORE	MESH TANK CMS BOYS BB		1,150		125.00	11/1/13	10-1500-411-45-27
							125.00	**Total**	
40130	26082540410G	COMMAIR, INC.	HEATLIMITERS		1,151		440.49	11/1/13	20-2540-410-08-22
							440.49	**Total**	
T1407605	16932660310U	COMMUNICATION REVOLVING FUND	INCREASED BANDWIDTH		1,150		983.33	11/1/13	10-2660-310-93-10
							983.33	**Total**	
372297	16932660310U	COMPUTYPE COMPUTER SERVICE	SECURITY CAMERA MAINT		1,150		1,200.00	11/1/13	10-2660-310-93-10
							1,200.00	**Total**	
S5890585.1	26082540410K	CONNOR CO.	CLST KIT		1,150		48.19	11/1/13	20-2540-410-08-25
S5901166.1	26082540410X		SNSR ASSY		1,150		189.42	11/1/13	20-2540-410-08-31
S5901166.1	26082540410U		SNSR ASSY		1,150		189.42	11/1/13	20-2540-410-08-10
S5924002.1	26082540410N		LAV FCT		1,151		88.71	11/1/13	20-2540-410-08-27
							515.74	**Total**	
STMT	16924220680U	COORDINATED YOUTH AND HUMAN SERVICES	EDUCATIONAL ENHANCEMENT PROG		1,150		9,943.33	11/1/13	10-4220-680-92-10
STMT	16924220680U		EDUCATIONAL ENHANCEMENT PROG		1,150		529.92	11/1/13	10-4220-680-92-10
							10,473.25	**Total**	
MILEAGE	16122113332U	COREY, LEAH	SOCIAL WORKER DIST MILEAGE		1,150		49.95	11/1/13	10-2113-332-12-10

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							49.95	**Total**	
605992	161411314101	COUSINS CONCERT ATTIRE	FREIGHT		1,150 8813141151		36.24	11/1/13	10-1131-410-14-01
605917	161411314101		GARMENT BAGS		1,150 8813141151		453.00	11/1/13	10-1131-410-14-01
							489.24	**Total**	
13-599	16481120411N	CREATIVE BUSINESS FORMS	CMS REPORT OF MISCONDUCT		1,150		545.71	11/1/13	10-1120-411-48-27
13-618	16012310412U		LATE ARRIVAL FORMS		1,150		36.00	11/1/13	10-2310-412-01-10
13-615	160226604101		TRUST AND AGENCY CHECKS		1,150		222.84	11/1/13	10-2660-410-02-01
13-644	16012310412U		HALL PASSES		1,151		315.00	11/1/13	10-2310-412-01-10
							1,119.55	**Total**	
3805045500	26082540410N	CRESCENT PARTS & EQUIPMENT	GRIPNOTCH BELT		1,150		52.53	11/1/13	20-2540-410-08-27
38051190-00	26082540410G		FLEX DUCT BOX		1,150		68.93	11/1/13	20-2540-410-08-22
38050517-00	26082540410I		FLAT GALV SHEET		1,150		20.70	11/1/13	20-2540-410-08-33
38050401-00	26082540410X		NITROGEN TANK		1,150		362.45	11/1/13	20-2540-410-08-31
3805071100	26082540410H		IGNITION MODULE		1,150		137.70	11/1/13	20-2540-410-08-23
38050711-01	26082540410H		IGNITION MODULE		1,150		455.88	11/1/13	20-2540-410-08-23
38051530-00	260825404101		KEY FOR AIR VALVE		1,151		2.30	11/1/13	20-2540-410-08-01
38051413-00	26082540410C		IGNITION MODULE		1,151		455.88	11/1/13	20-2540-410-08-21
							1,556.37	**Total**	
REIMBURSE	16672210332U	CRUISE, CARLA	BILINGUAL PROG DIR CONF		1,150		520.13	11/1/13	10-2210-332-67-10
							520.13	**Total**	
MILEAGE	16932660332U	CUSHING, GENEVA	CSS MILEAGE		1,150		33.00	11/1/13	10-2660-332-93-10
							33.00	**Total**	
DRIC309847	16012310311B	DA COM CORP	LANIER COLOR COPIER		1,150		102.00	11/1/13	10-2310-311-01-20
DRIC309863	16012310311B		LANIER COLOR COPIER		1,150		40.00	11/1/13	10-2310-311-01-20
DRIN118151	16012310311B		RISO INK		1,150		695.97	11/1/13	10-2310-311-01-20
DRIN118183	16012310311B		RISO INK		1,150		295.39	11/1/13	10-2310-311-01-20

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
DRIN118184	16012310311B	DA COM CORP	RISO MASTER MARYVILLE		1,150		184.82	11/1/13	10-2310-311-01-20
DRIC311557	16012310311B		TOSHIBA CASEYVILLE		1,150		784.11	11/1/13	10-2310-311-01-20
DRIC311634	16012310311B		LANIER ANNEX		1,150		23.94	11/1/13	10-2310-311-01-20
DRIN118453	16012310311B		CMS RISO INK		1,150		647.56	11/1/13	10-2310-311-01-20
DRIC311400	16012310311B		CHS TOSHIBAS		1,150		5,143.01	11/1/13	10-2310-311-01-20
DRIC311401	16012310311B		CMS TOSHIBAS		1,150		1,114.17	11/1/13	10-2310-311-01-20
DRIC311402	16012310311B		MARYVILLE TOSHIBA		1,150		841.97	11/1/13	10-2310-311-01-20
DRIC311403	16012310311B		RENFRO TOSHIBA		1,150		529.91	11/1/13	10-2310-311-01-20
DRIC311379	16012310311B		ANNEX DIGITAL COPIER		1,150		54.58	11/1/13	10-2310-311-01-20
DRIC311320	16012310311B		ADMIN COLOR COPIER		1,150		207.72	11/1/13	10-2310-311-01-20
DRIC309410	16012310311B		TWIN ECHO DIGITAL COPIER		1,150		711.00	11/1/13	10-2310-311-01-20
DRIN118138	16012310311B		CHS RISO INK		1,150		295.39	11/1/13	10-2310-311-01-20
DRIN118981	16012310311B		RISO MASTERS		1,150		295.39	11/1/13	10-2310-311-01-20
							11,966.93		**Total**
STMT	16151700322G	DANNYS CAR WASH	HS DR ED CAR WASH		1,150		55.00	11/1/13	10-1700-322-15-22
							55.00		**Total**
504964	16492410411G	DATAMAX	DELL TONER		1,150		215.00	11/1/13	10-2410-411-49-22
504963	160221144101		DELL INK CART		1,150		215.00	11/1/13	10-2114-410-02-01
504962	16041110410T		DELL INK CART		1,150		109.00	11/1/13	10-1110-410-04-30
500144	16041110410J		LEXMARK INK CART		1,150		95.15	11/1/13	10-1110-410-04-24
497852	16481120411N		CMS LEXMARK CART		1,150		87.49	11/1/13	10-1120-411-48-27
496242	160225234101		DELL INK CART		1,150		98.43	11/1/13	10-2523-410-02-01
492108	16041110410C		LEXMARK CTG		1,150		187.32	11/1/13	10-1110-410-04-21
493550	16041110410C		DELL INK CTG		1,150		183.00	11/1/13	10-1110-410-04-21
458991	16491130412G		BLACK TONER		1,151		34.72	11/1/13	10-1130-412-49-22
507874	16242562411U		LEXMARK BLACK CTG		1,150		187.30	11/1/13	10-2562-411-24-10
							1,412.41		**Total**
6296	26082540324G	DELKUS LAWN CARE	WINTERIZE SPRINK SYST CHS		1,150		250.00	11/1/13	20-2540-324-08-22
6296	26082540323X		WINTERIZE WEBSTER SPRINK SYST		1,150		330.00	11/1/13	20-2540-323-08-31

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6297	26082540324G	DELKUS LAWN CARE	CHS FALL LAWN CARE		1,150		2,435.00	11/1/13	20-2540-324-08-22
6288	26082540323G		CHS FRONT LAWN CARE		1,150		2,895.00	11/1/13	20-2540-323-08-22
6288	26082540324G		CHS STADIUM AERIATION		1,150		571.00	11/1/13	20-2540-324-08-22
6304	26082540323N		CMS FIELDS AERIATION		1,151		2,970.00	11/1/13	20-2540-323-08-27
							9,451.00	Total	
XJ7K5K4K7	16052330410U	DELL COMPUTER CORPORATION	DELL MONITOR		1,150	87000126	245.00	11/1/13	10-2330-410-05-10
XJ7X61W91	16211220540U		DELL OPTIPLEX		1,150	87000126	19,980.30	11/1/13	10-1220-540-21-10
XJ7T1NTX2	16932660541U		DELL LATITUDE		1,150	87000126	1,511.90	11/1/13	10-2660-541-93-10
							21,737.20	Total	
MILEAGE	16051250332U	DIGIROLAMO, STEPHANIE	TITLE I DIRECTOR		1,150		48.82	11/1/13	10-1250-332-05-10
REIMBURSE	16053300410U		SES VENDOR FAIR ACTIVITIES		1,150		145.95	11/1/13	10-3300-410-05-10
REIMBURSE	16052330640U		INT READING ASSOC JOURNALS		1,150		69.00	11/1/13	10-2330-640-05-10
							263.77	Total	
MILEAGE	160411103304	DOBBS, MARCIE	ED ASST MILEAGE		1,150		34.35	11/1/13	10-1110-330-04-04
							34.35	Total	
MILEAGE	16051250332U	DOHERTY, KAREN	TITLE I ED ASST MILEAGE		1,150		19.32	11/1/13	10-1250-332-05-10
							19.32	Total	
REQUEST	16211220470U	EDUCATIONAL RESEARCH ASSOCIATES	SOFTWARE LICENSES TEACHTOWN		1,151	87000138	3,250.00	11/1/13	10-1220-470-21-10
							3,250.00	Total	
STMT	16124220688U	EDUCATIONAL THERAPY CENTER	TUITION TO EDUC THERAPY CTR		1,150		11,319.00	11/1/13	10-4220-680-12-10
STMT	16124220688U		TUITION TO EDUC THERAPY CTR		1,150		8,624.00	11/1/13	10-4220-680-12-10
							19,943.00	Total	

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IN1006701	16491130412G	EGYPTIAN STATIONERS	PAPER LETTER		1,150		28.98	11/1/13	10-1130-412-49-22
							28.98	Total	
13356-04	86012310390U	ELECTRICO, INC.	TRAFFIC SIGNAL MAINT COLL ROAD		1,150		2,116.83	11/1/13	80-2365-390-01-10
							2,116.83	Total	
430942	16901130410U	ELECTRONIX EXPRESS	SWITCH BUTTON		1,151		7.70	11/1/13	10-1130-410-90-10
							7.70	Total	
MILEAGE	16793300332U	EPPS, LISA	PARENT EDUCATOR		1,150		146.34	11/1/13	10-3300-332-79-10
							146.34	Total	
309461	26082540410N	ERB TURF & EQUIPMENT, INC.	MULTI TRAC		1,150		133.54	11/1/13	20-2540-410-08-27
							133.54	Total	
1251826	16051250410U	EVAN-MOOR	DAILY SCIENCE TEACHERS EDITION		1,150	05001740	34.98	11/1/13	10-1250-410-05-10
							34.98	Total	
15775	16242569400U	FARMERS MARKET	FED Fresh Fruit & Veg Grant		1,150		135.00	11/1/13	10-2569-400-24-10
15776	16242569400U		FED Fresh Fruit & Veg Grant		1,150		337.50	11/1/13	10-2569-400-24-10
15773	16242569400U		FED Fresh Fruit & Veg Grant		1,150		180.00	11/1/13	10-2569-400-24-10
15774	16242569400U		FED Fresh Fruit & Veg Grant		1,150		135.00	11/1/13	10-2569-400-24-10
15770	16242569400U		FED Fresh Fruit & Veg Grant		1,150		315.00	11/1/13	10-2569-400-24-10
15769	16242569400U		FED Fresh Fruit & Veg Grant		1,150		315.00	11/1/13	10-2569-400-24-10
15771	16242569400U		FED Fresh Fruit & Veg Grant		1,150		171.00	11/1/13	10-2569-400-24-10
15772	16242569400U		FED Fresh Fruit & Veg Grant		1,150		202.50	11/1/13	10-2569-400-24-10
15768	16242569400U		FED Fresh Fruit & Veg Grant		1,150		180.00	11/1/13	10-2569-400-24-10
							1,971.00	Total	
REIMBURSE	26082540410U	FIERCE, MARY	ELECTRIC WALL CLOCKS		1,150		97.50	11/1/13	20-2540-410-08-10
							97.50	Total	

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MILEAGE	16273300332U	FILGES, ROMAYNE	PREK SEC MILEAGE		1,150		16.84	11/1/13	10-3300-332-27-10
							16.84	Total	
47131	26082540323S	FILTER SERVICE OF ST LOUIS	FILTER SERV SUMMIT		1,150		190.80	11/1/13	20-2540-323-08-29
47131	26082540323C		FILTER SERV CASEYVILLE		1,150		23.10	11/1/13	20-2540-323-08-21
47131	26082540323H		HH FILTER SERV		1,150		223.10	11/1/13	20-2540-323-08-23
47034	26082540323M		MARYVILLE FILTER SER		1,150		586.95	11/1/13	20-2540-323-08-26
47034	26082540323R		RENFRO FILTER SERV		1,150		65.45	11/1/13	20-2540-323-08-28
47033	26082540323N		CMS FILTER SERV		1,150		1,077.40	11/1/13	20-2540-323-08-27
47033	260825403231		ADMIN FILTER SERV		1,150		23.10	11/1/13	20-2540-323-08-01
							2,189.90	Total	
10880918	46022550464B	FIRST STUDENT INC	GASOLINE FIRST STUDENT		1,150		12,489.98	11/1/13	40-2550-464-02-20
10880918	46012550332B		REG TRANSP FIRST STUDENT		1,150		195,988.63	11/1/13	40-2550-332-01-20
10880918	46122550332B		SPEC ED TRANSP FIRST STUDENT		1,150		114,321.33	11/1/13	40-2550-332-12-20
10880918	46122550330B		SPEC ED BUS AIDE		1,150		56,224.92	11/1/13	40-2550-330-12-20
10880918	46012550332U		FIELD TRIPS FS ($10 @ student)		1,150		3,894.11	11/1/13	40-2550-332-01-10
10880918	16491130333G		HS CONTEST TRAVEL		1,150		224.72	11/1/13	10-1130-333-49-22
10880918	16162120411G		HS GUIDANCE SUPPLIES		1,150		67.98	11/1/13	10-2120-411-16-22
10880918	46142550332G		HS BAND TRAVEL		1,150		2,102.54	11/1/13	40-2550-332-14-22
10880918	46142550332N		CMS Band,Choir Travel performa		1,150		112.36	11/1/13	40-2550-332-14-27
10880918	46452550332G		HS BOYS ATH TRAVEL FIRST STU		1,150		2,452.80	11/1/13	40-2550-332-45-22
10880918	46462550332G		HS GIRLS ATH TRAVL FIRST STU		1,150		1,207.88	11/1/13	40-2550-332-46-22
10880918	46472550332G		HS ATH TRAVEL FIRST STUDENT		1,150		2,721.08	11/1/13	40-2550-332-47-22
10880918	46462551332G		HS CHEERLEADER TRAVEL		1,150		123.88	11/1/13	40-2551-332-46-22
10880918	46452550332N		MS BOYS ATH TRAVEL FIRST STU		1,150		128.65	11/1/13	40-2550-332-45-27
10880918	46472550332N		MS ATH TRAVEL FIRST STUDENT		1,150		742.14	11/1/13	40-2550-332-47-27
							392,803.00	Total	

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SO408634	16451500425G	FIRST TO THE FINISH	RACER BACKS	1,150	8813141162		1,380.00	11/1/13	10-1500-425-45-22
							1,380.00	**Total**	
REIMBURSE	16032410332G	FLOHR, ERIC	IASB CONF EXP	1,150			249.00	11/1/13	10-2410-332-03-22
							249.00	**Total**	
874314-5	16282220430G	FOLLETT LIBRARY RESOURCES	LIBRARY BOOKS	1,150	8813141123		1,179.19	11/1/13	10-2220-430-28-22
874314F-4	16282220430G		LIBRARY BOOKS	1,150	8813141123		142.07	11/1/13	10-2220-430-28-22
							1,321.26	**Total**	
10723	66012540540R	FRANCE MECHANICAL CORPORATION	RENFRO CARRIER CONTROLS EQUP	1,150			45,150.00	11/1/13	60-2540-540-01-28
10730	26082540323X		WEBSTER BOILER WORK	1,151			978.31	11/1/13	20-2540-323-08-31
10729	26082540323G		CHS SAFETY OFFICE WORK	1,151			178.00	11/1/13	20-2540-323-08-22
10728	26082540410G		HEAT EXCHANGER	1,151			929.65	11/1/13	20-2540-410-08-22
							47,235.96	**Total**	
MILEAGE	16012110332U	FRANKLIN, FRANK	TRUANT OFFICER MILEAGE	1,151			481.38	11/1/13	10-2110-332-01-10
							481.38	**Total**	
REIMBURSE	16951400332U	FUHRHOP, VICKI	FED RESERVE ED DAY EXPENSES	1,151			13.11	11/1/13	10-1400-332-95-10
							13.11	**Total**	
2213813	162822203234	GAYLORD BROS INC	BARCODE LABELS	1,150	8813141115		1,714.05	11/1/13	10-2220-323-28-04
							1,714.05	**Total**	
106207935	26082540410I	GLOBAL EQUIPMENT	GARMENT HANGER	1,150			260.63	11/1/13	20-2540-410-08-33
							260.63	**Total**	
106074622	16211220410U	GLOBAL INDUSTRIAL	POWER STRIP	1,150	0214243		472.36	11/1/13	10-1220-410-21-10
106084811	16211220410U		SWIVEL OUTLETS	1,150	0214243		73.72	11/1/13	10-1220-410-21-10
106154974	16211220410U		SHELF TRAY	1,150	0214243		480.64	11/1/13	10-1220-410-21-10

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							1,026.72	Total	
REIMBURSE	16221120410N	GOEKEN, JOYLE	ALGEBRA MODULE		1,150		155.74	11/1/13	10-1120-410-22-27
							155.74	Total	
9281583998	26082540410U	GRAINGER	DOME MIRROR		1,150		207.33	11/1/13	20-2540-410-08-10
9281627324	26082540410U		TAPE MEASURE		1,150		20.60	11/1/13	20-2540-410-08-10
9283731207	26082540410U		PARKING SIGNS		1,150		150.48	11/1/13	20-2540-410-08-10
9267003235	26072540410U		STAINLESS STEEL CLEANER		1,150		221.52	11/1/13	20-2540-410-07-10
							599.93	Total	
MILEAGE	16651800332U	GRAMAGLIA, CLAUDIA	TRANSLATOR MILEAGE		1,150		10.67	11/1/13	10-1800-332-65-10
MILEAGE	16793300332U		TRANSLATOR MILEAGE		1,150		37.91	11/1/13	10-3300-332-79-10
							48.58	Total	
COLL113	16924220680U	GREAT CIRCLE	SPEC ED TUITION		1,150		20,976.20	11/1/13	10-4220-680-92-10
							20,976.20	Total	
MILEAGE	160223203321	GREEN, ROBERT	TRAVEL TO COLUMBIA		1,150		30.51	11/1/13	10-2320-332-02-01
							30.51	Total	
65175	96022535323U	GUARANTEE ELECTRICAL	FIRE ALARM SERV MARYVILLE		1,150		654.29	11/1/13	90-2535-323-02-10
65624	96022535323U		FIRE ALARM SERV KREITNER		1,150		249.22	11/1/13	90-2535-323-02-10
							903.51	Total	
19914	16022319318B	GUIN MARTIN & MUNDORF LLC	BOARD GOVERNANCE		1,151		4,357.50	11/1/13	10-2319-318-02-20
19915	16012310317B		PERSONNEL		1,151		1,995.00	11/1/13	10-2310-317-01-20
19916	16022319318B		RETAINER		1,151		450.00	11/1/13	10-2319-318-02-20
19917	16022319318B		STUDENTS		1,151		7,402.50	11/1/13	10-2319-318-02-20
							14,205.00	Total	
MILEAGE	16032410332T	HAAKE, JULIE	MILEAGE FROM SUMMIT TO TE		1,150		27.91	11/1/13	10-2410-332-03-30

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							27.91	Total	
91319	16211220540U	HADDOCK EDUCATION TECHNOLOGIES	ACTIVBOARD		1,150	87000123-A	20,168.00	11/1/13	10-1220-540-21-10
							20,168.00	Total	
REIMBURSE	16951448410G	HANKINS, KATHY	SUPPLIES		1,150		5.40	11/1/13	10-1448-410-95-22
							5.40	Total	
MILEAGE	16121210332U	HARGETT, AMY	SLP MILEAGE		1,151		15.20	11/1/13	10-1210-332-12-10
							15.20	Total	
MILEAGE	16051250332U	HART, APRIL	INSTRUCTIONAL AIDE MILEAGE		1,150		24.41	11/1/13	10-1250-332-05-10
							24.41	Total	
2513	16012310313B	HEALTHY SOLUTIONS INC.	EMPLOYEE HEPATITIS B SHOTS		1,151		410.00	11/1/13	10-2310-313-01-20
							410.00	Total	
6268578	16051250410U	HEINEMANN	COMMON CORE LESSON BOOK		1,151	05001742	470.82	11/1/13	10-1250-410-05-10
							470.82	Total	
REIMBURSE	16052210332U	HETH, ANNETTE	WHITEBOARDS CONF EXP		1,150		13.60	11/1/13	10-2210-332-05-10
							13.60	Total	
600895150	26082540410U	HILLYARD	WONDER DETERGENT		1,150		171.24	11/1/13	20-2540-410-08-10
600903588	16012310412U		TOWEL ROLL		1,150		5,174.88	11/1/13	10-2310-412-01-10
							5,346.12	Total	
MILEAGE	16121220332B	HOBBS, GREG	HOMEBOUND MILEAGE		1,150		72.32	11/1/13	10-1220-332-12-20
							72.32	Total	
949901766	16051250410U	HOUGHTON MIFFLIN HARCOURT	STUDENT GUIDE LEV 3		1,150	05001736	55.62	11/1/13	10-1250-410-05-10

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							55.62	Total	
STMT	16924220680U	HOYLETON YOUTH AND FAMILY SERV	SPEC ED TUITION		1,150		10,213.80	11/1/13	10-4220-680-92-10
							10,213.80	Total	
MILEAGE	16122140332U	HUBER, MARILYN	PSYCHOLOGIST MILEAGE		1,150		57.63	11/1/13	10-2140-332-12-10
							57.63	Total	
MILEAGE	16122113332U	HUETER, CYNDI	SOCIAL WORKER MILEAGE		1,151		9.04	11/1/13	10-2113-332-12-10
							9.04	Total	
570100	16012310310B	IASB PUBLICATIONS	BOARD BOOK DUES		1,151		2,000.00	11/1/13	10-2310-310-01-20
							2,000.00	Total	
187483	16041110410I	IDENTISYS	SHIPPING LABELS		1,150		228.59	11/1/13	10-1110-410-04-33
							228.59	Total	
SBOL570100	16012310310B	ILLINOIS ASSOC OF SCH BDS	SCHOOL BOARD POLICY ONLINE		1,150		2,500.00	11/1/13	10-2310-310-01-20
PRESSPLUS	16012310310B		IASB Policy update (new FY12)		1,150		1,245.00	11/1/13	10-2310-310-01-20
							3,745.00	Total	
REQUEST	16461500411G	ILLINOIS BASKETBALL COACHES ASSOCIATION	GIRLS BB COACHES MEMBERSHIP		1,150		90.00	11/1/13	10-1500-411-46-22
							90.00	Total	
STMT	16124220687U	ILLINOIS CENTER FOR AUTISM	ILLINOIS CENTER FOR AUTISM		1,150		14,448.84	11/1/13	10-4220-680-12-10
STMT	16124220687U		ILLINOIS CENTER FOR AUTISM		1,150		13,760.80	11/1/13	10-4220-680-12-10
							28,209.64	Total	
SHELTON	16762210332U	ILLINOIS READING COUNCIL	IRC CONF REGISTRATION		1,151		240.00	11/1/13	10-2210-332-76-10
							240.00	Total	

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858119	26072540410U	INDUSTRIAL SOAP CO	FLOOR CLEANER		1,150		1,402.20	11/1/13	20-2540-410-07-10
858665	26072540410U		WASHER AND SQUEEGEE		1,150		38.06	11/1/13	20-2540-410-07-10
858825	26072540410U		LATEX GLOVES		1,150		423.54	11/1/13	20-2540-410-07-10
857311	26072540410U		POLYLINER		1,150		36.26	11/1/13	20-2540-410-07-10
861528	26072540410U		BOWL CLEANER		1,151		296.80	11/1/13	20-2540-410-07-10
860701	26072540410U		AEROSOL DISINFECTANT		1,151		2,352.32	11/1/13	20-2540-410-07-10
861249	26072540410U		AEROROSE FOAM HAND		1,151		2,009.76	11/1/13	20-2540-410-07-10
							6,558.94	**Total**	
675485	16932660411U	ITSAVVY	ENDPOINT SECURITY		1,150	87000135	389.91	11/1/13	10-2660-411-93-10
671385	16211220470U		TONER CARTRIDGE		1,150	0214289	197.40	11/1/13	10-1220-470-21-10
							587.31	**Total**	
S248520	16481120410U	IXL LEARNING	MATH LICENSES		1,150	0301733	995.00	11/1/13	10-1120-410-48-10
							995.00	**Total**	
STMT	16211220310U	JAMES, SUSANNE	ON SITE COACHING		1,150		1,800.00	11/1/13	10-1220-310-21-10
							1,800.00	**Total**	
337464	26082540410K	JOHNSTONE SUPPLY	ROLL OUT SWITCH		1,150		42.56	11/1/13	20-2540-410-08-25
333584	260825404101		BELT		1,150		3.00	11/1/13	20-2540-410-08-01
337459	26082540410K		LIMIT CONTROL		1,150		10.09	11/1/13	20-2540-410-08-25
339031	26082540410T		SWITCH		1,150		37.88	11/1/13	20-2540-410-08-30
							93.53	**Total**	
3466350	26082540324G	JONS APPLICANCE REPAIR	PRESSURE PUMP		1,150		253.00	11/1/13	20-2540-324-08-22
							253.00	**Total**	
REIMBURSE	16052210332U	JOSIAS, CHRISTY	ENGAGING LEARNERS CONF EX		1,150		76.84	11/1/13	10-2210-332-05-10
							76.84	**Total**	

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16110938	16012310690B	JOSTENS	COVERS		1,150		4,840.28	11/1/13	10-2310-690-01-20
							4,840.28	Total	
MILEAGE	16122113332U	JUELFS, DAVID	SOCIAL WORKER MILEAGE		1,150		71.41	11/1/13	10-2113-332-12-10
							71.41	Total	
201210844	16932660310U	JWEB NEW MEDIA	WEB SITE MAINT		1,150		610.00	11/1/13	10-2660-310-93-10
							610.00	Total	
W38519	16242562323U	KAEMMERLEN PARTS & SERVICE	DISH MACHINE		1,151		248.56	11/1/13	10-2562-323-24-10
							248.56	Total	
REIMBURSE	16763700332U	KAMADULSKI, BRIAN	REGISTRATIN FOR IAPHERD CONF		1,150		244.00	11/1/13	10-3700-332-76-10
REIMBURSE	16763700332U		DAILY CAFE LITERACY WORKSHOP REG		1,150		510.00	11/1/13	10-3700-332-76-10
							754.00	Total	
3300723	16371220410U	KAPLAN EARLY LEARNING CO.	OWLPHABET TREE		1,151	0214258	340.34	11/1/13	10-1220-410-37-10
							340.34	Total	
REIMBURSE	16212210332U	KIMBRELL, ANGIE	IASN CONF EXP		1,151		97.44	11/1/13	10-2210-332-21-10
							97.44	Total	
7400	16211220470U	KUTA SOFTWARE LLC	INFINTE ALGEBRA LICENSE		1,150	0214283	122.00	11/1/13	10-1220-470-21-10
							122.00	Total	
S158599	16242562410U	LANTER DISTRIBUTING	LUNCH PROG COMMODITY FREIGHT		1,150		1,141.09	11/1/13	10-2562-410-24-10
							1,141.09	Total	
MILEAGE	16451501332G	LEE, DARIN	HS ATH DIR IN DIST TRAV Miles		1,151		14.70	11/1/13	10-1501-332-45-22
MILEAGE	16451500332G		ATH DIR OUT OF DIST TRAVEL		1,151		101.70	11/1/13	10-1500-332-45-22

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							116.40	Total		
MILEAGE	16122113332U	LESKERA, KAREN	SOCIAL WORKER IN DIST MILEAGE	1,150			106.62		11/1/13	10-2113-332-12-10
							106.62	Total		
98103743	16924220680U	LINCOLN PRARIE BHC	SPEC ED TUITION	1,150			250.00		11/1/13	10-4220-680-92-10
							250.00	Total		
13606	16924220680U	LOGOS BIN 630	OCTOBER TUITION	1,150			5,808.80		11/1/13	10-4220-680-92-10
13466	16924220680U		SEPTEMBER TUITION	1,150			5,518.36		11/1/13	10-4220-680-92-10
							11,327.16	Total		
MILEAGE	16121220332B	LORENTZEN, CINDY	HOMEBOUND MILEAGE	1,150			23.62		11/1/13	10-1220-332-12-20
							23.62	Total		
4153086	16212330640U	LRP PUBLICATIONS	COMPLIANCE ADVISOR	1,150	0214239		334.50		11/1/13	10-2330-640-21-10
4153224	16212330640U		SPECIAL EDUCATOR	1,150	0214239		254.50		11/1/13	10-2330-640-21-10
							589.00	Total		
IN0456474	16012134410U	MACGILL	MED CABINET	1,150	0214225		578.85		11/1/13	10-2134-410-01-10
IN0454423	16012134412U		LARGE GLOVES	1,150	0214221		108.45		11/1/13	10-2134-412-01-10
							687.30	Total		
9-2013-10	16924220680U	MADISON COUNTY ROE	SPC ED TUITION	1,150			5,070.00		11/1/13	10-4220-680-92-10
							5,070.00	Total		
MILEAGE	16122130332U	MAXIM, HEATHER	OT MILEAGE	1,150			49.66		11/1/13	10-2130-332-12-10
							49.66	Total		
MILEAGE	16122130332U	MCGINNIS, ANGIE	ADAPTED PE MILEAGE	1,150			48.31		11/1/13	10-2130-332-12-10
							48.31	Total		

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77248057001	160411104114	MCGRAW SCHOOL EDUCATION GROUP	EVERYDAY MATH		1,150	0301734	27,000.00	11/1/13	10-1110-411-04-04
76882982001	16491130420G		TONAL HARMONY INSTRUCTORS MANUAL		1,150	8813141157	59.62	11/1/13	10-1130-420-49-22
							27,059.62	Total	
77329311001	160411104114	MCGRAW-HILL	READING WONDERS		1,150	0301726	54.81	11/1/13	10-1110-411-04-04
							54.81	Total	
I057890	26082540323G	METRO GLASS SERVICE	CLEAR GLASS CHS		1,150		24.67	11/1/13	20-2540-323-08-22
							24.67	Total	
10LZ7111	16012310412U	MIDLAND PAPER	DISTRICT COPY PAPER		1,150		22,008.00	11/1/13	10-2310-412-01-10
							22,008.00	Total	
661586	16242562323U	MIDWEST EQUIPMENT COMPANY	LUNCH PROG REP MAINT SERV		1,151		62.60	11/1/13	10-2562-323-24-10
							62.60	Total	
MILEAGE	16051250332U	MILLION, TERRY	TITLE I MILEAGE		1,150		27.91	11/1/13	10-1250-332-05-10
							27.91	Total	
9075369	16211220410U	MONOPRICE	ETHERNET CABLE		1,150	0214280	233.98	11/1/13	10-1220-410-21-10
							233.98	Total	
REIMBURSE	16052210332U	MOODY, DONNA	WHITEBOARD CONF EXP		1,150		59.33	11/1/13	10-2210-332-05-10
							59.33	Total	
978769731	16012134412U	MOORE MEDICAL CORP	BZK WIPES		1,150	0214222	1,029.60	11/1/13	10-2134-412-01-10
							1,029.60	Total	
3863635	161411104104	MUSIC AND ARTS CENTER	ESSENTIAL ELEMENTS		1,150	8813141182	62.40	11/1/13	10-1110-410-14-04
3923071	161411103234		REPAIR CONN TUBA		1,150	8813141185	65.00	11/1/13	10-1110-323-14-04
3923247	161411103234		REPAIR BASSOON		1,150	8813141185	79.25	11/1/13	10-1110-323-14-04

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3923250	161411103234	MUSIC AND ARTS CENTER	REPAIR CLARINET		1,150 8813141185		191.00	11/1/13	10-1110-323-14-04
3923263	161411103234		REPAIR BARITONE		1,150 8813141185		53.75	11/1/13	10-1110-323-14-04
3923253	161411103234		REPAIR CLARINET		1,150 8813141185		63.75	11/1/13	10-1110-323-14-04
3916181	161411104104		THE GENTLE MIST MUSIC		1,150 8813141181		76.80	11/1/13	10-1110-410-14-04
3923563	161411107004		SELMER BASSOON OUTFIT		1,150 8813141153		3,057.00	11/1/13	10-1110-700-14-04
6752357	16141120410N		CMS MUSIC		1,150 8813141114		56.00	11/1/13	10-1120-410-14-27
3677593	16141120410N		CMS MUSIC		1,150 8813141114		192.00	11/1/13	10-1120-410-14-27
3705643	16141120410N		CMS MUSIC		1,150 8813141114		78.00	11/1/13	10-1120-410-14-27
6929216	16141120410N		CMS MUSIC		1,150 8813141114		49.80	11/1/13	10-1120-410-14-27
7864749	16141120410N		UKRAINIAN BELL CAROL		1,150 8813141170		44.00	11/1/13	10-1120-410-14-27
3865877	16141120323N		KING SOUSA		1,150 8813141171		234.25	11/1/13	10-1120-323-14-27
3830653	16141120323N		COURSNON 4 VALVE		1,150 8813141171		34.50	11/1/13	10-1120-323-14-27
3811793	16141120323N		JUPITER TROMBONE		1,150 8813141171		100.00	11/1/13	10-1120-323-14-27
8031151	16141120410N		TUNING SLIDE		1,150 8813141172		46.62	11/1/13	10-1120-410-14-27
8149361	16141130410G		BLUE RONDO		1,150		68.00	11/1/13	10-1130-410-14-22
3879893	16141130323G		CHS MUSIC		1,150		66.00	11/1/13	10-1130-323-14-22
3897710	16141130323G		JUPITER SOUSAPHONE		1,150		136.76	11/1/13	10-1130-323-14-22
3897714	16141130323G		REPAIR TUBA		1,150		21.55	11/1/13	10-1130-323-14-22
3897719	16141130323G		REPAIR CLARINET		1,150		130.00	11/1/13	10-1130-323-14-22
							4,906.43	**Total**	
REIMBURSE	161411104104	MYERS, MELINDA	DVDS AND SCHOOL SUPPLIES		1,151		123.36	11/1/13	10-1110-410-14-04
							123.36	**Total**	
REIMBURSE	161411317001	NEAL, LISA	CHOIR UNIFORMS		1,150		133.20	11/1/13	10-1131-700-14-01
							133.20	**Total**	
MILEAGE	16122130332U	NICHOLL, ELLEN	HEALTH CARE PROVIDER TRAVEL		1,150		29.15	11/1/13	10-2130-332-12-10
							29.15	**Total**	
MILEAGE	16121210332U	NOONAN, CANDACE	SLP MILEAGE		1,151		54.41	11/1/13	10-1210-332-12-10
							54.41	**Total**	

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146881	16131130323G	ORTHOTECH	HS PE REPAIRS		1,151		1,006.99	11/1/13	10-1130-323-13-22
							1,006.99	Total	
SVC395807	26082540323G	OVERHEAD DOOR COMPANY	CAFETERIA DOOR		1,150		1,167.60	11/1/13	20-2540-323-08-22
SVC396587	26082540323N		REPAIR DOOR		1,150		1,797.80	11/1/13	20-2540-323-08-27
							2,965.40	Total	
210243	16212110410U	PAPERBACKS FOR EDUCATORS	GREAT GROUP GAMES		1,150	0214071	63.75	11/1/13	10-2110-410-21-10
							63.75	Total	
6105761	16212140410U	PAR, INC.	PARENT FORM QUESTIONNAIRE		1,151	0214295	123.20	11/1/13	10-2140-410-21-10
							123.20	Total	
MILEAGE	16121220332B	PARRIS, NICOLE	HOMEBOUND MILEAGE		1,150		24.41	11/1/13	10-1220-332-12-20
							24.41	Total	
4186364	16212140410U	PEARSON CLINICAL ASSESS ORDERING DEPT.	ENHANCED RECORD FORM		1,151	0214292	153.20	11/1/13	10-2140-410-21-10
							153.20	Total	
4022887688	16051250410U	PEARSON PRENTICE HALL	INTRVNTN TG		1,150	05001741	160.86	11/1/13	10-1250-410-05-10
							160.86	Total	
REIMBURSE	16052210332U	PETTIT, TODD	IPA CONF EXP		1,150		217.84	11/1/13	10-2210-332-05-10
							217.84	Total	
MILEAGE	16651800332U	PETTY, AMELIA	ELL TEACHER		1,150		39.66	11/1/13	10-1800-332-65-10
							39.66	Total	
63970	26072540323U	PHONE MASTERS	RENFRO DORRIS SERVICE		1,150		190.00	11/1/13	20-2540-323-07-10

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							190.00	**Total**	
1835	26082540410G	PORTABLE COMMUNICATIONS	BATTERY		1,150		78.00	11/1/13	20-2540-410-08-22
							78.00	**Total**	
141780	16032410410M	PREMIER DIGITAL PRINTING	REFERRAL FORMS MARYVILLE		1,150		180.23	11/1/13	10-2410-410-03-26
							180.23	**Total**	
REIMBURSE	16212210332U	PRIOR, REGINA	IEP GOALS CONF EXP		1,150		69.69	11/1/13	10-2210-332-21-10
							69.69	**Total**	
118546	26082540325G	PRO-ALARM	ANNUAL MONITORING FEE CHS		1,150		180.00	11/1/13	20-2540-325-08-22
							180.00	**Total**	
2146667	16211220410U	PRO-ED INC.	READING COMPREHENSION		1,150	0214128	120.95	11/1/13	10-1220-410-21-10
							120.95	**Total**	
1225	660125405401	R. CANN ELECTRIC INC	DUST COLLECTOR CONNECT		1,150		780.00	11/1/13	60-2540-540-01-01
1234	26082540323K		KREITNER SCHOOL LIFT STATION		1,150		250.00	11/1/13	20-2540-323-08-25
							1,030.00	**Total**	
1310324940	16351448410N	R.P. LUMBER CO	WHITE PINE		1,150	8813141167	1,779.99	11/1/13	10-1448-410-35-27
							1,779.99	**Total**	
MILEAGE	16121220332B	RAMIREZ, RACHELLE	HOMEBOUND MILEAGE		1,150		8.48	11/1/13	10-1220-332-12-20
MILEAGE	16121220332B		HOMEBOUND MILEAGE		1,150		30.06	11/1/13	10-1220-332-12-20
							38.54	**Total**	
IMINV037430	16952210410U	RAND WORLDWIDE SUBSIDIARY	AUTODESK DESIGN ACADEMY SUBSCRIPT		1,150		375.00	11/1/13	10-2210-410-95-10
							375.00	**Total**	

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4548728	16211220410U	REALLY GOOD STUFF	BANANAGRAMS GAME		1,150	0214285	38.85	11/1/13	10-1220-410-21-10
4455676	16211220410U		PICK A STUDENT REFILL		1,150	0214185	27.93	11/1/13	10-1220-410-21-10
							66.78	Total	
95724897	16451500412G	RIDDELL SPORTS	FOOTBALL JERSEYS		1,150	8813141001	1,311.94	11/1/13	10-1500-412-45-22
95721002	16451500412G		FOOTBALL JERSEYS		1,150	8813141001	1,200.64	11/1/13	10-1500-412-45-22
							2,512.58	Total	
MILEAGE	16122130332U	RIOS, GLORIA	NURSE MILEAGE		1,150		27.46	11/1/13	10-2130-332-12-10
							27.46	Total	
MILEAGE	161226203321	RITCHIE, KATHIE	IEP COORD MILEAGE		1,150		92.60	11/1/13	10-2620-332-12-01
MILEAGE	16121220332B		HOMEBOUND MILEAGE		1,150		89.61	11/1/13	10-1220-332-12-20
							182.21	Total	
MILEAGE	16122113332U	ROBBINS, MIRANDA	SOCIAL WORKER MILEAGE		1,150		38.75	11/1/13	10-2113-332-12-10
							38.75	Total	
625365	26072540410U	ROYAL PAPER INC	MATS		1,150		496.20	11/1/13	20-2540-410-07-10
626347	26082540410M		MATS CARPET MATTING		1,150		2,139.06	11/1/13	20-2540-410-08-26
626369	26082540411G		HVY TRAF		1,151		1,210.56	11/1/13	20-2540-411-08-22
620790	26082540410U		FILTER BAGS		1,151		45.06	11/1/13	20-2540-410-08-10
							3,890.88	Total	
0532	16932660323U	RPPRO	SOFTWARE MAINT		1,150		10,640.00	11/1/13	10-2660-323-93-10
							10,640.00	Total	
7151862829	26082540323G	SCHINDLER ELEVATOR CORPORATION	WORK ON CHS ELEVATOR		1,151		258.70	11/1/13	20-2540-323-08-22
8103556423	96022535323U		DIST ELEV MAINTENANCE		1,150		2,179.18	11/1/13	90-2535-323-02-10
							2,437.88	Total	
7176984	16211220410U	SCHOLASTIC	BOOKS		1,150	0214104	19.34	11/1/13	10-1220-410-21-10

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							19.34	Total	
275731600	16211220410U	SCHOOL HEALTH CORP	CREDIT FOR TAX		1,150	0214291	(18.67)	11/1/13	10-1220-410-21-10
2750120-00	16211220410U		SCIENTIFIC CALCULATOR		1,150	0214291	272.66	11/1/13	10-1220-410-21-10
							253.99	Total	
208111489552	16371220410U	SCHOOL SPECIALTY SUPPLY	WASHABLE PAINT		1,150	0214254	117.44	11/1/13	10-1220-410-37-10
20811462233	16221120410N		COLORED COPY PAPER		1,150	8813141134	241.21	11/1/13	10-1120-410-22-27
30810178817	16211220410U		DRAWING CHALK		1,150	0214167	247.74	11/1/13	10-1220-410-21-10
308101826602	16371220410U		FISH N FUN		1,150	0214253	83.19	11/1/13	10-1220-410-37-10
208111656209	160411104101		EASEL		1,150		107.90	11/1/13	10-1110-410-04-33
208111681537	16371220410U		FISH N SPELL GAME		1,151	0214253	75.57	11/1/13	10-1220-410-37-10
							873.05	Total	
MILEAGE	161226203321	SCHWANDER, EVA	SPEC ED SEC MILEAGE		1,150		42.77	11/1/13	10-2620-332-12-01
							42.77	Total	
MILEAGE	16122140332U	SCHWIERJOHN, BRENT	PSYCHOLOGIST MILEAGE		1,150		35.09	11/1/13	10-2140-332-12-10
							35.09	Total	
MILEAGE	16012310333B	SHELTON, CASSIE	DIS CHS MONITOR MILEAGE		1,151		107.35	11/1/13	10-2310-333-01-20
							107.35	Total	
658921	16272560410U	SHOP N SAVE	13-14 PRE-K AT RISK SUPPLIES(F		1,150		44.42	11/1/13	10-2560-410-27-10
662782	16951421410G		13-14 CTE GRANT FAM CONSUMER		1,150		226.18	11/1/13	10-1421-410-95-22
662783	16951421410G		13-14 CTE GRANT FAM CONSUMER		1,150		11.56	11/1/13	10-1421-410-95-22
658918	16792300410U		11-12 PRe In 0-3 Supply		1,150		13.34	11/1/13	10-2300-410-79-10
658919	16272560410U		13-14 PRE-K AT RISK SUPPLIES(F		1,150		37.80	11/1/13	10-2560-410-27-10
654047	16951421410G		13-14 CTE GRANT FAM CONSUMER		1,150		71.02	11/1/13	10-1421-410-95-22
658938	16951421410G		13-14 CTE GRANT FAM CONSUMER		1,150		152.01	11/1/13	10-1421-410-95-22

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616362	16951421410G	SHOP N SAVE	13-14 CTE GRANT FAM CONSUMER		1,150		280.38	11/1/13	10-1421-410-95-22
658928	16951421410G		CHS FOOD CLASS SUPPLIES		1,151		229.85	11/1/13	10-1421-410-95-22
670706	16951421410G		CHS FOOD CLASS SUPPLIES		1,151		205.02	11/1/13	10-1421-410-95-22
							1,271.58	Total	
062617681	16212330360U	SHRED-IT	SPEC ED SHREDDING		1,150		30.00	11/1/13	10-2330-360-21-10
062617681	16212330360U		SPEC ED SHREDDING		1,150		30.00	11/1/13	10-2330-360-21-10
062661969	160223203231		ADMIN SHREDDING		1,150		20.00	11/1/13	10-2320-323-02-01
062649750	160223203231		ADMIN SHREDDING		1,150		30.00	11/1/13	10-2320-323-02-01
062617678	16212330360U		SPEC ED SHREDDING		1,150		45.50	11/1/13	10-2330-360-21-10
							155.50	Total	
1000715764	16242560310U	SODEXHO INC. & AFFILIATES	LUNCH PROG CONT FOOD SVC CHGS		1,150		253,496.13	11/1/13	10-2560-310-24-10
							253,496.13	Total	
REIMBURSE	16032410410N	SPATES, LAURA	R+I SUPPLIES		1,150		15.70	11/1/13	10-2410-410-03-27
							15.70	Total	
37540	160226604102	SPECIALIZED DATA SYSTEMS	WEB HOSTING		1,150		3,800.00	11/1/13	10-2660-410-02-02
							3,800.00	Total	
MILEAGE	16793300332U	STARK, CHRISTY	PARENT EDUCATOR MILEAGE		1,150		90.40	11/1/13	10-3300-332-79-10
							90.40	Total	
MILEAGE	16122113332U	SUESS, ANDREA	SOCIAL WORKER MILEAGE		1,150		32.83	11/1/13	10-2113-332-12-10
							32.83	Total	
MILEAGE	16122140332U	SWIFT, HONORA	PSYCH INTERN MILEAGE		1,150		64.47	11/1/13	10-2140-332-12-10
							64.47	Total	
I131031408	26082540323N	TECH ELECTRONICS INC	CMS CENTRAL MONITORING		1,150		42.00	11/1/13	20-2540-323-08-27

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
I131031409	26082540323I	TECH ELECTRONICS INC	DIS CENTRAL MONITORING		1,150		42.00	11/1/13	20-2540-323-08-33
I131031407	26082540323G		CHS CENTRAL MONITORING		1,150		42.00	11/1/13	20-2540-323-08-22
I131031410	26082540323X		WEBSTER CENTRAL MONITORING		1,150		42.00	11/1/13	20-2540-323-08-31
							168.00	Total	
64342	16461500411G	TEMPLES SPORTING GOODS	BASKETBALLS		1,150		581.12	11/1/13	10-1500-411-46-22
64342	16461500411G		EVOLUTION BASKETBALLS		1,151		581.12	11/1/13	10-1500-411-46-22
							1,162.24	Total	
STMT	16124220683U	THE HOPE SCHOOL	TUITION HOPE SCHOOL Room&Board		1,150		9,884.40	11/1/13	10-4220-680-12-10
24678	16124220684U		TUITION HOPE SCHOOL Tuition		1,150		5,672.00	11/1/13	10-4220-680-12-10
							15,556.40	Total	
MILEAGE	16932660332U	THOMPSON, LAURA	SPED CSS MILEAGE		1,150		66.10	11/1/13	10-2660-332-93-10
							66.10	Total	
578388	16111120410N	TRIARCO	DRAWING PAPER		1,150 8813141158		40.10	11/1/13	10-1120-410-11-27
							40.10	Total	
D10090	46122550333B	TROPIANO TRANSPORTATION	SPEC ED TRANS NON FIRST STU		1,150		12,220.00	11/1/13	40-2550-333-12-20
D10092	46122550333B		SPEC ED TRANS NON FIRST STU		1,151		10,340.00	11/1/13	40-2550-333-12-20
D10093H	46012550333U		Regular/Homeless Non FS		1,151		4,794.00	11/1/13	40-2550-333-01-10
							27,354.00	Total	
REIMBURSE	16932660410U	TURNER, DEREK	NETWORKING SUPPLIES		1,150		33.50	11/1/13	10-2660-410-93-10
REIMBURSE	16932660410U		VGA CONNECTOR		1,150		24.99	11/1/13	10-2660-410-93-10
							58.49	Total	
53541074	16041110410X	ULINE	GREEN LASER LABEL		1,150 8813141135		48.26	11/1/13	10-1110-410-04-31
							48.26	Total	

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
MILEAGE	16651800332U	ULLOA, CAL	TRANSLATOR MILEAGE		1,150		55.26	11/1/13	10-1800-332-65-10
							55.26	Total	
41518	46142550332G	VANDALIA BUS LINES	TRIP TO INDIANAPOLIS		1,150		4,900.00	11/1/13	40-2550-332-14-22
							4,900.00	Total	
MILEAGE	16122130332U	VANDERBUNT, CHRIS	ADAPTED PE MILEAGE		1,150		29.72	11/1/13	10-2130-332-12-10
							29.72	Total	
100002204	16721110410U	VEX ROBOTICS, INC.	VEX TUBING		1,150	99001159	419.74	11/1/13	10-1110-410-72-10
							419.74	Total	
S2194277.1	26072540410U	VILLA LIGHTING SUPPLY	LIGHT BULBS		1,151		1,154.30	11/1/13	20-2540-410-07-10
S2194277.2	26072540410U		CUSTODIAL SUPPLIES UNIT		1,151		152.86	11/1/13	20-2540-410-07-10
							1,307.16	Total	
17290	160226424101	VILLAGE LOCKSMITH	HR FILE CABINETS		1,151		9.45	11/1/13	10-2642-410-02-01
							9.45	Total	
100705	16351448410N	VILLAGE ORIGINALS	MINI QUARTZ MOVEMENTS		1,150	8813141139	510.46	11/1/13	10-1448-410-35-27
							510.46	Total	
REQUEST	16932660323U	VMWARE INTERNATIONAL LIMITED	3 YEAR PRODUCT SUPPORT		1,151		102.96	11/1/13	10-2660-323-93-10
							102.96	Total	
REIMBURSE	16221120410N	WALTERS, KIMBERLY	ALGEBRA TITLES		1,150		96.85	11/1/13	10-1120-410-22-27
							96.85	Total	
20131503	16012134410U	WASSEL, JO	AUDIOMETER CALIBRATIONS		1,150		225.00	11/1/13	10-2134-410-01-10
							225.00	Total	

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
20131503	16012134410U	WASSELL, JO	CALIBRATION CHECK		1,151		225.00	11/1/13	10-2134-410-01-10
							225.00	Total	
445957	16012310311B	WATTS COPY SYSTEMS, INC.	UNIT wide COPY SERV non-lease		1,150		3,227.94	11/1/13	10-2310-311-01-20
448317	16012310311B		STAPLES FOR COPIER DIS		1,151		124.00	11/1/13	10-2310-311-01-20
448746	16012310311B		CHS LIBRARY COPIER		1,151		661.07	11/1/13	10-2310-311-01-20
							4,013.01	Total	
REIMBURSE	16212210332U	WAY, CHRISTY	VISION AND HEARING CLASS EXP		1,151		38.78	11/1/13	10-2210-332-21-10
REIMBURSE	16212210332U		HEARING CERT MILEAGE		1,151		74.55	11/1/13	10-2210-332-21-10
							113.33	Total	
REIMBURSE	16952210410U	WEGENER, KRISTIN	SUPPLIES CHILD DEV CLASS		1,150		34.90	11/1/13	10-2210-410-95-10
							34.90	Total	
MILEAGE	16932660332U	WEISS, ERIC	CSS DISTRICT MILEAGE		1,150		39.44	11/1/13	10-2660-332-93-10
REIMBURSE	16932660410U		TECH PARTS FROM HOME DEPOT		1,150		7.13	11/1/13	10-2660-410-93-10
							46.57	Total	
REIMBURSE	16762210332U	WESTPHAL, KRISTIN	CONTENT LITERACY CONF		1,151		52.61	11/1/13	10-2210-332-76-10
							52.61	Total	
224949-03	16141130410G	WH PAIGE & COMPANY	MALLETS		1,151		24.05	11/1/13	10-1130-410-14-22
							24.05	Total	
STMT	16124220681U	WILLIAM BEDELL ACHIEVEMENT & RESOURCE CTR	TUITION WILLIAM BEDELL		1,150		27,220.16	11/1/13	10-4220-680-12-10
STMT	16124220681U		TUITION WILLIAM BEDELL		1,150		25,757.92	11/1/13	10-4220-680-12-10
							52,978.08	Total	
98658A1	16932660410U	WILLIAMS OFFICE PRODUCTS	TACKBOARD		1,150		97.19	11/1/13	10-2660-410-93-10

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	EXOn Date	State Account #
98655A1	16491130412G	WILLIAMS OFFICE PRODUCTS	OFFICE SUPPLIES CHS		1,150		479.06	11/1/13	10-1130-412-49-22
98930A1	16041110410R		PAPER		1,150		26.62	11/1/13	10-1110-410-04-28
98924A1	16041110410R		PAPER		1,150		191.24	11/1/13	10-1110-410-04-28
98765A1	16041110410K		NOTE FILM		1,150		594.60	11/1/13	10-1110-410-04-25
98686A1	16041110410I		FASTENER		1,150		63.74	11/1/13	10-1110-410-04-33
98614A1	16041110410S		LASER LABEL		1,150		13.37	11/1/13	10-1110-410-04-29
98480A1	160221144101		CALCULATOR		1,150		23.75	11/1/13	10-2114-410-02-01
98428A1	260825404101		FLAG		1,150		15.99	11/1/13	20-2540-410-08-01
98438A1	16041110410R		PAPER		1,150		168.84	11/1/13	10-1110-410-04-28
98615A1	160123104108		DIGITAL RECORDER		1,150		199.99	11/1/13	10-2310-410-01-20
98612A1	160225744101		NOTE		1,150		12.68	11/1/13	10-2574-410-02-01
98033A1	16041110410S		PAINT		1,150		8.22	11/1/13	10-1110-410-04-29
98430A1	16491130412G		PAPER		1,150		169.50	11/1/13	10-1130-412-49-22
98429A1	16491130412G		PAPER		1,150		718.20	11/1/13	10-1130-412-49-22
98431A1	16491130412G		INDEX CARDS		1,150		14.70	11/1/13	10-1130-412-49-22
98427A1	16491130412G		PAPER		1,150		12.99	11/1/13	10-1130-412-49-22
89707A2	16481120411N		STAPLES		1,150		184.37	11/1/13	10-1120-411-48-27
98950A1	16041110410K		CHAIRS		1,150		358.00	11/1/13	10-1110-410-04-25
98523A1	16041110410C		PROTECTOR AND BINDER		1,150		67.00	11/1/13	10-1110-410-04-21
98362A1	16491130412G		HS WAREHOUSE SUPPLIES (paper)		1,150		66.44	11/1/13	10-1130-412-49-22
98282A1	16932660410U		LATERAL FILES		1,150		731.60	11/1/13	10-2660-410-93-10
97595A1	16212330410U		WALL SIGN		1,150		341.05	11/1/13	10-2330-410-21-10
98621A1	26072540410U		WALL CLOCK		1,150		198.50	11/1/13	20-2540-410-07-10
98281A1	160225744101		CALCULATOR		1,150		86.69	11/1/13	10-2574-410-02-01
98479A1	160221144101		PUPIL ACCTG AIDE SUPPLIES		1,150		69.28	11/1/13	10-2114-410-02-01
98363A1	16041110410K		STAPLER		1,150		51.53	11/1/13	10-1110-410-04-25
98487A1	16041110410M		FILM		1,150		125.98	11/1/13	10-1110-410-04-26
98763A1	16041110410M		PAPER		1,150		54.84	11/1/13	10-1110-410-04-26
97951A1	16212330410U		PRINTER		1,150	0214284	308.96	11/1/13	10-2330-410-21-10
97951A1	16212150410U		FLASH DRIVES		1,150	0214284	69.50	11/1/13	10-2150-410-21-10
97951A1	16211220410U		FLASH DRIVES		1,150	0214284	221.49	11/1/13	10-1220-410-21-10
98802A1	160225104101		PAPER		1,150		17.59	11/1/13	10-2510-410-02-01

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Amount	ExOn Date	State Account #
95793A1	16212330410U	WILLIAMS OFFICE PRODUCTS	BOOKCASE		1,150		479.99	11/1/13	10-2330-410-21-10
98717A1	16041110410R		PAPER		1,150		154.33	11/1/13	10-1110-410-04-28
98716A1	16041110410T		TAPE AND STAPLES		1,150		64.17	11/1/13	10-1110-410-04-30
98843A1	160221144101		BOOK STAPLES		1,150		73.68	11/1/13	10-2114-410-02-01
98692A1	16491130412G		PENCIL AND FOLDER		1,150		76.76	11/1/13	10-1130-412-49-22
99061A1	16491130412G		ENVELOPES		1,150		34.54	11/1/13	10-1130-412-49-22
99135A1	160225244101		DESK PAD		1,151		11.99	11/1/13	10-2524-410-02-01
99098A1	160225704101		ENVELOPES		1,151		119.95	11/1/13	10-2570-410-02-01
99142A1	160225704101		CALENDAR PAD REFILL		1,151		8.65	11/1/13	10-2570-410-02-01
99061A1	16491130412G		ENVELOPES		1,151		34.54	11/1/13	10-1130-412-49-22
99021A1	16041110410K		PAPER CONST		1,151		104.08	11/1/13	10-1110-410-04-25
99023A1	260825404101		MONTHLY PLNR BOOK		1,151		115.22	11/1/13	20-2540-410-08-01
99022A1	16041110410I		WHISTLE BALL		1,151		19.79	11/1/13	10-1110-410-04-33
99024A1	16041110410I		PAPER		1,151		84.96	11/1/13	10-1110-410-04-33
98970A1	16041110410I		TEMPRA PAINT		1,151		49.44	11/1/13	10-1110-410-04-33
99072A1	16041110410R		CONST PAPER		1,151		8.45	11/1/13	10-1110-410-04-28
98064A1	16041110410J		JEFF OFFICE SUPPLIES		1,151		311.80	11/1/13	10-1110-410-04-24
98171A1	16041110410J		ENVELOPES		1,151		101.07	11/1/13	10-1110-410-04-24
98172A1	16041110410J		BINDERS		1,151		14.29	11/1/13	10-1110-410-04-24
98736A1	16041110410J		BINDERS MARKERS		1,151		94.40	11/1/13	10-1110-410-04-24
99144A1	16242562411U		BINDER CLIPS		1,150		94.40	11/1/13	10-2562-411-24-10
99136A	16491130412G		MASKING TAPE		1,150		161.80	11/1/13	10-1130-412-49-22
							7,981.80		Total
MILEAGE	16122130332U	WINTERS, KIMBERLY	HEALTH AIDE MILEAGE		1,150		19.66	11/1/13	10-2130-332-12-10
REIMBURSE	16212210332U		IDPH CLASS EXPENSES		1,151		19.06	11/1/13	10-2210-332-21-10
							38.72		Total
1038537	16721110410U	WISE EL SANTO	EYEWEAR		1,151		43.00	11/1/13	10-1110-410-72-10
1039040	16721110410U		PROTECTOR CLEAR LENS		1,151		189.98	11/1/13	10-1110-410-72-10
1043221	16721110410U		YUKON GLASS		1,151		40.89	11/1/13	10-1110-410-72-10
1044114	16721110410U		YUKON GLASS		1,151		(32.64)	11/1/13	10-1110-410-72-10

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1043522	16721110410U	WISE EL SANTO	YUKON GLASS		1,151		49.14	11/1/13	10-1110-410-72-10
							290.37	**Total**	
412054	26082540410U	WOODYS MUNICIPAL SUPPLY COMPANY	GREEN CHANNEL POST		1,150		503.40	11/1/13	20-2540-410-08-10
RECEIPT	26082540410U		OVERPAYMENT		1,150		(163.88)	11/1/13	20-2540-410-08-10
							339.52	**Total**	
MILEAGE	16122130332U	WUEBBELS, ANGIE	PHYSICAL THERAPIST MILEAGE		1,150		14.80	11/1/13	10-2130-332-12-10
							14.80	**Total**	
07067424	16012310311B	XEROX CORPORATION	UNIT wide COPY SERV non-lease		1,150		332.75	11/1/13	10-2310-311-01-20
070854329	16012310311B		UNIT wide COPY SERV non-lease		1,150		407.15	11/1/13	10-2310-311-01-20
070854319	160225743231		CENT DUPL REPAIR/MAINT(F20)		1,151		2,244.23	11/1/13	10-2574-323-02-01
							2,984.13	**Total**	
							$1,239,605.27	**Report Total**	

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Fund Code	Description	Batch #	Amount
10	Education Fund	1,151	717,640.72
20	Oper, Build, & Maint Fund	1,150	42,405.48
40	Transportation Fund	1,150	424,764.30
60	Capital Projects	1,150	48,120.00
80	Tort Fund	1,150	3,592.08
90	Fire Prevention and Safety Fund	1,150	3,082.69
		Report Total	$1,239,605.27

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Dir. Dep.	Amount	Due Date	State Account #
350-261777	26952540321A	ALLIED WASTE SERVICES	TRASH REMOVAL		1,150		0.00	302.11	11/13/13	20-2540-321-95
							0.00	302.11		Total
0306815	16871447410A	BELLEVILLE SUPPLY COMPANY	REG FLUX BRUSH		1,150		0.00	50.40	11/13/13	10-1447-410-87
0306557	16871447410A		BATTERY		1,150		0.00	443.96	11/13/13	10-1447-410-87
							0.00	494.36		Total
REIMBURSE	26952540411A	CANN, JUSTIN	MAINT SUPPLIES		1,150		0.00	29.35	11/13/13	20-2540-411-95
REIMBURSE	26952540411A		MAINT SUPPLIES		1,150		0.00	46.02	11/13/13	20-2540-411-95
REIMBURSE	26952540411A		MAINT SUPPLIES		1,150		0.00	18.98	11/13/13	20-2540-411-95
							0.00	94.35		Total
4052	16952410410A	COLLINSVILLE COMM UNIT 10	WAREHOUSE ORDER		1,150		0.00	141.58	11/13/13	10-2410-410-95
							0.00	141.58		Total
8-92580	26952540323A	COLORMASTER AUTOMOTIVE PAINT	PURPLE ROLOC		1,150		0.00	169.95	11/13/13	20-2540-323-95
8-92580	16871447410A		PURPLE ROLOC		1,150		0.00	149.58	11/13/13	10-1447-410-87
8-92470	16871447410A		ELEMENT REPLACEMENT		1,150		0.00	214.90	11/13/13	10-1447-410-87
8-92471	16871447410A		ELEMENT REPLACEMENT		1,150		0.00	134.85	11/13/13	10-1447-410-87
8-92541	16871447410A		DUST MASK		1,150		0.00	159.29	11/13/13	10-1447-410-87
8-92685	16871447410A		AEROSOL		1,150		0.00	45.20	11/13/13	10-1447-410-87
8-92380	16871447410A		PINT		1,150		0.00	27.04	11/13/13	10-1447-410-87
8-91838	16871447410A		DRILL BIT		1,150		0.00	(8.80)	11/13/13	10-1447-410-87
8-92338	16871447410A		FIBRE MAT		1,150		0.00	(30.66)	11/13/13	10-1447-410-87
8-92113	16871447410A		BUMPER KIT		1,150		0.00	(31.83)	11/13/13	10-1447-410-87
8-92339	16871447410A		FIBERCLOTH		1,150		0.00	28.95	11/13/13	10-1447-410-87
8-92077	16871447410A		FIBERGLASS RESIN		1,150		0.00	42.99	11/13/13	10-1447-410-87
8-92270	16871447410A		LONG COUPLER		1,150		0.00	121.84	11/13/13	10-1447-410-87
8-91839	16871447410A		DBL ENDED DRILL BIT		1,150		0.00	52.80	11/13/13	10-1447-410-87
8-91616	16871447410A		DBL ENDED DRILL BIT		1,150		0.00	8.80	11/13/13	10-1447-410-87

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Dir. Dep.	Amount	Due Date	State Account #
8-92312	16871447410A	COLORMASTER AUTOMOTIVE PAINT	ADHESIVE		1,150		0.00	97.30	11/13/13	10-1447-410-87
8-92278	16871447410A		PRIME GRAY		1,150		0.00	182.35	11/13/13	10-1447-410-87
8-92311	16871447410A		PINT		1,150		0.00	23.89	11/13/13	10-1447-410-87
8-92310	16871447410A		QUART		1,150		0.00	35.33	11/13/13	10-1447-410-87
8-92114	16871447410A		MEDIUM ADHESIVE		1,150		0.00	47.97	11/13/13	10-1447-410-87
8-92087	16871447410A		FIBRE MAT		1,150		0.00	107.44	11/13/13	10-1447-410-87
							0.00	1,579.18		**Total**
S5895890.1	26952540411A	CONNOR CO.	BONNET NUT		1,150		0.00	99.79	11/13/13	20-2540-411-95
							0.00	99.79		**Total**
3805130400	26952540411A	CRESCENT PARTS & EQUIP.	TUBE CUTTER		1,150		0.00	63.90	11/13/13	20-2540-411-95
3805124600	26952540411A		ANTUNES SWITCH		1,150		0.00	72.07	11/13/13	20-2540-411-95
							0.00	135.97		**Total**
ILCON3468	16941448412A	FASTENAL	WELDING MAINT SUPPLIES		1,150		0.00	10.12	11/13/13	10-1448-412-94
							0.00	10.12		**Total**
1068418756	16871447410A	FIRST CALL OREILLY AUTO	FUNNELS		1,150		0.00	3.87	11/13/13	10-1447-410-87
1068420247	16881447410A		RESPIRATOR		1,150		0.00	30.30	11/13/13	10-1447-410-88
1068418547	16881447410A		MULTIMETER		1,150		0.00	201.99	11/13/13	10-1447-410-88
1068419392	16881447410A		ARBOR NUT		1,150		0.00	26.26	11/13/13	10-1447-410-88
1068418400	16881447410A		IMPACT SENSA		1,150		0.00	88.01	11/13/13	10-1447-410-88
1068420061	16881447410A		POLY LOOM		1,150		0.00	12.50	11/13/13	10-1447-410-88
1068418371	16881447410A		BRAKE DRUM		1,150		0.00	57.94	11/13/13	10-1447-410-88
1068418372	16881447410A		WHEEL NUT		1,150		0.00	7.76	11/13/13	10-1447-410-88
1068421276	16881447410A		AUTO MECH SUPPLIES		1,150		0.00	211.10	11/13/13	10-1447-410-88
1068421491	16881447410A		AIR FILTER		1,150		0.00	74.77	11/13/13	10-1447-410-88
1068420899	16881447410A		DISC PAD SET		1,150		0.00	51.80	11/13/13	10-1447-410-88
1068421005	16881447410A		MERCURY OIL		1,150		0.00	65.98	11/13/13	10-1447-410-88
1068421737	16881447410A		OIL FILTER		1,150		0.00	15.18	11/13/13	10-1447-410-88
1068420260	16881447410A		MARINE OIL		1,150		0.00	30.57	11/13/13	10-1447-410-88

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Dir. Dep.	Amount	Due Date	State Account #
1068421710	16881447410A		BATTERY		1,150		0.00	109.88	11/13/13	10-1447-410-88
							0.00	987.91	Total	
10880918	46952550332A	FIRST STUDENT	AVC REG TRANSP LAIDLAW		1,150		0.00	848.40	11/13/13	40-2550-332-95
10880918	46952550332A		AVC REG TRANSP LAIDLAW		1,150		0.00	1,580.06	11/13/13	40-2550-332-95
10880918	46952550331A		AVC FIELD TRIPS LAIDLAW		1,150		0.00	416.86	11/13/13	40-2550-331-95
							0.00	2,845.32	Total	
001202178	16762210413A	GALLS	TRAING HANDCUFFS		1,150	99001141	0.00	904.71	11/13/13	10-2210-413-76
							0.00	904.71	Total	
01383973	16951400420A	GOODHEART WILLCOX CO INC	MATH FOR WELDERS		1,150	99001128	0.00	200.30	11/13/13	10-1400-420-95
							0.00	200.30	Total	
REIMURSE	16911447410A	HANKINS, KATHY	ELECTRONICS SUPPLIES		1,150		0.00	25.24	11/13/13	10-1447-410-91
REIMBURSE	16911447410A		ELECTRONICS SUPPLIES		1,150		0.00	133.79	11/13/13	10-1447-410-91
							0.00	159.03	Total	
2941802	16831421410A	MIDDENDORF MEAT & QUALITY FOODS	FOOD SERV SUPPLIES		1,150		0.00	509.28	11/13/13	10-1421-410-83
2939347	16831421410A		FOOD SERV SUPPLIES		1,150		0.00	422.56	11/13/13	10-1421-410-83
							0.00	931.84	Total	
06047283	16941448410A	PENNSYLVANIA TOOL SALES	WELDING SUPPLIES		1,150		0.00	612.05	11/13/13	10-1448-410-94
							0.00	612.05	Total	
731865	16951400541A	POCKET NURSE NTERPRISES	HAMPER BAG		1,150	99001158	0.00	55.50	11/13/13	10-1400-540-95
							0.00	55.50	Total	
1229	26952540323A	R. CANN ELECTRIC	CNC MACHINE VOCATIONAL		1,150		0.00	1,275.00	11/13/13	20-2540-323-95
							0.00	1,275.00	Total	

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Invoice #	A.S.N.	Vendor Name	Description	Claim #	Batch #	P.O. #	Dir. Dep.	Amount	Due Date	State Account #
00319135	16951417410A	RODS SERVICE, INC.	VOC GENL IND OCCUP WELD GASES		1,150		0.00	1,048.34	11/13/13	10-1417-410-95
							0.00	1,048.34		**Total**
3092384	16951400410A	SCANTRON	E SCANTRON SCORE		1,150	99001160	0.00	69.10	11/13/13	10-1400-410-95
							0.00	69.10		**Total**
111866	26952540323A	THROM CONSTRUCTION COMPANY	DUCT COLLECTOR WORK		1,150		0.00	385.00	11/13/13	20-2540-323-95
							0.00	385.00		**Total**
99102B1	16952410410A	WILLIAMS OFFICE PRODUCTS	PAD		1,150		0.00	13.98	11/13/13	10-2410-410-95
99102A	16952410410A		TAPE		1,150		0.00	64.70	11/13/13	10-2410-410-95
							0.00	78.68		**Total**
							$0.00	$12,410.24		**Report Total**

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Fund Code	Description	Batch #	Amount
10	Education Fund	1,150	7,102.75
20	Oper, Build, & Maint Fund	1,150	2,462.17
40	Transportation Fund	1,150	2,845.32
		Report Total	$12,410.24

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Chk Date	Check #	Amount	State Account #
016462	16141130410G	A WAREHOUSE ON WHEELS	DECALS AND APPLICATION	1002		10/2/13	85307	1,300.00	10-1130-410-14-22
016462	26492540540U		DECALS AND APPLICATION	1002		10/2/13	85307	1,500.00	20-2540-540-49-10
							Total	2,800.00	
378256310	26082540410U	BATTERIES PLUS	BATTERIES	1002		10/2/13	85308	331.20	20-2540-410-08-10
							Total	331.20	
3461398	66012540540B	CASEYVILLE FENCE CO	REPAIR FENCE BY SOFTBALL FIELD	1002		10/2/13	85309	175.00	60-2540-540-01-20
							Total	175.00	
MILEAGE	161226203321	CHURCH, CYNTHIA	BILINGUAL MILEAGE	1002		10/2/13	85310	175.00	10-2620-332-12-01
							Total	175.00	
P9342007X01	16012310410B	GECRB/AMAZON	BOARD SUPPLIES	1002		10/2/13	85311	21.42	10-2310-410-01-20
							Total	21.42	
S SWEET	16052210332U	INSTITUTE FOR EDUCATIONAL DEVELOPN	GOOGLE TOOLS CONF REG	1002		10/2/13	85312	229.00	10-2210-332-05-10
BAUMGARTNER	16052210332U		GOOGLE TOOLS CONF REG	1002		10/2/13	85312	229.00	10-2210-332-05-10
							Total	458.00	
TIPPETT	16212210332U	MADISON COUNTY ROE	IPI TRAINING REG	1002		10/2/13	85313	50.00	10-2210-332-21-10
K TRURAN	16212210332U		IPI TRAINING REG	1002		10/2/13	85313	50.00	10-2210-332-21-10
KLUCKER	16212210332U		IPI TRAINING REG	1002		10/2/13	85313	50.00	10-2210-332-21-10
HOUCK	16764190332U		IPI TRAINING	1002		10/2/13	85313	50.00	10-4190-332-76-10
WOODSON	16764190332U		IPI TRAINING	1002		10/2/13	85313	50.00	10-4190-332-76-10
GRUBER TIEMANN	16764190332U		IPI TRAINING	1002		10/2/13	85313	50.00	10-4190-332-76-10
ROBINSON	16764190332U		IPI TRAINING	1002		10/2/13	85313	50.00	10-4190-332-76-10
FERGUSON	16764190332U		IPI TRAINING	1002		10/2/13	85313	50.00	10-4190-332-76-10
M NOYES	16764190332U		IPI TRAINING	1002		10/2/13	85313	50.00	10-4190-332-76-10
							Total	450.00	
1101	26072540370K	MOUNDS PUBLIC WATER DIST.	WATER & SEWER KREITNER	1002		10/2/13	85314	109.30	20-2540-370-07-25
1102	26072540370K		WATER & SEWER KREITNER	1002		10/2/13	85314	18.22	20-2540-370-07-25
1103	26072540370K		WATER & SEWER KREITNER	1002		10/2/13	85314	35.58	20-2540-370-07-25
							Total	163.10	
24890	26012533311U	OATES ASSOCIATES	LOCATE TE PROPERTY LINE	1002		10/2/13	85315	46.00	20-2533-311-01-10
							Total	46.00	
214232	16211220410U	OFFICE MAX	MARKERS	1002	214095	10/2/13	85316	48.26	10-1220-410-21-10

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367782	16211220410U		PENCILS	1002	214083	10/2/13	85316	111.26	10-1220-410-21-10
979818	16211220410U		MARKERS	1002	214083	10/2/13	85316	(72.18)	10-1220-410-21-10
214232	16211220410U		PENCILS	1002	214083	10/2/13	85316	23.92	10-1220-410-21-10
368050	16211220410U		PENCILS	1002	214083	10/2/13	85316	92.99	10-1220-410-21-10
							Total	204.25	
2121940	16061250410U	PRO-ED	DAILY 6 TRAIT WRITING	1002		10/2/13	85317	62.65	10-1250-410-06-10
							Total	62.65	
TIMMERMAN	16052210332U	SCHOOL IMPROVEMENT SEVICES	IPI TRAINING	1002		10/2/13	85318	50.00	10-2210-332-05-10
							Total	50.00	
9711695534	16212330340U	VERIZON WIRELESS	DISTRICT CELLULAR SERVICES	1002		10/2/13	85319	227.61	10-2330-340-21-10
9711695534	16932660340U		SPEC ED CELLULAR SERV	1002		10/2/13	85319	923.01	10-2660-340-93-10
							Total	1,150.62	
007748	16012310410B	WALMART COMMUNITY BRC	PURE LIFE	1002		10/2/13	85320	7.78	10-2310-410-01-20
008231	16371220410U		13-14 IDEA PRESCHOOL SUPPLIES	1002		10/2/13	85320	52.92	10-1220-410-37-10
006303	16211220410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	75.44	10-1220-410-21-10
004307	16212110410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	45.49	10-2110-410-21-10
006220	16212210410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	132.65	10-2210-410-21-10
006822	16212110410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	203.64	10-2110-410-21-10
6922	16212330410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	6.97	10-2330-410-21-10
002272	16211220410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	75.55	10-1220-410-21-10
003877	16012134410U		NURSES STAFF SUPPLIES	1002		10/2/13	85320	951.28	10-2134-410-01-10
000273	16211220410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	96.40	10-1220-410-21-10
000273	16212330410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	55.00	10-2330-410-21-10
008233	16272560410U		13-14 PRE-K AT RISK SUPPLIES(F	1002		10/2/13	85320	524.06	10-2560-410-27-10
004958	16371220410U		13-14 IDEA PRESCHOOL SUPPLIES	1002		10/2/13	85320	207.41	10-1220-410-37-10
006040	16211220410U		13-14 IDEA FLO THRU SUPPLIES	1002		10/2/13	85320	56.47	10-1220-410-21-10
							Total	2,491.06	
256013081	26072540466M	AMEREN ENERGY MARKETING	ELECTRICITY MARYVILLE	1004		10/4/13	85339	2,662.52	20-2540-466-07-26
256013081	26072540466X		ELECTRICITY WEBSTER	1004		10/4/13	85339	6,486.14	20-2540-466-07-31
256013081	26072540466K		ELECTRICITY KREITNER	1004		10/4/13	85339	3,024.08	20-2540-466-07-25
256013081	26072540466R		ELECTRICITY RENFRO	1004		10/4/13	85339	4,965.61	20-2540-466-07-28

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Chk Date	Check #	Amount	State Account #
256013081	26072540466C		ELECTRICITY CASEYVILLE	1004		10/4/13	85339	1,951.61	20-2540-466-07-21
256013081	26072540466S		ELECTRICITY SUMMIT	1004		10/4/13	85339	913.48	20-2540-466-07-29
256013081	26072540466I		ELECTRICITY ADMIN BLDG & ANNEX	1004		10/4/13	85339	849.12	20-2540-466-07-01
256013081	26072540466N		ELECTRICITY MS	1004		10/4/13	85339	8,031.08	20-2540-466-07-27
256013081	26072540466G		ELECTRICITY HS	1004		10/4/13	85339	6,199.33	20-2540-466-07-22
256013081	26072540466G		ELECTRICITY HS	1004		10/4/13	85339	10,107.29	20-2540-466-07-22
256013081	26072540466I		ELECTRICITY DORRIS	1004		10/4/13	85339	6,989.16	20-2540-466-07-33
256013081	26072540466J		ELECTRICITY JEFFERSON	1004		10/4/13	85339	827.88	20-2540-466-07-24
256013081	26072540466T		ELECTRICITY TWIN ECHO	1004		10/4/13	85339	1,553.78	20-2540-466-07-30
							Total	54,561.08	
3864012173	260725404661	AMEREN ILLINOIS	ELECTRICITY ADMIN BLDG & ANNEX	1004		10/4/13	85340	86.62	20-2540-466-07-01
3864012173	260725404651		NATURAL GAS ADMIN BLDG	1004		10/4/13	85340	74.22	20-2540-465-07-01
7416548493	26072540466H		ELECTRICITY HOLLY HGTS	1004		10/4/13	85340	589.99	20-2540-466-07-23
7416548493	26072540465H		NATURAL GAS HOLLYWOOD HEIGHTS	1004		10/4/13	85340	74.22	20-2540-465-07-23
4866317008	26072540465C		NATURAL GAS CASEYVILLE	1004		10/4/13	85340	81.85	20-2540-465-07-21
							Total	906.90	
J OSABEN	16212210332U	ASHA REGISTRATION	REGISTRATION	1004		10/4/13	85341	445.00	10-2210-332-21-10
A HARGETT	16212210332U		REGISTRATION	1004		10/4/13	85341	445.00	10-2210-332-21-10
							Total	890.00	
618R262676	26072540340U	AT&T	TELEPHONE CHARGES	1004		10/4/13	85342	287.04	20-2540-340-07-10
618R263159	26072540340U		TELEPHONE CHARGES	1004		10/4/13	85342	3,125.26	20-2540-340-07-10
							Total	3,412.30	
CROSS COUNTRY	16471500640U	BENTON GRADE SCHOOL	CROSS COUNTRY ENTRY FEE	1004		10/4/13	85343	65.00	10-1500-640-47-10
							Total	65.00	
C SEATON	16212210332U	BUREAU OF EDUC & RESEARCH	WORKING W STUDENTS REG	1004		10/4/13	85344	225.00	10-2210-332-21-10
C WEEKS	16212210332U		IPAD APPS	1004		10/4/13	85344	229.00	10-2210-332-21-10
							Total	454.00	
43608	16202330410U	COMMERCIAL TELEPHONE SYSTEMS	IPO SYSTEMS	1004		10/4/13	85345	105.00	10-2330-410-20-10
							Total	105.00	
A WALKER	16212210332U	IASSW	REGISTRATION	1004		10/4/13	85346	320.00	10-2210-332-21-10

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Chk Date	Check #	Amount	State Account #
FEDORCHAK	16212210332U	IASSW	REGISTRATION	1004		10/4/13	85346	320.00	10-2210-332-21-10
							Total	640.00	
R PRIOR	16212210332U	ILLINOIS ASSOCIATION OF SCHOOL NURS	IASN CONF REG	1004		10/4/13	85347	100.00	10-2210-332-21-10
							Total	100.00	
A MARKUS	16762210332U	INSTITUTE FOR EDUCATIONAL DEVELOPM	GOOGLE TOOLS CONF	1004		10/4/13	85348	229.00	10-2210-332-76-10
							Total	229.00	
STMT	16211220310U	JAMES, SUSANNE	VOCABULARY PROF DEV	1004		10/4/13	85349	800.00	10-1220-310-21-10
							Total	800.00	
NOYES	16762210410U	MADISON COUNTY ROE	IPI TRAINING	1004		10/4/13	85350	50.00	10-2210-410-76-10
							Total	50.00	
EXP ADV	16471500332G	MUNOZ, DANIEL	MEAL MONEY GOLF	1004		10/4/13	85351	288.00	10-1500-332-47-22
							Total	288.00	
1064823	16012310410B	PURITAN SPRINGS BOTTLED WATER	WATER FOR ANNEX	1004		10/4/13	85352	38.95	10-2310-410-01-20
							Total	38.95	
T163451	26082540410U	SEARS COMMERCIAL ONE	MAINT SUPPLIES UNIT	1004		10/4/13	85353	5.49	20-2540-410-08-10
T348775	26082540410X		MAINT SUPPLIES WEBSTER	1004		10/4/13	85353	4.97	20-2540-410-08-31
T676781	26082540410X		MAINT SUPPLIES WEBSTER	1004		10/4/13	85353	14.93	20-2540-410-08-31
T831359	26082540410X		MAINT SUPPLIES WEBSTER	1004		10/4/13	85353	13.98	20-2540-410-08-31
							Total	39.37	
065310583309	16151700464G	SHELL OIL COMPANY	HS DR ED GASOLINE	1004		10/4/13	85354	499.44	10-1700-464-15-22
065310583309	16151700323G		HS DR ED CAR REPAIRS	1004		10/4/13	85354	233.01	10-1700-323-15-22
065310583309	26082540464U		MAINTENANCE GASOLINE	1004		10/4/13	85354	1,866.22	20-2540-464-08-10
065310583309	260725404641		DISTRIB TRK GASOLINE	1004		10/4/13	85354	72.57	20-2540-464-07-01
065310583309	16242563464U		LUNCH PROG DIST GASOLINE	1004		10/4/13	85354	582.20	10-2563-464-24-10
							Total	3,253.44	
9029057	26082540410T	THE HOME DEPOT	BOX FANS	1004		10/4/13	85355	64.45	20-2540-410-08-30
6029374	26082540410C		BOX FANS	1004		10/4/13	85355	64.45	20-2540-410-08-21
28969	26082540411G		HS ATH MAINT SUPPLIES	1004		10/4/13	85355	14.14	20-2540-411-08-22
							Total	143.04	
SOCCER	16451501311G	ADAMS, JOHN	CHS FR SOCCER OFFICIAL	1007		10/7/13	85356	40.00	10-1501-311-45-22

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							Total	40.00	
CROSS COUNTRY	16451501311G	ARNOLD, CHRIS	CHS CROSS COUNTRY OFFICIAL	1007		10/7/13	85357	325.00	10-1501-311-45-22
CROSS COUNTRY	16461501311G		CHS CROSS COUNTRY OFFICIAL	1007		10/7/13	85357	325.00	10-1501-311-46-22
							Total	650.00	
SOCCER	16451501311G	BOLTON, PHILIP	CHS FR SOCCER OFFICIAL	1007		10/7/13	85358	40.00	10-1501-311-45-22
							Total	40.00	
SOCCER	16451501311G	BOUC, JOHN	CHS SOCCER OFFICIAL	1007		10/7/13	85359	85.00	10-1501-311-45-22
							Total	85.00	
FOOTBALL	16451501311G	BROWN, GREG	CHS V FOOTBALL OFFICIAL	1007		10/7/13	85360	70.00	10-1501-311-45-22
							Total	70.00	
VOLLEYBALL	16461501311G	BROWN, WILLIE	CHS VOLLEYALL OFFICIAL	1007		10/7/13	85361	125.00	10-1501-311-46-22
							Total	125.00	
VOLLEYBALL	16461501311G	CELISTAN, JOHN	Void CHS VOLLEYBALL OFFICIAL	1007		10/7/13	85362	125.00	10-1501-311-46-22
							Total	125.00	
SOCCER	16451501311G	CLOINS, SCOTT	CHS JV SOCCER OFFICIAL	1007		10/7/13	85363	55.00	10-1501-311-45-22
							Total	55.00	
GRUBERHUSTER	16022210332U	COLLINSVILLE HIGH SCHOOL IHSCDEA ME	DRIVERS ED CONF REG	1007		10/7/13	85364	65.00	10-2210-332-02-10
HOLLINGSHEAD	16022210332U		DRIVERS ED CONF REG	1007		10/7/13	85364	65.00	10-2210-332-02-10
							Total	130.00	
REFUND	16212130410U	COLLINSVILLE UNIT 10 TRUST & AGENCY	SCHOOL SPECIALTY ORDER	1007		10/7/13	85365	257.36	10-2130-410-21-10
							Total	257.36	
VOLLEYBALL	16461501311G	DINGES, BRIAN	CHS VOLLEYBALL OFFICIAL	1007		10/7/13	85366	100.00	10-1501-311-46-22
							Total	100.00	
FOOTBALL	16451501311G	GRAY, JASON	CHS V FOOTBALL OFFICIAL	1007		10/7/13	85367	70.00	10-1501-311-45-22
							Total	70.00	
SOCCER	16451501311G	HUSTON, RICHARD	CHS FR SOCCER OFFICIAL	1007		10/7/13	85368	40.00	10-1501-311-45-22
							Total	40.00	
REIMBURSE	16212210332U	KIMBRELL, ANGIE	IASN CONFERENCE	1007		10/7/13	85369	100.00	10-2210-332-21-10
							Total	100.00	
VOLLEYBALL	16461501311G	LUEHMANN, TIM	Void CHS VOLLEYBALL OFFICIAL	1007		10/7/13	85370	125.00	10-1501-311-46-22
							Total	125.00	

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81455590	16722210332U	MARRIOTT HOTEL & CONFERENCE CENTE	PROF TRAVEL HOTEL ROOM	1007		10/7/13	85371	266.56	10-2210-332-72-10
							Total	266.56	
FOOTBALL	16451501311G	MARSHALL, MIKE	Void CHS V FOOTBALL OFFICIAL	1007		10/7/13	85372	70.00	10-1501-311-45-22
							Total	70.00	
VOLLEYBALL	16461501311G	MAULLER, PAT	CHS VOLLEYBALL OFFICIAL	1007		10/7/13	85373	100.00	10-1501-311-46-22
							Total	100.00	
FOOTBALL	16451501311G	MORRISEY, JIM	CHS V FOOTBALL OFFICIAL	1007		10/7/13	85374	70.00	10-1501-311-45-22
							Total	70.00	
SOCCER	16451501311G	PIROSKA, ALEX	CHS FR SOCCER OFFICIAL	1007		10/7/13	85375	40.00	10-1501-311-45-22
							Total	40.00	
VOLLEYBALL	16461501311G	PROFITT, PAUL	CHS VOLLEYBALL OFFICIAL	1007		10/7/13	85376	125.00	10-1501-311-46-22
							Total	125.00	
REQUEST	14151970000G	RAVANELLIS RESTAURANT	Void DRIVER ED ASSOC CONF FOOD	1007		10/7/13	85377	121.09	10-1970-15-00
REQUEST	14151970000G		Void PROF CONF FOOD	1007		10/7/13	85377	74.50	10-1970-15-00
							Total	195.59	
CROSS COUNTRY	16451501311G	SKIRBALL, RICHARD	CHS CROSS COUNTRY OFFICIAL	1007		10/7/13	85378	37.50	10-1501-311-45-22
CROSS COUNTRY	16461501311G		CHS CROSS COUNTRY OFFICIAL	1007		10/7/13	85378	37.50	10-1501-311-46-22
							Total	75.00	
4014541	26082540410I	THE HOME DEPOT	MAINT SUPPLIES CIS	1007		10/7/13	85379	31.71	20-2540-410-08-33
5014351	26082540410I		MAINT SUPPLIES CIS	1007		10/7/13	85379	19.25	20-2540-410-08-33
2020203	26082540410G		MAINT SUPPLIES HS	1007		10/7/13	85379	2.35	20-2540-410-08-22
2170210	26082540410M		MAINT SUPPLIES MARYVILLE	1007		10/7/13	85379	17.07	20-2540-410-08-26
8020770	26082540411G		HS ATH MAINT SUPPLIES	1007		10/7/13	85379	24.97	20-2540-411-08-22
7010507	260825404101		MAINT SUPPLIES ADMIN BLDG	1007		10/7/13	85379	14.70	20-2540-410-08-01
2011574	26082540411G		HS ATH MAINT SUPPLIES	1007		10/7/13	85379	2.20	20-2540-411-08-22
2011617	26082540410N		MAINT SUPPLIES MS	1007		10/7/13	85379	21.79	20-2540-410-08-27
2011535	26082540410I		MAINT SUPPLIES CIS	1007		10/7/13	85379	26.93	20-2540-410-08-33
2011529	26082540411G		HS ATH MAINT SUPPLIES	1007		10/7/13	85379	2.20	20-2540-411-08-22
12086	26082540410G		MAINT SUPPLIES HS	1007		10/7/13	85379	215.54	20-2540-410-08-22
9012413	26082540410H		MAINT SUPPLIES HOLLY HGHTS	1007		10/7/13	85379	23.50	20-2540-410-08-23
5013162	26082540410G		MAINT SUPPLIES HS	1007		10/7/13	85379	3.88	20-2540-410-08-22

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5013160	26082540410G		MAINT SUPPLIES HS	1007		10/7/13	85379	14.67	20-2540-410-08-22
4013573	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/13	85379	4.25	20-2540-410-08-10
3172801	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/13	85379	(4.25)	20-2540-410-08-10
3172794	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/13	85379	(4.25)	20-2540-410-08-10
3022423	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/13	85379	4.25	20-2540-410-08-10
3022441	26082540410R		MAINT SUPPLIES RENFRO	1007		10/7/13	85379	8.49	20-2540-410-08-28
2571451	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/13	85379	24.97	20-2540-410-08-10
							Total	454.22	
FOOTBALL	16451501311G	UNVERZAGT, JASON	CHS V FOOTBALL OFFICIAL	1007		10/7/13	85380	70.00	10-1501-311-45-22
							Total	70.00	
SOCCER	16451501311G	WUELLNER, KURT	CHS JV SOCCER OFFICIAL	1007		10/7/13	85381	85.00	10-1501-311-45-22
							Total	85.00	
REQUEST	14151970000G	KRUTA BAKERY	DRIVER ED CONF FOOD	1008		10/7/13	85382	74.50	10-1970-15-00
							Total	74.50	
REQUEST	14151970000G	RAVANELLIS RESTAURANT	DRIVER ED CONF FOOD	1008		10/7/13	85383	121.09	10-1970-15-00
							Total	121.09	
MEAL MONEY	16471500332G	HOUSHMAND, EMMA	EXP ADVANCE GIRLS TENNIS	1009		10/8/13	85384	35.00	10-1500-332-47-22
							Total	35.00	
REFUND	14241611000U	WITT, KIMBERLY	LUNCH MONEY REFUND	1009		10/8/13	85385	79.40	10-1611-24-00
							Total	79.40	
5584603214	26072540466K	AMEREN ILLINOIS	ELECTRICITY KREITNER	1010		10/10/13	85386	47.09	20-2540-466-07-25
0424293295	26072540466T		ELECTRICITY TWIN ECHO	1010		10/10/13	85386	64.50	20-2540-466-07-30
2916793131	26072540466I		ELECTRICITY DORRIS	1010		10/10/13	85386	32.49	20-2540-466-07-33
4113114000	26072540465R		NATURAL GAS RENFRO	1010		10/10/13	85386	1,606.21	20-2540-465-07-28
6180031212	260725404661		ELECTRICITY ADMIN BLDG & ANNEX	1010		10/10/13	85386	667.14	20-2540-466-07-01
6180031212	260725404651		NATURAL GAS ADMIN BLDG	1010		10/10/13	85386	86.73	20-2540-465-07-01
6860139005	26072540465G		NATURAL GAS HIGH SCHOOL	1010		10/10/13	85386	462.84	20-2540-465-07-22
6830294009	26072540465N		NATURAL GAS MS	1010		10/10/13	85386	318.18	20-2540-465-07-27
9567041000	26072540465T		NATURAL GAS TWIN ECHO	1010		10/10/13	85386	74.22	20-2540-465-07-30
8808982000	26072540465J		NATURAL GAS JEFFERSON	1010		10/10/13	85386	78.93	20-2540-465-07-24
6621334004	260725404651		NATURAL GAS ADMIN BLDG	1010		10/10/13	85386	75.71	20-2540-465-07-01

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3448510573	26072540466K		ELECTRICITY KREITNER	1010		10/10/13	85386	83.41	20-2540-466-07-25
2756232005	26072540465K		NATURAL GAS KREITNER	1010		10/10/13	85386	111.13	20-2540-465-07-25
							Total	3,708.58	
6183454723	26072540340U	AT&T	TELEPHONE CHARGES	1010		10/10/13	85387	29.47	20-2540-340-07-10
6183453422	26072540340U		TELEPHONE CHARGES	1010		10/10/13	85387	62.43	20-2540-340-07-10
6183451491	26072540340U		TELEPHONE CHARGES	1010		10/10/13	85387	29.42	20-2540-340-07-10
							Total	121.32	
817117658	26072540340U	AT&T LONG DISTANCE	TELEPHONE CHARGES	1010		10/10/13	85388	643.70	20-2540-340-07-10
857476594	26072540340U		TELEPHONE CHARGES	1010		10/10/13	85388	3.67	20-2540-340-07-10
857476594	26072540340U		TELEPHONE CHARGES	1010		10/10/13	85388	0.62	20-2540-340-07-10
							Total	647.99	
S HAAKE	16212210332U	BUREAU OF EDUC & RESEARCH	WORKING WITH STUDENTS CONF	1010		10/10/13	85389	225.00	10-2210-332-21-10
MARKLAND	16212210332U		COTEACHING CONF REG	1010		10/10/13	85389	235.00	10-2210-332-21-10
							Total	460.00	
STMT	16212540540U	CASEYVILLE FENCE CO	HH FENCE WORK	1010		10/10/13	85390	2,750.00	10-2540-540-21-10
							Total	2,750.00	
834578680375	26012549323U	CHARTER COMMUNICATIONS	FIBER WAN NETWORK	1010		10/10/13	85391	5,246.31	20-2549-323-01-10
							Total	5,246.31	
MILEAGE	46122550333B	COOPER, KIM	PARENT TRANS COSTS	1010		10/10/13	85392	214.70	40-2550-333-12-20
							Total	214.70	
14258613	26012549325U	DA-COM CORP	COPIER/PRINTER COMP Oper LEASE	1010		10/10/13	85393	179.00	20-2549-325-01-10
14258614	26012549325U		COPIER/PRINTER COMP Oper LEASE	1010		10/10/13	85393	175.00	20-2549-325-01-10
14246151	26012549325U		COPIER/PRINTER COMP Oper LEASE	1010		10/10/13	85393	564.00	20-2549-325-01-10
14246150	26012549325U		COPIER/PRINTER COMP Oper LEASE	1010		10/10/13	85393	396.00	20-2549-325-01-10
14246152	26012549325U		COPIER/PRINTER COMP Oper LEASE	1010		10/10/13	85393	2,635.00	20-2549-325-01-10
							Total	3,949.00	
REFUND	14241611000U	DAVIS, CHARMELLE	SCHOOL LUNCH REFUND	1010		10/10/13	85394	65.00	10-1611-24-00
							Total	65.00	
B ANDREWS	16052210332U	GET UP & GO	BUILDING CONNECTIONS CONF	1010		10/10/13	85395	35.00	10-2210-332-05-10
							Total	35.00	

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REIMBURSE	16211220410U	HOBBS, GREG	COMPUTER MICROPHONES	1010		10/10/13	85396	131.96	10-1220-410-21-10
MILEAGE	16121220332B		HOMEBOUND MILEAGE	1010		10/10/13	85396	117.52	10-1220-332-12-20
							Total	249.48	
REIMBURSE	26082540700U	HOLLINGSHEAD, MIKE	STORAGE RACKS FOR TECH	1010		10/10/13	85397	1,169.82	20-2540-700-08-10
							Total	1,169.82	
DIMITROFF	16951400332U	ILLINOIS BUSINESS EDUCATION ASSOCIA	FALL CONF REG	1010		10/10/13	85398	175.00	10-1400-332-95-10
							Total	175.00	
A FREY	16052210332U	ILLINOIS PRINCIPALS ASSN	IPA CONF REG	1010		10/10/13	85399	154.00	10-2210-332-05-10
							Total	154.00	
HUBBLE	16052210332U	INSTITUTE FOR EDUCATIONAL DEVELOPM	WHATS NEW IN THRID GRADE CONF	1010		10/10/13	85400	229.00	10-2210-332-05-10
C JOSIAS	16052210332U		WHATS NEW IN THRID GRADE CONF	1010		10/10/13	85400	229.00	10-2210-332-05-10
							Total	458.00	
REIMBURSE	26082540700U	KOSBERG, ANDY	PARTS FOR REPAIR	1010		10/10/13	85401	361.85	20-2540-700-08-10
							Total	361.85	
0624740001	26072540370M	MARYVILLE WATER DEPARTMENT	WATER/SEWER MARYVILLE	1010		10/10/13	85402	427.82	20-2540-370-07-26
0624740002	26072540370M		WATER/SEWER MARYVILLE	1010		10/10/13	85402	1,040.33	20-2540-370-07-26
							Total	1,468.15	
STMT	86012310388B	MISSVIC	MISS VIC PKG COVERAGE	1010		10/10/13	85403	1,037,859.00	80-2364-388-01-20
							Total	1,037,859.00	
FOOTBALL	16451501311G	MODARELLI, MIKE	CHS V FOOTBALL OFFICIAL	1010		10/10/13	85404	70.00	10-1501-311-45-22
							Total	70.00	
GREEN FEES	16471500640U	PIPER GLENN GOLF COURSE	GIRLS GOLF GREEN FEES	1010		10/10/13	85405	70.00	10-1500-640-47-10
							Total	70.00	
3-0004	16212130310U	REA, SHERRY	OCCUP THERAPY SERVICES	1010		10/10/13	85406	1,288.00	10-2130-310-21-10
							Total	1,288.00	
VOLLEYBALL	16461501311G	REEVES, ANTHONY	Void CHS VOLLEYBALL OFFICIAL	1010		10/10/13	85407	125.00	10-1501-311-46-22
							Total	125.00	
EXP ADV	16471500332G	THOMAS, BRUCE	GIRLS GOLF MEAL MONEY	1010		10/10/13	85408	50.00	10-1500-332-47-22
							Total	50.00	
GIRLS GOLF	16471500640U	TIMBERLAKE GOLF COURSE	REGIONAL GREENS FEES	1010		10/10/13	85409	168.00	10-1500-640-47-10

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							Total	168.00	
CROSS COUNTRY	16471500640U	CARRIEL JR HIGH SCHOOL	CC MEET ENTRY FEE	1015		10/15/13	85410	60.00	10-1500-640-47-10
							Total	60.00	
Y2TT9	16212210332U	HILTON CHICAGO	HARGETT/OSABEN ROOM	1015		10/15/13	85411	838.08	10-2210-332-21-10
							Total	838.08	
SPRENGER	16052210332U	ILLINOIS AREA TITLE DIR	WINTER CONF REG	1015		10/15/13	85412	60.00	10-2210-332-05-10
DIGIROLAMO	16052210332U		WINTER CONF REG	1015		10/15/13	85412	60.00	10-2210-332-05-10
							Total	120.00	
REQUEST	16141120640N	ILMEA DISTRICT 6	IMEA DISTRICT AUDITIONS	1015		10/15/13	85413	162.00	10-1120-640-14-27
							Total	162.00	
843518	26072540700U	INDUSTRIAL SOAP CO	TASKFORCE WET DRY VAC	1015		10/15/13	85414	677.75	20-2540-700-07-10
							Total	677.75	
VOLLEYBALL	16461501311G	MICKELSON, MIKE	CHS GIRLS VOLLEYBALL OFFICIAL	1015		10/15/13	85415	125.00	10-1501-311-46-22
							Total	125.00	
EXP ADV	16471500332G	MUNOZ, DANIEL	GOLF MEAL MONEY	1015		10/15/13	85416	201.00	10-1500-332-47-22
							Total	201.00	
12293300	26082540411G	O.K. FASTENERS INC	DRILL BIT	1015		10/15/13	85417	70.60	20-2540-411-08-22
							Total	70.60	
CROSS COUNTRY	16471500640U	TRIAD MIDDLE SCHOOL	CROSS COUNTRY ENTRY FEE	1015		10/15/13	85418	40.00	10-1500-640-47-10
							Total	40.00	
REQUEST	16053300410U	WARD, JENNIFER	SES PROVIDER FAIRS	1015		10/15/13	85419	500.00	10-3300-410-05-10
							Total	500.00	
A WALKER	16212210332U	WYNDHAM LISLE-CHICAGO HOTEL	IASSW CONF REG	1015		10/15/13	85420	219.78	10-2210-332-21-10
							Total	219.78	
0483929006	26072540465M	AMEREN ILLINOIS	NATURAL GAS MARYVILLE	1017		10/18/13	85445	74.22	20-2540-465-07-26
5468217450	26072540466M		ELECTRICITY MARYVILLE	1017		10/18/13	85445	46.66	20-2540-466-07-26
7944225617	26072540466I		ELECTRICITY DORRIS	1017		10/18/13	85445	16.81	20-2540-466-07-33
7944225617	26072540465I		NATURAL GAS DORRIS	1017		10/18/13	85445	250.71	20-2540-465-07-33
							Total	388.40	
REIMBURSE	16722210332U	BEDNARA, CYNTHIA	ITEC CONF EXPENSES	1017		10/18/13	85446	237.51	10-2210-332-72-10
							Total	237.51	

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REQUEST	26082540410U	CARDMEMBER SERVICES	SLOAN IMPLEMENT	1017		10/18/13	85447	108.98 20-2540-410-08-10
REQUEST	26082540410U		SLOAN IMPLEMENT	1017		10/18/13	85447	363.40 20-2540-410-08-10
REQUEST	16012310330B		BERTS CHUCKWAGON	1017		10/18/13	85447	75.32 10-2310-330-01-20
REQUEST	16012310410B		AMAZON	1017		10/18/13	85447	21.45 10-2310-410-01-20
REQUEST	160225104401		WALL STREET JOURNAL	1017		10/18/13	85447	26.99 10-2510-440-02-01
REQUEST	16471500410G		CDI CORP	1017		10/18/13	85447	39.67 10-1500-410-47-22
REQUEST	160411104114		ABEBOOKS	1017	301731	10/18/13	85447	8.92 10-1110-411-04-04
REQUEST	160411104114		ABEBOOKS	1017	301731	10/18/13	85447	12.50 10-1110-411-04-04
REQUEST	160411104114		ABEBOOKS	1017	301731	10/18/13	85447	12.43 10-1110-411-04-04
REQUEST	16932660410U		AMAZON	1017		10/18/13	85447	58.00 10-2660-410-93-10
REQUEST	16932660410U		NEWEGG	1017		10/18/13	85447	163.80 10-2660-410-93-10
REQUEST	16131130410G		WRESTLING CENTRAL	1017	88131411	10/18/13	85447	103.95 10-1130-410-13-22
REQUEST	160226423321		ILL ASSOC OF SCHOOL	1017		10/18/13	85447	50.00 10-2642-332-02-01
REQUEST	160226423321		ILL ASSOC OF SCHOOL	1017		10/18/13	85447	50.00 10-2642-332-02-01
REQUEST	160226423321		IL ASSOC OF SCHOOL	1017		10/18/13	85447	544.00 10-2642-332-02-01
REQUEST	16451501311G		SCHEDULE STAR	1017		10/18/13	85447	350.00 10-1501-311-45-22
REQUEST	16451500332G		GOLDEN CORRAL	1017		10/18/13	85447	35.28 10-1500-332-45-22
REQUEST	16451500332G		SHOP N SAVE	1017		10/18/13	85447	34.87 10-1500-332-45-22
							Total	2,059.56
REIMBURSE	160226423321	CARPENTER, KELLY	IASA CONF EXP	1017		10/18/13	85448	288.15 10-2642-332-02-01
							Total	288.15
1918000000	26072540370X	CITY OF COLLINSVILLE	WATER & SEWER WEBSTER	1017		10/18/13	85449	2,957.67 20-2540-370-07-31
1294000000	26072540370S		WATER & SEWER SUMMIT	1017		10/18/13	85449	155.32 20-2540-370-07-29
2694000000	260725403701		WATER & SEWER ADMIN	1017		10/18/13	85449	291.21 20-2540-370-07-01
3635030100	260725403701		WATER & SEWER ADMIN	1017		10/18/13	85449	135.92 20-2540-370-07-01
2729000000	260725403701		WATER & SEWER ADMIN	1017		10/18/13	85449	355.80 20-2540-370-07-01
							Total	3,895.92
43827	161226203231	COMMERCIAL TELEPHONE SYSTEMS	TELEPHONE REPAIR	1017		10/18/13	85450	140.00 10-2620-323-12-01
							Total	140.00
MILEAGE	46122550333B	COOPER, KIM	PARENT TRANSPORTATION COST	1017		10/18/13	85451	214.70 40-2550-333-12-20

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							Total	214.70	
14280376	26012549325U	DACOM CORPORATION	COPIER/PRINTER COMP Oper LEASE	1017		10/18/13	85452	240.00	20-2549-325-01-10
							Total	240.00	
REIMBURSE	16052210332U	HETH, ANNETTE	FLUENCY CONF EXP	1017		10/18/13	85453	18.96	10-2210-332-05-10
							Total	18.96	
VOLLEYBALL	16461501311G	HILL III, PERRY	VOLLEYBALL OFFICIAL	1017		10/18/13	85454	125.00	10-1501-311-46-22
							Total	125.00	
69098379	16212210332U	HOLIDAY INN EFFINGHAM	HOTEL ROOM	1017		10/18/13	85455	175.82	10-2210-332-21-10
							Total	175.82	
FOOTBALL	16451501311G	JONES, ROBERT	CHS FOOTBALL OFFICIAL	1017		10/18/13	85456	100.00	10-1501-311-45-22
							Total	100.00	
REIMBURSE	16052210332U	LAUENSTEIN, STACEY	ELA CONF EXP	1017		10/18/13	85457	12.66	10-2210-332-05-10
							Total	12.66	
REIMBURSE	16052210332U	MILLION, TERRY	REBELS WITH APPLAUSE CONF EXP	1017		10/18/13	85458	79.10	10-2210-332-05-10
							Total	79.10	
REIMBURSE	16052210332U	MOODY, DONNA	FLUENCY CONF EXP	1017		10/18/13	85459	22.65	10-2210-332-05-10
							Total	22.65	
3-0005	16212130310U	REA, SHERRY	OCCUPATIONAL THERAPY SERVICES	1018		10/18/13	85460	1,288.00	10-2130-310-21-10
							Total	1,288.00	
D TURNER	16932660332U	REGIONAL SUPERINTENDENT	TECHNOLOGY Prof TRAVEL	1017		10/18/13	85461	170.00	10-2660-332-93-10
							Total	170.00	
36275	16932660310U	RELIANCE COMMUNICATIONS. INC.	SCHOOL MESSENGER	1017		10/18/13	85462	9,867.00	10-2660-310-93-10
							Total	9,867.00	
REQUEST	16451501311G	SOUTHWESTERN CONFERENCE	INDEPENDENT CONTRACTOR ISSUE RE	1017		10/18/13	85463	336.88	10-1501-311-45-22
							Total	336.88	
D10091H	46012550333U	TROPIANO TRANSPORTATION	Regular/Homeless Non FS	1018		10/18/13	85464	9,447.00	40-2550-333-01-10
							Total	9,447.00	
6183430982	26072540340U	AT&T	TELEPHONE CHARGES	1023		10/23/13	85729	38.82	20-2540-340-07-10
6183432679	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	83.77	20-2540-340-07-10
6183432755	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	116.97	20-2540-340-07-10
6183432747	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	121.27	20-2540-340-07-10

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6183432748	26072540340U	AT&T	TELEPHONE CHARGES	1023		10/23/13	85729	314.19	20-2540-340-07-10
6183432743	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	229.49	20-2540-340-07-10
6183432750	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	232.27	20-2540-340-07-10
6183466265	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	285.70	20-2540-340-07-10
6183432760	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	255.78	20-2540-340-07-10
6183432599	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	264.08	20-2540-340-07-10
6183432769	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	466.77	20-2540-340-07-10
6183432556	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	1,705.38	20-2540-340-07-10
6183460879	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	55.85	20-2540-340-07-10
6183466301	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	693.33	20-2540-340-07-10
618346650	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	806.85	20-2540-340-07-10
6183466208	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	213.54	20-2540-340-07-10
6183466377	26072540340U		TELEPHONE CHARGES	1023		10/23/13	85729	213.54	20-2540-340-07-10
							Total	6,097.60	
F FOOTBALL	16451501311G	BARNARD, MATT	CHS F FOOTBALL OFFICIAL	1023		10/23/13	85730	100.00	10-1501-311-45-22
							Total	100.00	
3432	66012540542U	BOHNENSTIEHL TRUCKING INC	Admin Annex: concrete, parking	1023		10/23/13	85731	1,723.97	60-2540-542-01-10
							Total	1,723.97	
K KALOUS	16212210332U	BUREAU OF EDUC & RESEARCH	BEST NEW BOOKS CONF REG	1023		10/23/13	85732	235.00	10-2210-332-21-10
R DETTMERS	16212210332U		BEST NEW BOOKS CONF REG	1023		10/23/13	85732	235.00	10-2210-332-21-10
C WEEKS	16212210332U		BEST NEW BOOKS CONF REG	1023		10/23/13	85732	235.00	10-2210-332-21-10
S MANNING	16212210332U		DIFFIDULT STUDENTS CONF	1023		10/23/13	85732	225.00	10-2210-332-21-10
D ALLEY	16212210332U		IMPROVING OT EFFECTIVENESS CONF	1023		10/23/13	85732	229.00	10-2210-332-21-10
S REA	16212210332U		IMPROVING OT EFFECTIVENESS CONF	1023		10/23/13	85732	229.00	10-2210-332-21-10
D ALLEY	16212210332U		IMPROVING OT EFFECTIVENESS CONF	1023		10/23/13	85732	229.00	10-2210-332-21-10
S PIFFNER	16212210332U		CO TEACHING SEMINAR	1023		10/23/13	85732	235.00	10-2210-332-21-10
B FULLMER	16212210332U		CO TEACHING SEMINAR	1023		10/23/13	85732	235.00	10-2210-332-21-10
							Total	2,087.00	
F FOOTBALL	16451501311G	BURKHART, MATT	CHS F FOOTBALL OFFICIAL	1023		10/23/13	85733	100.00	10-1501-311-45-22
							Total	100.00	
3022007500	26072540370C	CASEYVILLE WATER DEPT	WATER & SEWER CASEYVILLE	1023		10/23/13	85734	241.61	20-2540-370-07-21

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4016572100	26072540370H		WATER/SEWER HOLLY HGTS	1023		10/23/13	85734	78.56	20-2540-370-07-23
3022005000	26072540370C		WATER & SEWER CASEYVILLE	1023		10/23/13	85734	277.97	20-2540-370-07-21
							Total	598.14	
83457820200471	26012549323U	CHARTER COMMUNICATIONS	FIBER WAN NETWORK	1023		10/23/13	85735	115.00	20-2549-323-01-10
							Total	115.00	
M ROBBINS	16212210332U	CMI EDUCATION INSTITUTE INC.	YOGA AND MINDFULNESS CONF REG	1023		10/23/13	85736	189.99	10-2210-332-21-10
R BARTZ	16212210332U		YOGA AND MINDFULLNESS CONF REG	1023		10/23/13	85736	189.99	10-2210-332-21-10
							Total	379.98	
MILEAGE	46122550333B	COOPER, KIM	SPEC ED PARENT MILEAGE	1023		10/23/13	85737	214.70	40-2550-333-12-20
							Total	214.70	
60466115	16932660332U	CROWNE PLAZA HOTEL	HOTEL ROOM FOR CONF	1023		10/23/13	85738	98.56	10-2660-332-93-10
							Total	98.56	
14333550	26012549325U	DA-COM CORP	TOSHIBA COPIER	1023		10/23/13	85739	144.73	20-2549-325-01-10
14333551	26012549325U		LANIER COPIER	1023		10/23/13	85739	193.00	20-2549-325-01-10
14320514	26012549325U		LANIER COPIERS	1023		10/23/13	85739	179.00	20-2549-325-01-10
14320513	26012549325U		LANIER COPIERS	1023		10/23/13	85739	179.00	20-2549-325-01-10
							Total	695.73	
EXP ADV	16471500332G	FRERKER, DARRYL	MEAL MONEY CROSS COUNTRY	1023		10/23/13	85740	65.00	10-1500-332-47-22
							Total	65.00	
023666865164	16282220410G	GECRB/AMAZON	30 DAYS SEASON	1023	88131411	10/23/13	85741	15.97	10-2220-410-28-22
216867175226	16051250410U		DONT DANCE	1023	5001735	10/23/13	85741	17.21	10-1250-410-05-10
							Total	33.18	
REQUEST	16141120640N	IMEA STATE OFFICE	IMEA DISTRICT VI NOMINEES	1023		10/23/13	85742	140.00	10-1120-640-14-27
							Total	140.00	
C REEVES	16212210332U	INSTITUTE FOR EDUCATIONAL DEVELOPM	GOOGLE TOOLS CONF	1023		10/23/13	85743	229.00	10-2210-332-21-10
							Total	229.00	
J38488	26082540410U	JOHN DEERE FINANCIAL	PURCHASE FASTENERS	1023		10/23/13	85744	13.56	20-2540-410-08-10
							Total	13.56	
14901	96022535323U	L & K FIRE PROTECTION	CMS SPRINKLERS	1023		10/23/13	85745	794.84	90-2535-323-02-10
							Total	794.84	
R GREEN	16764190332U	MADISON COUNTY ROE	COMMON CORE SHIFTS CONF	1023		10/23/13	85746	100.00	10-4190-332-76-10

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							Total	100.00	
VOLLEYBALL	16461501311G	MAUE, BARBARA	CHS VOLLEYBALL OFFICIAL	1023		10/23/13	85747	65.00	10-1501-311-46-22
							Total	65.00	
VOLLEYBALL	16461501311G	MAULLER, PAT	CHS VOLLEYBALL OFFICIAL	1023		10/23/13	85748	40.00	10-1501-311-46-22
							Total	40.00	
9220075000	26072540370C	METRO EAST SANITARY DIST	WATER & SEWER CASEYVILLE	1023		10/23/13	85749	155.52	20-2540-370-07-21
9220050000	26072540370C		WATER & SEWER CASEYVILLE	1023		10/23/13	85749	184.41	20-2540-370-07-21
							Total	339.93	
1ST CLASS	160225243401	POSTMASTER	CMS POSTAGE	1023		10/23/13	85750	370.00	10-2524-340-02-01
							Total	370.00	
B FRIERDICH	16212210332U	PYRAMID EDUCATIONAL CONSULTANTS IN	PECS LEVEL 1 TRAINING	1023		10/23/13	85751	395.00	10-2210-332-21-10
							Total	395.00	
F FOOTBALL	16451501311G	SMITH, REGGIE	CHS F FOOTBALL OFFICIAL	1023		10/23/13	85752	100.00	10-1501-311-45-22
							Total	100.00	
DEPOSIT	16762210314U	SOLUTION TREE	JAN 17 SPEAKER	1023	301728	10/23/13	85753	1,300.00	10-2210-314-76-10
							Total	1,300.00	
VOLLEYBALL	16461501311G	TOENJES, JEFF	CHS VOLLEYBALL OFFICIAL	1023		10/23/13	85754	65.00	10-1501-311-46-22
							Total	65.00	
F FOOTBALL	16451501311G	WHITE, SEAN	CHS F FOOTBALL OFFICIAL	1023		10/23/13	85755	100.00	10-1501-311-45-22
							Total	100.00	
80447274	16461500332G	HAMPTON INN	VOLLEYBALL	1024		10/24/13	85759	750.12	10-1500-332-46-22
							Total	750.12	
EXP ADV	16461500332G	PLAGEMANN, TRACY	MEAL MONEY VOLLEYBALL	1024		10/24/13	85760	408.00	10-1500-332-46-22
							Total	408.00	
K BASUEL	16052210332U	BUREAU OF EDUC & RESEARCH	COMMON CORE CONF REG	1025		10/24/13	85765	229.00	10-2210-332-05-10
C SCHUHARDT	16052210332U		COMMON CORE CONF REG	1025		10/24/13	85765	229.00	10-2210-332-05-10
S PROTT	16212210332U		CHILDRENS LIT CONF REG	1025		10/24/13	85765	235.00	10-2210-332-21-10
R DETTMERS	16212210332U		IPAD APPS CONF REG	1025		10/24/13	85765	229.00	10-2210-332-21-10
							Total	922.00	
D JUELFS	16212210332U	CMI EDUCATION INSTITUTE INC.	YOGA AND MINDFULLNESS	1025		10/24/13	85766	189.00	10-2210-332-21-10

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A SUESS	16212210332U	CMI EDUCATION INSTITUTE INC.	YOGA AND MINDFULLNESS	1025		10/24/13	85766	189.00	10-2210-332-21-10
							Total	378.00	
J PILCHER	16052210332U	GET UP AND GO	HEALTHY BODY MINDS CONF REG	1025		10/24/13	85767	35.00	10-2210-332-05-10
							Total	35.00	
REQUEST	16012310310B	ILLINOIS ASSN OF SCHOOL BOARDS	BOARDBOOK FEES NOV-DEC	1025		10/24/13	85768	335.00	10-2310-310-01-20
							Total	335.00	
VOLLEYBALL	16461501311G	TOENJES, CATHY	IHSA VOLLEYBALL REGIONAL	1025		10/24/13	85769	57.50	10-1501-311-46-22
							Total	57.50	
VOLLEYBALL	16461501311G	TOENJES, CATHY	IHSA VOLLEYBALL REGIONAL	1025		10/24/13	85770	115.00	10-1501-311-46-22
							Total	115.00	
VOLLEYBALL	16461501311G	TOENJES, CATHY	IHSA VOLLEYBALL REGIONAL	1025		10/24/13	85771	57.50	10-1501-311-46-22
							Total	57.50	
M HERNANDEZ	16662210332U	UNIVERSITY OF MISSOURI	MELL CONF REG	1025		10/24/13	85772	350.00	10-2210-332-66-10
J REESE	16662210332U		MELL CONF REG	1025		10/24/13	85772	350.00	10-2210-332-66-10
M RICHARDSON	16662210332U		MELL CONF	1025		10/24/13	85772	350.00	10-2210-332-66-10
L GRANADOS	16662210332U		MELL CONF REG	1025		10/24/13	85772	350.00	10-2210-332-66-10
							Total	1,400.00	
VOLLEYBALL	16461501311G	WOOD, WILLIAM	IHSA VOLLEYBALL REGIONAL	1025		10/24/13	85773	57.50	10-1501-311-46-22
							Total	57.50	
VOLLEYBALL	16461501311G	WOOD, WILLIAM	IHSA VOLLEYBALL REGIONAL	1025		10/24/13	85774	115.00	10-1501-311-46-22
							Total	115.00	
VOLLEYBALL	16461501311G	WOOD, WILLIAM	IHSA VOLLEYBALL REGIONAL	1025		10/24/13	85775	57.50	10-1501-311-46-22
							Total	57.50	
9540416335	26072540466X	AMEREN ILLINOIS	ELECTRICITY WEBSTER	1028		10/28/13	85776	17.61	20-2540-466-07-31
							Total	17.61	
79040	16763700332U	ASCI	CCA REGISTRATION	1028		10/28/13	85777	336.00	10-3700-332-76-10
							Total	336.00	
1230940	46142550332G	COMFORT SUITES INDIANAPOLIS	GRAND NATIONALS HOTEL ROOMS	1028		10/28/13	85778	6,224.40	40-2550-332-14-22
							Total	6,224.40	
BOYS SOCCER	16451501311G	COOPER, LARRY	IHSA 1A SOCCER SUPER SECT	1028		10/28/13	85779	97.00	10-1501-311-45-22

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							Total	97.00	
REFUND	14241611000U	GRIES, DARIN	LUNCH REFUND	1028		10/28/13	85780	25.80	10-1611-24-00
							Total	25.80	
CROSS COUNTRY	16471500640U	HIGHLAND MIDDLE SCHOOL	CMS CROSS COUNTRY ENTRY FEE	1028		10/28/13	85781	50.00	10-1500-640-47-10
							Total	50.00	
MEMBERSHIPS	14151970000G	IHSCDEA	MEMBERSHIP FROM REGION #9	1028		10/28/13	85782	1,380.00	10-1970-15-00
							Total	1,380.00	
BASKETBALL	16461501311N	KREIG, KARL	CMS GIRLS BB OFFICIAL	1028		10/28/13	85783	70.00	10-1501-311-46-27
							Total	70.00	
BOYS SOCCER	16451501311G	MARCONI, PAUL	IHSA 1A SOCCER SUPER SECT	1028		10/28/13	85784	97.00	10-1501-311-45-22
							Total	97.00	
BASKETBALL	16461501311N	RATHERT, CHARLES	CMS GIRLS BASKETBALL	1028		10/28/13	85785	70.00	10-1501-311-46-27
							Total	70.00	
BOYS SOCCER	16451501311G	STOUT, JIM	IHSA 1A SUPER SECTIONALS	1028		10/28/13	85786	97.00	10-1501-311-45-22
							Total	97.00	
REQUEST	16491130333G	TSA	TEAMS COMPETITION REGISTRATION	1028		10/28/13	85787	580.00	10-1130-333-49-22
							Total	580.00	
REQUEST	16491130333G	UNIVERSITY OF ILLINOIS	WYSE ACADEMIC CHALLENGE REGISTF	1028		10/28/13	85788	332.00	10-1130-333-49-22
							Total	332.00	
4894000000	26072540370I	CITY OF COLLINSVILLE	WATER & SEWER CIS	1029		10/29/13	85789	2,691.54	20-2540-370-07-33
486901000	26072540370R		WATER & SEWER RENFRO	1029		10/29/13	85789	911.00	20-2540-370-07-28
							Total	3,602.54	
31549763	26072540322U	CLEAN THE UNIFORM COMPANY	DUST MOP TREATMENT	1029		10/29/13	85790	19.92	20-2540-322-07-10
31538010	26072540322U		DUST MOP TREATMENT	1029		10/29/13	85790	125.22	20-2540-322-07-10
31534092	26072540322U		DUST MOP TREATMENT	1029		10/29/13	85790	(38.70)	20-2540-322-07-10
							Total	106.44	
MILEAGE	46122550333B	COOPER, KIM	PARENT TRANSPORTATION COST	1029		10/29/13	85791	214.70	40-2550-333-12-20
							Total	214.70	
MJ128826	16211220410U	DYNAVOX MAYER-JOHNSON	POCKET TIMER	1029	214183	10/29/13	85792	3.99	10-1220-410-21-10
							Total	3.99	
A FREY	16052210332U	FREY, ANGIE	IPA CONFERENCE	1029		10/29/13	85793	590.40	10-2210-332-05-10

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							Total	590.40	
REINHARDT	16052210332U	GET UP & GO	HEALTH POLICY SUMMIT	1029		10/29/13	85794	35.00	10-2210-332-05-10
							Total	35.00	
REIMBURSE	16471500332G	HOUSHMAND, EMMA	GIRLS TENNIS EXPENSES	1029		10/29/13	85795	647.92	10-1500-332-47-22
							Total	647.92	
REQUEST	16141130640G	ILMEA STATE OFFICE	ILMEA DISTRICT ENTRY FEES	1029		10/29/13	85796	620.00	10-1130-640-14-22
							Total	620.00	
S FLYNN	16052210332U	IRC	MEMBERSHIP FEE AND REGISTRATION	1029		10/29/13	85797	317.00	10-2210-332-05-10
							Total	317.00	
041823	16951448410G	LICKENBROCK & SONS	ROLLED SHEETS	1029		10/29/13	85798	576.40	10-1448-410-95-22
							Total	576.40	
T DAWSON	16052210332U	MADISON COUNTY ROE	NEWSPAPERS IN CLASSROOM CONF	1029		10/29/13	85799	15.00	10-2210-332-05-10
							Total	15.00	
06046526	16951448410G	PENNSYLVANIA TOOL SALES & SERVICE	SAFETY GLASSES	1029		10/29/13	85800	118.60	10-1448-410-95-22
							Total	118.60	
1064823	16012310410B	PURITAN SPRINGS BOTTLED WATER	COOL WATER DISPENSER	1029		10/29/13	85801	39.63	10-2310-410-01-20
							Total	39.63	
J GOEKEN	16762210332U	SDE	FORMATIVE ASSESSMENT	1029		10/29/13	85802	203.00	10-2210-332-76-10
DETTMERS	16762210332U		FORMATIVE ASSESSMENT	1029		10/29/13	85802	203.00	10-2210-332-76-10
							Total	406.00	
C CRUISE	16672210332U	UNIVERSITY OF MISSOURI	MIGRANT EDUCATION CONF	1029		10/29/13	85803	175.00	10-2210-332-67-10
							Total	175.00	
001704	16212210332U	WALMART COMMUNITY BRC	CPI TRAINING	1029		10/29/13	85804	64.40	10-2210-332-21-10
000582	160225104101		FOLD TABLE	1029		10/29/13	85804	35.40	10-2510-410-02-01
001224	16022210410U		VARIETY PACK	1029		10/29/13	85804	167.72	10-2210-410-02-10
003367	16841220410G		FY14 DORS/STEP Store Supplies	1029		10/29/13	85804	107.11	10-1220-410-84-22
003368	16841220410G		FY14 DORS/STEP Store Supplies	1029		10/29/13	85804	235.00	10-1220-410-84-22
004924	16212110410U		13-14 IDEA FLO THRU SUPPLIES	1029		10/29/13	85804	367.54	10-2110-410-21-10
004269	16051250410U		13-14 TITLE I INST MATLS	1029		10/29/13	85804	136.25	10-1250-410-05-10
003265	16272560410U		13-14 PRE-K AT RISK SUPPLIES(F	1029		10/29/13	85804	478.06	10-2560-410-27-10
001618	162112204 10U		13-14 IDEA FLO THRU SUPPLIES	1029		10/29/13	85804	206.04	10-1220-410-21-10

Paid Accounts Payable List

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COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Chk Date	Check #	Amount	State Account #
008222	16211220410U		13-14 IDEA FLO THRU SUPPLIES	1029		10/29/13	85804	141.22	10-1220-410-21-10
007972	16212150410U		13-14 IDEA FLO THRU SUPPLIES	1029		10/29/13	85804	35.80	10-2150-410-21-10
008156	16841220410G		FY14 DORS/STEP Store Supplies	1029		10/29/13	85804	353.92	10-1220-410-84-22
004932	16932660410U		TECHNOLOGY GENERAL SUPPLIES	1029		10/29/13	85804	29.91	10-2660-410-93-10
008980	16051250410U		13-14 TITLE I INST MATLS	1029		10/29/13	85804	74.40	10-1250-410-05-10
009985	16212110410U		13-14 IDEA FLO THRU SUPPLIES	1029		10/29/13	85804	250.85	10-2110-410-21-10
009978	16211220410U		13-14 IDEA FLO THRU SUPPLIES	1029		10/29/13	85804	14.96	10-1220-410-21-10
							Total	2,698.58	
TUITION	16014240680B	COLLINSVILLE AREA VOC CENTER	FIRST SEMESTER BILLING	1031		10/31/13	85805	325,831.83	10-4240-680-01-20
TUITION	16014240680B		FIRST SEMESTER BILLING	1031		10/31/13	85805	9,081.52	10-4240-680-01-20
TUITION	26014240680B		TUITION TO VOC (CTE)	1031		10/31/13	85805	30,772.15	20-4240-680-01-20
TUITION	46014140600B		TUITION TO AVC	1031		10/31/13	85805	4,314.50	40-4140-600-01-20
							Total	370,000.00	
VOLLEYBALL	16461501311G	ENGLEMANN, JEFF	VOLLEYBALL REGIONALS OFFICIAL	1031		10/31/13	85806	30.00	10-1501-311-46-22
							Total	30.00	
204500347332	16041110410C	HAMMOND & STEPHENS CO	RECORD BOOK	1031	88131410	10/31/13	85807	55.67	10-1110-410-04-21
							Total	55.67	
850474	26072540410U	INDUSTRIAL SOAP CO	CARPETOP MAT	1031		10/31/13	85808	455.87	20-2540-410-07-10
							Total	455.87	
VOLLEYBALL	16461501311G	MATTIX-WAND, GERRY	VOLLEYBALL REGIONALS OFFICIAL	1031		10/31/13	85809	30.00	10-1501-311-46-22
							Total	30.00	
A WALKER	16212210332U	SHERATON LISLE CHICAGO HOTEL	IASSWA CONF HOTEL	1031		10/31/13	85810	219.78	10-2210-332-21-10
							Total	219.78	
							Report Total	$1,582,798.46	

Paid Accounts Payable (Fund Summary)

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COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	1,007	392,672.31
20	Oper, Build, & Maint Fund	1,004	128,728.64
40	Transportation Fund	1,018	20,844.70
60	Capital Projects	1,002	1,898.97
80	Tort Fund	1,010	1,037,859.00
90	Fire Prevention and Safety Fund	1,023	794.84
		Report Total	$1,582,798.46

Paid Accounts Payable List

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COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Chk Date	Check #	Amount	State Account #
256013081	16952540466A	AMEREN ENERGY MARKETING	ELECTRICITY (no move to 20)	1004		10/4/13	11339	3,039.61	10-2540-466-95
256013081	16952540466A		ELECTRICITY (no move to 20)	1004		10/4/13	11339	4,955.74	10-2540-466-95
							Total	7,995.35	
S3286953.1	16911447410A	FROST ELECTRIC SUPPLY CO.	ELECTRONICS SUPPLIES	1004		10/4/13	11340	259.02	10-1447-410-91
S3283116.1	16911447410A		ELECTRONICS SUPPLIES	1004		10/4/13	11340	107.40	10-1447-410-91
S3289837.1	16911447410A		ELECTRONICS SUPPLIES	1004		10/4/13	11340	90.65	10-1447-410-91
							Total	457.07	
6860139005	16952540465A	AMEREN ILLINOIS	NATURAL GAS (no move to 20)	1010		10/10/13	11341	226.94	10-2540-465-95
							Total	226.94	
6010775	26952540411A	THE HOME DEPOT	MAINTANCE SUPPLIES	1010		10/10/13	11342	62.35	20-2540-411-95
							Total	62.35	
REIMBURSE	16762210332A	BEDARD, MARCIA	LAW ENFORCEMENT CONF EXP	1023		10/23/13	11384	211.31	10-2210-332-76
REIMBURSE	16921110410A		LAW ENFORCEMENT SUPPLIES	1023		10/23/13	11384	105.72	10-1110-410-92
							Total	317.03	
2227	26952540323A	ENGINEERED INDUSTRIAL PRODUCTS	LOT OF 15 LOCKERS	1023		10/23/13	11385	3,600.00	20-2540-323-95
							Total	3,600.00	
MEMBERSHIP	16952410640A	ACTE	BLACKARD MEMBERSHIP	1029		10/29/13	11386	210.00	10-2410-640-95
							Total	210.00	
1068416516	16881447410A	FIRST CALL OREILLY AUTO	BATTERY RETURN	1029		10/29/13	11387	(30.00)	10-1447-410-88
1068417977	16881447410A		GEARLUBE	1029		10/29/13	11387	11.98	10-1447-410-88
1068417974	16881447410A		BRAKE SHOE	1029		10/29/13	11387	60.65	10-1447-410-88
1068417988	16881447410A		GREASE	1029		10/29/13	11387	9.99	10-1447-410-88
1068418036	16881447410A		SELF ADJ KIT	1029		10/29/13	11387	16.12	10-1447-410-88
1068415525	16881447410A		MICRO V BELT	1029		10/29/13	11387	24.44	10-1447-410-88
1068415512	16881447410A		BRAKE HOSE	1029		10/29/13	11387	146.40	10-1447-410-88
1068415926	16881447410A		OIL FILTER	1029		10/29/13	11387	33.62	10-1447-410-88
1068415712	16881447410A		BRK CALIPER	1029		10/29/13	11387	23.29	10-1447-410-88
1068415510	16881447410A		MICRO V BELT	1029		10/29/13	11387	15.98	10-1447-410-88
106841440	16881447410A		OIL FILTER	1029		10/29/13	11387	39.63	10-1447-410-88
1068414489	16881447410A		OIL SEAL	1029		10/29/13	11387	22.23	10-1447-410-88
1068413664	16881447410A		MECHANIC WIRE	1029		10/29/13	11387	43.96	10-1447-410-88

Paid Accounts Payable List

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COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Chk Date	Check #	Amount	State Account #
1068415366	16881447410A		ELETR TAPE	1029		10/29/13	11387	243.24	10-1447-410-88
1068417114	16881447410A		MONRO MATIC	1029		10/29/13	11387	80.88	10-1447-410-88
1068417118	16881447410A		GEARLUBE	1029		10/29/13	11387	29.95	10-1447-410-88
1068417380	16881447410A		OIL FILTER	1029		10/29/13	11387	16.14	10-1447-410-88
1068417137	16881447410A		BRAKE FLUID	1029		10/29/13	11387	55.04	10-1447-410-88
1068417330	16881447410A		SIDE TERM	1029		10/29/13	11387	8.81	10-1447-410-88
1068417162	16881447410A		WHEEL SEAL	1029		10/29/13	11387	24.20	10-1447-410-88
1068417368	16881447410A		MARKER LIGHT	1029		10/29/13	11387	4.94	10-1447-410-88
							Total	881.49	
REIMBURSE	16911447410A	HANKINS, KATHY	HOME DEPOT SUPPLIES	1029		10/29/13	11389	213.36	10-1447-410-91
							Total	213.36	
1767090	16881447410A	MCKAY AUTO PARTS	EPOXY PRIMER	1029		10/29/13	11390	164.88	10-1447-410-88
1767110	16871447410A		PERFECT IT	1029		10/29/13	11390	114.28	10-1447-410-87
1767360	16871447410A		PERFECT IT	1029		10/29/13	11390	(104.79)	10-1447-410-87
							Total	174.37	
06046525	16941448410A	PENNSYLVANIA TOOL SALES	WELDING SUPPLIES	1029		10/29/13	11391	258.20	10-1448-410-94
							Total	258.20	
004183	16831421322A	WALMART COMMUNITY BRC	FOOD SERV LDRY SVC	1029		10/29/13	11392	54.50	10-1421-322-83
							Total	54.50	
							Report Total	$14,450.66	

Paid Accounts Payable (Fund Summary)

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COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	1,029	10,788.31
20	Oper, Build, & Maint Fund	1,023	3,662.35
		Report Total	$14,450.66

8. **Monthly Financial Statements for October 2013**

Item: 8
Exh.: E-8

BOARD AGENDA
November 18, 2013

TO: **Dr. Robert E. Green, Superintendent of Schools**

FROM: **Uta Robison, Director of Business Affairs**

DATE: **November 14, 2013**

RE: **Approval of Monthly Financial Statements**

A separate agenda item is needed for Board approval of the monthly financial statements.

I recommend approval of the following suggested motion:

> "I move that the monthly financial statements of Collinsville Community Unit School District No.10 and the Collinsville Area Vocational Center for October 2013, be approved and attached to these minutes as Exhibit E-8."

ss

Attachments

Collinsville Area Vocational Center
Statement of Changes in Fund Balance
For the Month Ending October 31, 2013

	Fund 10	Fund 20	Fund 40	Total
Fund Balance September 30, 2013	$ (282,474.52)	$ (17,594.95)	$ -	$ (300,069.47)
Income	$ 343,966.53	$ 31,603.83	$ 4,431.11	$ 380,001.47
Expenditures	(120,131.06)	(7,412.17)	(236.52)	(127,779.75)
Net change	$ 223,835.47	$ 24,191.66	$ 4,194.59	$ 252,221.72
Fund Balance October 31, 2013	$ (58,639.05)	6,596.71	$ 4,194.59	$ (47,847.75)

October 31, 2013 Income		**October 31, 2013 Expenditures**	
Cash Receipts	$ 380,071.98	AP Check Register	$ (85,960.75)
to Expense Account	(71.98)		
to Asset		Net PR 10/04/13	(21,686.44)
From AP Report coded to revenue	-	Net PR 10/18/13	(20,204.54)
JE's	$ -		
AJ's	$ 1.47	From AP Rep. coded to Assets	
		From Cash receipts to Exp	$ 71.98
Total	$ 380,001.47	Total	$ (127,779.75)

Fund Balance Report

VOC

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COLLINSVILLE 10

OCT 3 1 2013

Fund	Description	Month to Date Expense	Month to Date Income	Year to Date Expense	Year to Date Income	YTD Change	Fund Balance Start of Year	Fund Balance Current
10	Education Fund	120,131.06	343,966.53	402,613.05	343,974.00	(58,639.05)	0.00	(58,639.05)
20	Oper, Build, & Maint Fund	7,412.17	31,603.83	25,007.12	31,603.83	6,596.71	0.00	6,596.71
40	Transportation Fund	236.52	4,431.11	236.52	4,431.11	4,194.59	0.00	4,194.59
		$127,779.75	$380,001.47	$427,856.69	$380,008.94	($47,847.75)	$0.00	($47,847.75)

Balance Sheet

VOC

OCT 3 1 2013

Report as of: 10/31/2013

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COLLINSVILLE 10

Education Fund 10

Function

Account	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
AP-Accrual-10	AP-Accrual for Fund 10	0.00	0.00	0.00	10-0
100001010000	CASH UMB 1ST NATL BANK	0.00	0.00	0.00	10-100
Instruction					
10-101	PAYROLL CASH	0.00	0.00	0.00	10-101
100001010001	CASH US BANK	246,229.96	264,854.70	511,084.66	10-101-1
1000010100TA	ACTIVITY (TRUST & AGENCY) CASH	19,229.44	0.00	19,229.44	10-102
10951020000A	PETTY CASH	0.00	0.00	0.00	10-102-95
10011200000A	RECEIVABLE MISC	4,284.00	0.00	4,284.00	10-120-01
10951400000A	EDUC TUITION REC FM PART DIST	0.00	0.00	0.00	10-140-95
10951400001A	IMRF TUITION REC PART DIST	0.00	0.00	0.00	10-140-95
10011520000B	INTERFUND LOAN TO O&M FUND	0.00	0.00	0.00	10-152-01
10951520000A	LOAN TO O&M FUND	0.00	0.00	0.00	10-152-95
10951800000A	INVESTMENTS	(377,063.59)	(41,019.23)	(418,082.82)	10-180-95
1000 **Instruction**		($107,320.19)	223,835.47	116,515.28	* Function
Community Services					
10-400	ACTIVITY (TRUST & AGENCY)	(19,229.44)	0.00	(19,229.44)	10-400
3000 **Community Services**		($19,229.44)	0.00	(19,229.44)	* Function
Nonprogrammed Charges					
10-402	A/P LIABILITY	0.00	0.00	0.00	10-402
10-403- 1	WAGE GAR. (4595)	0.00	0.00	0.00	10-403
10-403	WAGE GARNISH	0.00	0.00	0.00	10-403-00
12954200000A	ED FUND PAYABLE TO PARTICIPATI	(156,024.89)	0.00	(156,024.89)	10-420-95
12004310000B	INTERFUND LOAN FROM EDUCATION	0.00	0.00	0.00	10-431-00
120045190000	E.I.C.	0.00	0.00	0.00	10-451
120045090000	T.H.I.S.	0.00	0.00	0.00	10-451-017
120045110000	TRS TAX SHLT BP	0.00	0.00	0.00	10-451-018
120045150000	TRS FEDERAL	0.00	0.00	0.00	10-451-019
120045T20000	TRS 2.2	0.00	0.00	0.00	10-451-020
120045TR0000	TRS PAYBACK	0.00	0.00	0.00	10-451-021
10-451-022	T.H.I.S. BP	0.00	0.00	0.00	10-451-022
10-451-023	2.2 TRS BENEFIT UPGRADE BP	0.00	0.00	0.00	10-451-023
120045200000	FEDERAL TAX	0.00	0.00	0.00	10-452
120045300000	STATE TAX	0.00	0.00	0.00	10-453
120045340000	STATE W/H TAX	0.00	0.00	0.00	10-453
10-454	IMRF (Ded/Ben)	0.00	0.00	0.00	10-454
1200455A0000	TAX SHELTERED ANNUITIES	0.00	0.00	0.00	10-455
120045350000	EMP HEALTH INS PAY	0.00	0.00	0.00	10-456

Balance Sheet

Report as of: 10/31/2013

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COLLINSVILLE 10

Education Fund 10

Function 4000 Nonprogrammed Charges

Account	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number	
120045360000	SUMMER INSURANCE EAR	0.00	0.00	0.00	10-456	
120045390000	GHP INS. ADJUSTMENT	0.00	0.00	0.00	10-456	
120045600000	SEC 125-ADM-FEE	0.00	0.00	0.00	10-456-003	
120045610000	SEC 125 TERM LIFE	0.00	0.00	0.00	10-456-004	
120045620000	SEC 125 DEP CARE	0.00	0.00	0.00	10-456-005	
120045630000	SEC 125 MED REIMB	100.00	0.00	100.00	10-456-006	
120045330000	DISTRICT HEALTH INSURNCE	0.00	0.00	0.00	10-456-012	
120045380000	GHP HEALTH INSURANCE	0.00	0.00	0.00	10-456-013	
120045370000	PRU CARE HEALTH INSURANCE	0.00	0.00	0.00	10-456-014	
120045640000	DISTRICT LIFE INSURANCE	0.00	0.00	0.00	10-456-015	
120045820000	HOSPITAL INDEMNITY INSURANCE	0.00	0.00	0.00	10-456-016	
10-457	FICA	0.00	0.00	0.00	10-457	
10-458	MEDICARE	0.00	0.00	0.00	10-458	
10-459	LIAB. DED 459	0.00	0.00	0.00	10-459	
4000	**Nonprogrammed Charges**	($155,924.89)	0.00	(155,924.89)	* Function	
Provision For Contingencs						
10-703	FUND NET CHANGE	282,474.52	(223,835.47)	58,639.05	10-703	
120007040000	FUND BALANCE	0.00	0.00	0.00	10-704	
6000	**Provision For Contingencs**	$282,474.52	(223,835.47)	58,639.05	* Function	
10	**Education Fund**	0.00	0.00	0.00	Fund	

Balance Sheet

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COLLINSVILLE 10

Oper, Build, & Maint Fund 20

Function

Account		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
AP-Accrual-20		AP-Accrual for Fund 20	0.00	0.00	0.00	20-0
200001010000		CASH UMB 1ST NATL BANK	0.00	0.00	0.00	20-100
Instruction						
200001010001		CASH US BANK (FIRSTAR)	(69,758.69)	24,191.66	(45,567.03)	20-101
20951400000A		REC FM PART DISTS BLDG FD	26,547.00	0.00	26,547.00	20-140-95
20951800000A		O&M FUND AVC INVESTMENTS	366,931.63	0.00	366,931.63	20-180-95
1000	**Instruction**		$323,719.94	24,191.66	347,911.60	* Function
Nonprogrammed Charges						
20-402		A/P LIABILITY	0.00	0.00	0.00	20-402
22954200000A		OBM FUND DUE TO PART DIST	(341,314.89)	0.00	(341,314.89)	20-420-95
22954310000A		LOAN FROM EDUCATION FUND	0.00	0.00	0.00	20-431-95
20-451-017		T.H.I.S.	0.00	0.00	0.00	20-451-017
20-451-018		TRS TAX SHLT	0.00	0.00	0.00	20-451-018
20-451-022		T.H.I.S. BP	0.00	0.00	0.00	20-451-022
20-451-023		2.2 TRS BENEFIT UPGRADE BP	0.00	0.00	0.00	20-451-023
20-452		Federal Tax	0.00	0.00	0.00	20-452
20-453		IL State Tax	0.00	0.00	0.00	20-453
2200455A0000		TAX SHELTERED ANNUITIES	0.00	0.00	0.00	20-455-00
20-458		MEDICARE EME	0.00	0.00	0.00	20-458
4000	**Nonprogrammed Charges**		($341,314.89)	0.00	(341,314.89)	* Function
Provision For Contingencs						
20-703		FUND NET CHANGE	17,594.95	(24,191.66)	(6,596.71)	20-703
220007040000		FUND BALANCE	0.00	0.00	0.00	20-704
6000	**Provision For Contingencs**		$17,594.95	(24,191.66)	(6,596.71)	* Function
20	**Oper, Build, & Maint Fund**		0.00	0.00	0.00	Fund

Balance Sheet

Report as of: 10/31/2013

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COLLINSVILLE 10

Transportation Fund 40
Function

Account		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
AP-Accrual-40		AP-Accrual for Fund 40	0.00	0.00	0.00	40-0
400001010000		CASH UMB 1ST NATL BANK	0.00	0.00	0.00	40-100
Instruction						
400001010001		CASH US BANK (FIRSTAR)	2,620.03	4,194.59	6,814.62	40-101
40951400000A		REC FROM PART DISTRICT TRANSP	0.00	0.00	0.00	40-140-95
40951800000A		TRANSPORTATION FUND AVC INVEST	162,047.83	0.00	162,047.83	40-180-95
	1000 **Instruction**		$164,667.86	4,194.59	168,862.45	* Function
Nonprogrammed Charges						
40-402		A/P LIABILITY	0.00	0.00	0.00	40-402
42954200000A		DUE TO PART DISTS TRANSP FD	(164,667.86)	0.00	(164,667.86)	40-420-95
	4000 **Nonprogrammed Charges**		($164,667.86)	0.00	(164,667.86)	* Function
Provision For Contingencs						
40-703		FUND NET CHANGE	0.00	(4,194.59)	(4,194.59)	40-703
420007040000		FUND BALANCE	0.00	0.00	0.00	40-704
	6000 **Provision For Contingencs**		$0.00	(4,194.59)	(4,194.59)	* Function
	40 **Transportation Fund**		0.00	0.00	0.00	Fund
		Report Total:	**$0.00**	**$0.00**	**$0.00**	

Collinsville Community Unit School District No. 10
Statement of Changes in Fund Balance
For the Month Ending October 31, 2013

	Fund 10	Fund 20	Fund 30	Fund 40	Fund 50	Fund 60	Fund 70	Fund 80	Fund 90	Total
Fund Balance Septembert 30, 20	$ 9,338,243.14	$ 5,627,037.96	$ 1,859,740.45	$ 2,079,498.13	$ 1,712,949.52	$ (621,588.54)	$ 4,876,834.31	$ 1,288,465.26	$ 499,404.77	$ 26,660,584.99
Revenue	5,958,292.89	651,441.39	548,818.38	237,639.33	245,933.58	2.17	59,013.56	205,181.87	57,304.60	7,963,627.77
Expenditures	(4,143,137.76)	(240,116.29)		(411,333.99)	(140,085.73)	(171,506.75)	-	(1,173,160.29)	(1,697.89)	(6,281,040.70)
Net Change	1,815,155.13	411,325.10	548,818.38	(173,694.66)	105,847.85	(171,506.58)	59,013.56	(967,978.42)	55,606.71	1,682,587.07
Fund Balance October 31, 2013	$ 11,153,398.27	$ 6,038,363.06	$ 2,408,558.83	$ 1,905,803.47	$ 1,818,797.37	$ (793,095.12)	$ 4,935,847.87	$ 320,486.84	$ 555,011.48	$ 28,343,172.06

10/31/13

Revenue	$ 7,963,627.77
Cash Receipts Total	$ 8,981,107.09
CR to Expense Account	(4,210.05)
CR Asset	(968,019.52)
CR to Liab	(44,551.54)
JEs	1,146.44
AJs	-
From AP Report coded to Revenue	(1,844.65)
Total	$ 7,963,627.77

10/31/13

Expenditures	$ (6,281,040.70)
AP Total by account report	(4,440,833.21)
Net PR 10/04/13	(930,540.54)
Net PR 10/05/13	(1,210.52)
Net PR 10/18/13	(938,595.71)
Net PR 10/19/13	(550.71)
Voided PR 05/31/13	75.36
Voided PR 09/06/13	2,143.02
	784.00
From Cash Receipts	4,210.05
From AP Rep. coded to Assets	-
From AP Rep. coded to Liab. other than PR Liab.	18,290.00
From AP Rep.coded to Rev.	1,844.65
JEs	-
Ajs	3,342.90
Total	$ (6,281,040.71)

PR Liability 10/04/13		(723,936.17)
PR Liability 10/05/13		(1,004.01)
PR Liability 10/18/13		(727,490.57)
PR Liability 10/19/13		(831.20)
		17.09
		1,218.05
	$	(1,452,026.82)
Asbestos	$	-
Health Insur	$	(18,290.00)
Total:	$	(1,470,316.82)
From AP Rep. Coded to Liab.		(1,471,100.82)
AP voids		784.01
Total:	$	(1,470,316.81)

Collinsville Community Unit School District No. 10
Statement of Changes in Fund Balance
Operating Funds
For the Month Ending October 31, 2013

	Education Fund (10)	Oper, Build, & Maint Fund (20)	Transportation Fund (40)	Working Cash Fund (70)	Total
Fund Balance September 30, 2013	$ 9,338,243.14	$ 5,627,037.96	$ 2,079,498.13	$ 4,876,834.31	$ 21,921,613.53
Revenue	5,958,292.89	651,441.39	237,639.33	59,013.56	6,906,387.17
Expenditures	(4,143,137.76)	(240,116.29)	(411,333.99)	-	(4,794,588.04)
Net Change	1,815,155.13	411,325.10	(173,694.66)	59,013.56	2,111,799.13
Fund Balance October 31, 2013	$ 11,153,398.27	$ 6,038,363.06	$ 1,905,803.47	$ 4,935,847.87	$ 24,033,412.66

UNIT

Fund Balance Report

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COLLINSVILLE 10

OCT 3 1 2013

Fund	Description	Month to Date Expense	Month to Date Income	Year to Date Expense	Year to Date Income	Fund Balance YTD Change	Fund Balance Start of Year	Fund Balance Current
10	Education Fund	4,143,137.76	5,958,292.89	15,408,227.54	21,892,110.83	6,483,883.30	4,669,514.97	11,153,398.27
20	Oper, Build, & Maint Fund	240,116.29	651,441.39	967,753.26	2,672,995.27	1,705,242.01	4,333,121.05	6,038,363.06
30	Debt Service Fund	0.00	548,818.38	574,724.72	2,291,784.83	1,717,060.11	691,498.72	2,408,558.83
40	Transportation Fund	411,333.99	237,639.33	829,167.49	1,510,005.46	680,837.97	1,224,965.50	1,905,803.47
50	I.M.R.F./Soc. Sec. Fund	140,085.73	245,933.58	550,278.15	1,011,897.62	461,619.47	1,357,177.90	1,818,797.37
60	Capital Projects	171,508.75	2.17	886,453.09	16.20	(886,436.89)	93,341.77	(793,095.12)
70	Working Cash Fund	0.00	59,013.56	0.00	242,369.17	242,369.17	4,693,478.70	4,935,847.87
80	Tort Fund	1,173,160.29	205,181.87	1,206,230.03	857,068.84	(349,161.19)	669,648.03	320,486.85
90	Fire Prevention and Safety Fund	1,697.89	57,304.60	22,018.27	238,178.30	216,160.03	338,851.45	555,011.48
		$6,281,040.69	$7,963,627.77	$20,444,852.54	$30,716,426.52	$10,271,573.98	$18,071,598.09	$28,343,172.07

UNIT

Balance Sheet

Report as of: 10/31/2013

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COLLINSVILLE 10

OCT 3 1 2013

Education Fund 10

Function 1000 Local

Account	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local					
100001010000	EDUC FD CASH - US BANK FIRSTAR	0.00	0.00	0.00	10-101
100001010002	EDUC FUND CASH, BANK OF EDWARD	10,162.83	1,837,534.53	1,847,697.36	10-101
100001010003	CASH (PMA 10887-102, HARRIS)	61,694.86	0.00	61,694.86	10-101
100001010001	ACTIVITY (TRUST & AGENCY) CASH	362,924.22	0.00	362,924.22	10-101-00-01
10-101-1	PAYROLL CASH	0.00	0.00	0.00	10-101-1
100210200001	ADMIN PETTY CASH	600.00	0.00	600.00	10-102-02
100310200001	SPEC PETTY CASH	325.00	0.00	325.00	10-102-03
10031020000G	HS PETTY CASH	125.00	0.00	125.00	10-102-03
10031020000N	CMS PETTY CASH	125.00	0.00	125.00	10-102-03
100101030000	CASH CLEARING ACCOUNT	0.00	0.00	0.00	10-103-01
100112000000	RECEIVABLE ST JOHN NEUMANN	0.00	0.00	0.00	10-120-01
100112000004	REC FROM LEARNING TREE	0.00	0.00	0.00	10-120-01
100112000005	REC UNIT 10 FED CREDIT UNION	0.00	0.00	0.00	10-120-01
100112000007	REC FROM GOOD SHEPHERD	0.00	0.00	0.00	10-120-01
100112000008	REC HOLY CROSS	0.00	0.00	0.00	10-120-01
100112000009	REC ST PETER/PAUL	(738.74)	0.00	(738.74)	10-120-01
10011200000B	RECEIVABLE BRENDA WASSER	0.00	0.00	0.00	10-120-01
10011200000M	REC MISC (TRS related)	0.00	0.00	0.00	10-120-01
10011200000U	REC UNIT (Start up money)	2,946.00	0.00	2,946.00	10-120-01
100114000000	REC ST JOHN NEUMANN	837.20	0.00	837.20	10-140-01
100114000001	RECEIVABLE FROM CITY OF COLL	639.27	0.00	639.27	10-140-01
100114000002	RECEIVABLE FROM VILLAGE OF CAS	(172.77)	0.00	(172.77)	10-140-01
100114000003	RECEIVABLE FROM VOC SCH	856.02	0.00	856.02	10-140-01
100114000004	RECEIVABLE FROM LEARNING TREE	0.00	0.00	0.00	10-140-01
100114000005	REC Madison County CTE System	805.00	0.00	805.00	10-140-01
100114000006	REC COLLINSVILLE RECREATION DI	0.00	0.00	0.00	10-140-01
100114000007	REC GOOD SHEPHERD	(461.65)	0.00	(461.65)	10-140-01
100114000008	REC HOLY CROSS	0.00	0.00	0.00	10-140-01
100114000009	REC ST PETER & PAUL	738.74	0.00	738.74	10-140-01
10011400000M	REC MISC (warehouse related)	1,033.60	0.00	1,033.60	10-140-01
10011400000P	REC ST PARK FIRE DEPT	0.00	0.00	0.00	10-140-01
100115200000	EDUC LOAN TO O/M FUND	0.00	0.00	0.00	10-152-01
10000153000B	INTERFUND LOAN TO TRANSPORTATI	0.00	0.00	0.00	10-153
100217000011	INVENTORY GEN SUPPLIES	10,850.10	(10,850.10)	0.00	10-170-02
1000 Local		$453,289.68	1,826,684.43	2,279,974.11	* Function

Drivers ED

Balance Sheet

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COLLINSVILLE 10

Education Fund 10

Function 1700 Drivers ED

Account			Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
10011710011B			VOC H PROJ #19 166 Helen P	0.00	0.00	0.00	10-171-01
10011710012B			VOC H PROJ #20 Lot for 222 K	514.00	0.00	514.00	10-171-01
10011710013B			VOC HOUSE 222 Keeneland C	0.00	0.00	0.00	10-171-01
10011710015B			VOC HOUSE PROJECT NO 15	0.00	0.00	0.00	10-171-01
10011710016B			VOC HOUSE PROJECT NO 16	0.00	0.00	0.00	10-171-01
10011710017B			VOC H PROJ 17 LOTfor Proj 19	0.00	0.00	0.00	10-171-01
10011710018B			VOC HOUSE PROJ 18 LOT	0.00	0.00	0.00	10-171-01
10011800000B			EDUCATION FUND INVESTMENTS	9,290,812.85	345.03	9,291,157.88	10-180-01
	1700	Drivers ED		$9,291,326.85	345.03	9,291,671.88	* Function
State							
10-400			ACTIVITY (TRUST & AGENCY)	(362,924.22)	0.00	(362,924.22)	10-400
	3000	State		($362,924.22)	0.00	(362,924.22)	* Function
Federal							
10-402			A/P LIABILITY	1,213.40	(1,213.40)	0.00	10-402
10403			WAGE GAR (4604) USDE GA	0.00	0.00	0.00	10-403
10-403			WAGE GARNISHMENT	(1,914.50)	(451.12)	(2,365.62)	10-403-001
120040700000			EDUC FUND ANT WARRANT	0.00	0.00	0.00	10-407
120143200001			LOAN FROM O&M FUND	0.00	0.00	0.00	10-432-000
12014330000B			INTERFUND LOAN FROM TRANSP FU	0.00	0.00	0.00	10-433
120043400000			EDUC LOAN FROM W/CASH	0.00	0.00	0.00	10-434
120045100017			T.H.I.S.	104.04	27.40	131.44	10-451-017
120045100018			TAX SHLT BP TRS	1,204.29	265.90	1,470.19	10-451-018
120045100020			TRS 2.2	74.32	16.40	90.72	10-451-020
120045TR0000			TRS PAYBACK	0.00	0.00	0.00	10-451-021
120045100022			THIS BP	78.25	20.34	98.59	10-451-022
10451023			TRS BENEFIT UPGRADE BP 2.2	0.00	0.00	0.00	10-451-023
120045200000			FED W/H TAX	(422.22)	422.22	0.00	10-452
120045300000			STATE W/H TAX	(140.13)	140.13	0.00	10-453
120045510000			IMRF VOLUNTARY	0.00	0.00	0.00	10-454
120045400000			IMRF DEDUCTION	80.49	0.00	80.49	10-454-007
120045410000			IMRF PAYBACK	0.00	0.00	0.00	10-454-008
1200455A0000			TAX SHELTERED ANNUITIES	0.00	0.00	0.00	10-455
120045350000			EMP HEALTH INS PAY	(25,924.75)	(28,076.54)	(54,001.29)	10-456
120045390000			ADDITIONAL LIFE INS SUP	0.00	0.00	0.00	10-456
120045450000			LEGAL INSURANCE	0.00	0.00	0.00	10-456-002
120045600000			SEC 125 ADM FEE	0.00	0.00	0.00	10-456-003
120045610000			SEC 125 TERM LIFE	215.20	0.00	215.20	10-456-004

Balance Sheet

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COLLINSVILLE 10

Education Fund 10

Function 4000 Federal

Account		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
120045620000		SEC 125 DEP CARE	0.00	0.00	0.00	10-456-005
120045630000		SEC 125 MED REIMB	0.00	0.00	0.00	10-456-006
120045330000		DISTRICT HEALTH INSURANCE	(1,376.75)	298.00	(1,078.75)	10-456-012
120045640000		DISTRICT LIFE INSURANCE	37.45	1.27	38.71	10-456-015
120045700000		FICA DEDUCTION	(20.43)	20.43	0.00	10-457
120045800000		MEDICARE DEDUCTION	1.01	1.31	2.32	10-458
120045900000		UNION DUES UNITEDWAY CPI FEES	(16,658.83)	16,653.33	(5.50)	10-459
	4000 Federal		($43,449.17)	(11,874.33)	(55,323.50)	* Function
Transfer						
10-703		FUND CHANGE	(4,683,130.51)	(1,815,155.13)	(6,498,285.64)	10-703
120007040000		ED FUND BALANCE	(4,655,112.63)	0.00	(4,655,112.63)	10-704
12017110000B		PERM TRF FM WKG CASH ABOLISH	0.00	0.00	0.00	10-711-01
12017310000B		SALE OF EQUIPMENT	0.00	0.00	0.00	10-731-01
	7000 Transfer		($9,338,243.14)	(1,815,155.13)	(11,153,398.27)	* Function
	10 Education Fund		0.00	0.00	0.00	Fund

Balance Sheet

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COLLINSVILLE 10

Oper, Build, & Maint Fund 20
Function 1000 Local

Account			Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local							
200001010000			O&M FUND CASH - US BANK	0.00	0.00	0.00	20-101
200001010001			O&M FUND CASH - UMB	0.00	0.00	0.00	20-101
200001010002			O&M FUND CASH,BANK OF EDWARDSV	487,088.58	413,171.72	900,260.29	20-101-1
200101030000			BLDG FUND CASH CLEARING ACCOUN	0.00	0.00	0.00	20-103-01
200112000008			REC HOLY CROSS	0.00	0.00	0.00	20-120-01
20011200000M			MISCELLANEOUS RECEIVABLES	0.00	0.00	0.00	20-120-01
200114000001			RECEIVABLE FROM CITY OF COLL	102.23	0.00	102.23	20-140-01
200114000002			RECEIVABLE VILLAGE OF CASEYVIL	0.00	0.00	0.00	20-140-01
200114000003			RECEIVABLE VOC SCH	2,999.18	469.18	3,468.36	20-140-01
200114000004			RECEIVABLE LEARNING TREE	0.00	0.00	0.00	20-140-01
200114000005			REC VILLAGE OF CASEYVILLE	0.00	0.00	0.00	20-140-01
200114000006			RECEIVABLE COLLINSVILLE AREA R	0.00	0.00	0.00	20-140-01
200114000007			REC GOOD SHEPHERD	0.00	0.00	0.00	20-140-01
200114000008			REC HOLY CROSS	0.00	0.00	0.00	20-140-01
200114000009			REC ST PETER & PAUL	0.00	0.00	0.00	20-140-01
20011400000M			RECEIVABLE MISC.	911.38	0.00	911.38	20-140-01
20011400000P			REC ST PARK FIRE DEPT	0.00	0.00	0.00	20-140-01
200115100001			O&M LOAN TO EDUCATION FUND	0.00	0.00	0.00	20-151-01
20011530000B			O&M LOAN TO TRANSP FUND	0.00	0.00	0.00	20-153-01
200117000001			O&M INVENTORY	2,502.58	(2,502.58)	0.00	20-170-01
	1000	Local		$493,603.95	411,138.32	904,742.26	* Function
Drivers ED							
20011710011B			VOC HOUSE PROJ NO 12 LOT	0.00	0.00	0.00	20-171-01
20011710013B			VOC HOUSE PROJ 13 LOT	0.00	0.00	0.00	20-171-01
20011710015B			VOC HOUSE PROJ 14 LOT	0.00	0.00	0.00	20-171-01
200118000008			O&M FUND INVESTMENTS	5,133,426.53	186.79	5,133,613.32	20-180-01
	1700	Drivers ED		$5,133,426.53	186.79	5,133,613.32	* Function
Federal							
220040200000			A/P LIABILITY	0.00	0.00	0.00	20-402
220045960000			WAGE GARNISHMENT	0.00	0.00	0.00	20-403-001
22004310000B			O&M LOAN FROM EDUC FUND	0.00	0.00	0.00	20-431
22000433000B			O&M LOAN FROM TRANS FUND	0.00	0.00	0.00	20-433
220045200000			FED W/H TAX	0.00	0.00	0.00	20-452
220045310000			ILL TAX	0.00	0.00	0.00	20-453
220045400000			IMRF DEDUCTION	0.00	0.00	0.00	20-454-007
220045410000			IMRF PAYBACK	0.00	0.00	0.00	20-454-008

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COLLINSVILLE 10

Oper, Build, & Maint Fund 20

Function 4000 Federal

Account		Description	Y-T-D, Bal.Frwd.	M-T-D, Activity	Y-T-D, Activity	State Account Number
2200455A0000		TAX SHELTERED ANNUITIES	0.00	0.00	0.00	20-455
220045450000		LEGAL INSURANCE	0.00	0.00	0.00	20-456
220045600000		SEC 125 ADM FEE	0.00	0.00	0.00	20-456-003
220045610000		SEC 125 TERM LIFE	0.00	0.00	0.00	20-456-004
220045620000		SEC 125 DEP CARE	0.00	0.00	0.00	20-456-005
220045630000		SEC 125 MED REIMB	0.00	0.00	0.00	20-456-006
220045330000		DISTRICT HEALTH INSURANCE	0.00	0.00	0.00	20-456-012
220045640000		DISTRICT LIFE INSURANCE	7.48	0.00	7.48	20-456-015
220045700000		FICA DEDUCTION	0.00	0.00	0.00	20-457
220045430000		MEDICARE DEDUCTION	0.00	0.00	0.00	20-458
20-459		UNION DUES CPI FEE	0.00	0.00	0.00	20-459
	4000 Federal		$7.48	0.00	7.48	* Function
Debt Services						
22035990000G		FED ASBESTOS LOAN FOR HS	1,333.78	0.00	1,333.78	20-599-03
22035990001G		FED ASBESTOS LOAN 2 FOR HS	(1,333.78)	0.00	(1,333.78)	20-599-03
	5000 Debt Services		$0.00	0.00	0.00	* Function
Transfer						
20-703		FUND CHANGE	(1,268,977.68)	(411,325.11)	(1,680,302.78)	20-703
220007040000		O&M FUND BALANCE	(4,358,060.28)	0.00	(4,358,060.28)	20-704
22017320000B		SALE OF VOC HOUSE PROJ LOT 11	0.00	0.00	0.00	20-732-01
	7000 Transfer		($5,627,037.96)	(411,325.11)	(6,038,363.06)	* Function
	20 Oper, Build, & Maint Fund		0.00	0.00	0.00	Fund

Balance Sheet

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COLLINSVILLE 10

Debt Service Fund 30
Function 1000 Local

Account		Description	Y-T-D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
300001010000		B&I FUND CASH - US BANK	0.00	0.00	0.00	30-101
300001010002		B&I CASH BK EDWARDSVILLE	778,211.05	548,743.87	1,326,954.92	30-101
300101030000		CASH CLEARING ACCOUNT	0.00	0.00	0.00	30-103-01
	1000 Local		$778,211.05	548,743.87	1,326,954.92	* Function
Drivers ED						
30011800000B		BOND & INT INVESTMENTS	1,081,529.40	74.51	1,081,603.91	30-180-01
	1700 Drivers ED		$1,081,529.40	74.51	1,081,603.91	* Function
Federal						
30-402		A/P LIABILITY	0.00	0.00	0.00	30-402
	4000 Federal		$0.00	0.00	0.00	* Function
Transfer						
30-703		FUND CHANGE	(1,168,241.73)	(548,818.38)	(1,717,060.11)	30-703
320007040000		B&I FUND BALANCE	(691,498.72)	0.00	(691,498.72)	30-704
	7000 Transfer		($1,859,740.45)	(548,818.38)	(2,408,558.83)	* Function
	30 Debt Service Fund		0.00	0.00	0.00	Fund

Balance Sheet

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COLLINSVILLE 10

Transportation Fund 40

Function 1000 Local

Account		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
400001010000		TRANSP FD CASH - US BANK	0.00	0.00	0.00	40-101
400001010001		TRANS FD CASH - UMB	0.00	0.00	0.00	40-101
400001010002		TRANSP FUND CASH,BANK OF EDWAR	1,053,308.29	(173,753.61)	879,554.68	40-101
400101030000		TRANS FD CASH CLEAR ACCT	0.00	0.00	0.00	40-103-01
40011510000B		TRANSP LOAN TO EDUC	0.00	0.00	0.00	40-151-01
40000152000B		TRANS LOAN TO O&M FUND	0.00	0.00	0.00	40-152
	1000 Local		$1,053,308.29	(173,753.61)	879,554.68	* Function
Drivers ED						
40011800000B		TRANSP FUND INVESTMENTS	1,026,189.84	58.95	1,026,248.79	40-180-01
	1700 Drivers ED		$1,026,189.84	58.95	1,026,248.79	* Function
Federal						
40-402		A/P LIABILITY	0.00	0.00	0.00	40-402
42014320000B		TRANSP LOAN FROM O&M FUND	0.00	0.00	0.00	40-432-01
420043400000		TRANSP LOAN FROM W/CASH FUND	0.00	0.00	0.00	40-434-00
	4000 Federal		$0.00	0.00	0.00	* Function
Transfer						
40-703		FUND CHANGE	(854,532.54)	173,694.66	(680,837.88)	40-703
420007040000		TRANS FUND BALANCE	(1,224,965.59)	0.00	(1,224,965.59)	40-704
	7000 Transfer		($2,079,498.13)	173,694.66	(1,905,803.47)	* Function
	40 Transportation Fund		0.00	0.00	0.00	Fund

Balance Sheet

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COLLINSVILLE 10

Report as of: 10/31/2013

I.M.R.F./Soc. Sec. Fund 60

Function 1000 Local

Account		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
500001010000		IMRF CASH - US BANK (FIRSTAR)	0.00	0.00	0.00	50-101
500001010001		IMRF CASH - UMB	0.00	0.00	0.00	50-101
500001010002		IMRF FUND CASH,BANK OF EDWARDS	409,475.78	105,791.59	515,267.37	50-101
500101030000		IMRF CASH CLEAR ACCT	0.00	0.00	0.00	50-103-01
	1000 Local		$409,475.78	105,791.59	515,267.37	* Function
Drivers ED						
50011800000B		IMRF INVESTMENTS	1,303,433.95	56.26	1,303,490.21	50-180-01
	1700 Drivers ED		$1,303,433.95	56.26	1,303,490.21	* Function
Federal						
50-402		A/P LIABILITY	21.74	(21.74)	0.00	50-402
500043400000		IMRF LOAN FROM W/CASH	0.00	0.00	0.00	50-434
520045400000		IMRF BP	37.47	0.00	37.47	50-454-009
520045700000		FICA BP	(20.43)	20.43	0.00	50-457-010
50-458		MEDICARE BP	1.01	1.31	2.32	50-458-011
	4000 Federal		$39.79	0.00	39.79	* Function
Transfer						
50-703		FUND CHANGE	(355,771.62)	(105,847.85)	(461,619.47)	50-703
520007040000		IMRF FUND BALANCE	(1,357,177.90)	0.00	(1,357,177.90)	50-704
	7000 Transfer		($1,712,949.52)	(105,847.85)	(1,818,797.37)	* Function
	50 I.M.R.F./Soc. Sec. Fund		0.00	0.00	0.00	Fund

Balance Sheet

Report as of: 10/31/2013

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COLLINSVILLE 10

Capital Projects 60
Function 1000 Local

Account		Description	Y-T-D Bal.Frwd.	M-T-D Activity	Y-T-D Activity	State Account Number
Local						
600001010002		CASH BK EDWARDSVILLE	(710,424.38)	(171,508.75)	(881,933.13)	60-101
	1000 Local		($710,424.38)	(171,508.75)	(881,933.13)	* Function
Drivers ED						
60011800000B		INVESTMENTS	41,101.33	0.62	41,101.95	60-180-01
60011800001B		INVESTMENTS (CDB GRANT)	47,734.51	1.55	47,736.06	60-180-01
	1700 Drivers ED		$88,835.84	2.17	88,838.01	* Function
Federal						
60-402		A/P LIABILITY	0.00	0.00	0.00	60-402
	4000 Federal		$0.00	0.00	0.00	* Function
Transfer						
60-703		FUND CHANGE	714,930.31	171,506.58	886,436.89	60-703
620007040000		SITE/CONST. FUND BALANCE	(93,341.77)	0.00	(93,341.77)	60-704
	7000 Transfer		$621,588.54	171,506.58	793,095.12	* Function
	60 Capital Projects		0.00	0.00	0.00	Fund

Balance Sheet

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COLLINSVILLE 10

Working Cash Fund 70

Function 1000 Local

Account		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
700001010000		WORKING CASH FUND US BANK	0.00	0.00	0.00	70-101
700001010002		WORKING CASH FUND BANK OF EDW	309,503.01	58,883.22	368,386.23	70-101
700101030000		CASH CLEARING ACCOUNT	0.00	0.00	0.00	70-103-01
700115100000		W/CASH LOAN TO EDUC FUND	0.00	0.00	0.00	70-151-01
700115300000		W/CASH LOAN TO TRANSPORTATI	0.00	0.00	0.00	70-153-01
700115500000		W/CASH LOAN TO IMRF	0.00	0.00	0.00	70-155-01
	1000 Local		$309,503.01	58,883.22	368,386.23	* Function
Drivers ED						
70011800000B		WORKING CASH INVESTMENTS	4,567,331.30	130.34	4,567,461.64	70-180-01
	1700 Drivers ED		$4,567,331.30	130.34	4,567,461.64	* Function
Federal						
70-402		A/P LIABILITY	0.00	0.00	0.00	70-402
	4000 Federal		$0.00	0.00	0.00	* Function
Transfer						
70-703		FUND CHANGE	(183,355.61)	(59,013.56)	(242,369.17)	70-703
720007040000		WKG CASH FUND BALANCE	(4,693,478.70)	0.00	(4,693,478.70)	70-704
	7000 Transfer		($4,876,834.31)	(59,013.56)	(4,935,847.87)	* Function
Other Financing Uses						
72018110710B		PERM TRF WKG CASH- ABOLISH TO	0.00	0.00	0.00	70-811-01
	8000 Other Financing Uses		$0.00	0.00	0.00	* Function
	70 Working Cash Fund		0.00	0.00	0.00	Fund

Balance Sheet

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COLLINSVILLE 10

Tort Fund 80
Function 1000 Local

Account			Description	Y-T-D Bal.Frwd.	M-T-D Activity	Y-T-D Activity	State Account Number	
Local								
800001010002			Cash Tort Edwardsville	642,662.15	(967,988.33)	(325,326.18)	80-101	
	1000	**Local**		$642,662.15	(967,988.33)	(325,326.18)		* Function
Drivers ED								
80011800000B			TORT INVESTMENTS	645,803.11	9.91	645,813.02	80-180-01	
	1700	**Drivers ED**		$645,803.11	9.91	645,813.02		* Function
Federal								
80-402			A/P LIABILITY	0.00	0.00	0.00	80-402	
820045100017			T.H.I.S.	0.00	0.00	0.00	80-451-017	
820045100018			TAX SHLT TRS	0.00	0.00	0.00	80-451-018	
820045100022			THIS BP	0.00	0.00	0.00	80-451-020	
820045100023			TRS 2.2	0.00	0.00	0.00	80-451-023	
820045200000			FED W/H TAX	0.00	0.00	0.00	80-452	
820045300000			STATE W/H TAX	0.00	0.00	0.00	80-453	
820045400000			IMRF DEDUCTION	0.00	0.00	0.00	80-454-007	
820045600012			DISTRICT HEALTH INSURANCE	0.00	0.00	0.00	80-456-012	
820045600015			DISTIRCT LIFE INSURANCE	0.00	0.00	0.00	80-456-015	
820045700000			FICA DEDUCTION	0.00	0.00	0.00	80-457	
820045800000			MEDICARE DEDUCTION	0.00	0.00	0.00	80-458	
	4000	**Federal**		$0.00	0.00	0.00		* Function
Transfer								
80-703			FUND CHANGE	(618,817.23)	967,978.42	349,161.19	80-703	
820007040000			TORT FUND BALANCE	(669,648.03)	0.00	(669,648.03)	80-704	
	7000	**Transfer**		($1,288,465.26)	967,978.42	(320,486.85)		* Function
	80	**Tort Fund**		0.00	0.00	0.00		Fund

Balance Sheet

Report as of: 10/31/2013

Printed: 11/13/2013 11:35 AM
COLLINSVILLE 10

Fire Prevention and Safety Fund 90
Function 1000 Local

Account		Description	Y-T-D Bal.Frwd.	M-T-D Activity	Y-T-D Activity	State Account Number
Local						
900001010000		FP&S CASH - US BANK (FIRSTAR)	0.00	0.00	0.00	90-101
900001010002		FP&S FUND CASH,BANK OF EDWARDS	216,924.59	55,589.54	272,514.13	90-101
900101030000		CASH CLEARING ACCOUNT	0.00	0.00	0.00	90-103-01
	1000 Local		$216,924.59	55,589.54	272,514.13	* Function
Drivers ED						
90011800000B		FP&S INVESTMENTS	282,480.18	17.17	282,497.35	90-180-01
	1700 Drivers ED		$282,480.18	17.17	282,497.35	* Function
Federal						
90-402		A/P LIABILITY	0.00	0.00	0.00	90-402
	4000 Federal		$0.00	0.00	0.00	* Function
Transfer						
90-703		FUND CHANGE	(160,553.32)	(55,606.71)	(216,160.03)	90-703
920007040000		FP&S FUND BALANCE	(338,851.45)	0.00	(338,851.45)	90-704
92017210000B		1996 H/L/S BOND SALE PROCEEDS	0.00	0.00	0.00	90-721-01
	7000 Transfer		($499,404.77)	(55,606.71)	(555,011.48)	* Function
	90 Fire Prevention and Safety Fund		0.00	0.00	0.00	Fund
		Report Total:	**$0.00**	**$0.00**	**$0.00**	

9. **Unfinished Business**

9.1. Approval of Board Policy Updates

DRAFT UPDATE

School Board

Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and School Board members:

1. No employee shall intentionally perform any "political activity" during any "compensated time," as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in ~~activities~~ any activity that: (1) ~~are~~ is otherwise appropriate as part of his or her official duties, or (2) ~~are~~ is undertaken by the individual on a voluntary basis that ~~are~~ is not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any "gift" from any "prohibited source," as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-

law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.

7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding $75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than $100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code.

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board attorney, either place the

alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

"Political activity" means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

DRAFT UPDATE

With respect to an employee whose hours are not fixed, "compensated time" includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

"Prohibited source" means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee; ~~or~~
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee.~~;~~
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

"Gift" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

LEGAL REF.: 5 ILCS 430/, ~~/1-1 et seq~~ State Officials and Employees Ethics Act.
10 ILCS 5/9-25.1, Election Interference Prohibition Act.

CROSS REF.: 5:120 (Ethics and Conduct)

ADOPTED: ~~July 16, 2012~~

Comment [AKL1]: The definition of prohibited source in this policy is updated in response to legislation. Other changes are made to clarify language.

Issue 82, July 2013

DRAFT UPDATE

School Board

Board Member Development

The School Board desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member ~~taking office after June 13, 2011~~ must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term. ~~that begins after that date.~~ This requirement is applicable to Board members who are elected after June 13, 2011 or who are appointed to fill a vacancy of at least one year's duration after that date.
2. Each Board member ~~who was in office on January 1, 2012~~ must complete training on the Open Meetings Act ~~within one year of that date. Each Board member taking office after January 1, 2012 must complete this training~~ no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of ~~his or her~~ the certificate of completion with ~~his or her Board~~ the Board. Training on the Open Meetings Act is only required once.
3. ~~After the District's implementation of the Performance Evaluation Reform Act (PERA) evaluations,~~Each Board member must complete a training program on ~~PERA~~ evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal ~~based on an~~ using the optional alternative ~~evaluative~~ evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.

Comment [AKL1]: Policy is updated for clarity and to remove dates that are no longer pertinent.

Issue 82, July 2013

DRAFT UPDATE

2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2.
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Expenses), 2:200 (Types of School Board Meetings)

ADOPTED: ~~July 16, 2012~~

DRAFT UPDATE

Operational Services

Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever ~~the District must draw~~ it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain year-end fund balances no less than the range of 10 percent of the annual expenditures in each fund.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

ADOPTED: ~~July 16, 2012~~

Comment [AKL1]: Policy language was edited to clarify the board's responsibility in this area.

Issue 82, July 2013

DRAFT UPDATE

General Personnel

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment.* Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited.*

Sexual Harassment Prohibited

The School District shall provide a workplace environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Complaint; Enforcement

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Whom to Contact with a Report or Complaint

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

DRAFT UPDATE

Nondiscrimination Coordinator:

Dr. Robert Green, Superintendent
Name
Collinsville CUSD #10
Address
201 W. Clay St., Collinsville, IL 62234

618/346-6350
Telephone

Complaint Managers:

Kelly Carpenter, Director of HR
Name
Collinsville CUSD #10
Address
201 W. Clay St., Collinsville, IL 62234

618/346-6350
Telephone

John Griffith, Dir. of Student Services
Name
Collinsville CUSD #10
Address
201 W. Clay St., Collinsville, IL 62234

618/346-6350
Telephone

Dr. Robert Green, Superintendent
Name
Collinsville CUSD #10
Address
201 W. Clay St., Collinsville, IL 62234

618/346-6350
Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

LEGAL REF.: Title VII of the Civil Rights Act, 42 U.S.C. §2000e et seq.; 29 C.F.R. §1604.11.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.; 34 C.F.R. §1604.11.
Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/5-102, and 5/5-102.2.
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998).
Crawford v. Metro. Gov't of Nashville & Davidson County, 129 S. Ct. 846 (2009).
Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Harris v. Forklift Systems, 114 S.Ct. 367 (1993).
Jackson v. Birmingham Board of Education, 125 S.Ct. 1497 (2005).
Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986).
Oncale v. Sundown Offshore Services, 118 S.Ct. 998 (1998).
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39 (Ill., 2009).
Vance v. Ball State University, 133 S. Ct. 2434 (2013).

Comment [AKL1]: Legal references are updated to add two U.S. Supreme Court decisions. See the Update Memo for more information.

Issue 82, July 2013

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:21 (Staff Harassment), 7:20 (Harassment of Students Prohibited)

DRAFT UPDATE

ADOPTED: ~~July 16, 2012~~

DRAFT UPDATE

Instruction

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02ab.
23 Ill.Admin.Code Part 226.
34 C.F.R. §300.

Comment [AKL1]: Legal references are edited.
Issue 82, July 2013

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: ~~July 16, 2012~~

DRAFT UPDATE

Students

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §~~337~~151 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 108 S.Ct. 592 (1988).

Comment [AKL1]: Legal references are edited.
Issue 82, July 2013

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: ~~July 16, 2012~~

DRAFT UPDATE

Students

Student Records

School student records are confidential ~~and~~. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction ~~or~~ by a school employee, regardless of how or where the information is stored, except ~~for certain records kept~~ as provided in ~~a staff member's sole possession; records maintained by~~ State or federal law as summarized below: ~~enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.~~

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Comment [AKL1]: The definition of school student record is amended to align with 23 Ill.AdminCode section 375.10.

OPTION
Rather than listing the exceptions in the policy, the board may choose to end the sentence after the proviso "except as provided in State or federal law." To use the shorter option, check 7:340 OPTION on the response form.

Please see the Update Memo for important information regarding other aspects of your student records policy.

Issue 82, July 2013

DRAFT UPDATE

LEGAL REF.: Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002).
Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.
Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.
105 ILCS 5/10-20.21b, 20.37, 20.40, 5/14-1.01 et seq., and 10/.
50 ILCS 205/7.
23 Ill.Admin.Code Parts 226 and 375.

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADOPTED: ~~April 15, 2013~~

10. **New Business**

10.1. Approval of School Improvement Plans

Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	10/31/13	Date:
Superintendent Signature:		Date:
Board President Signature:		Date:

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Collinsville High School has employed many interventions to make it a safe, welcoming and special place to learn. Safety: We have a new security camera system, a buzz in and out system that also locks doors automatically, a resource officer on duty at all times, teachers that patrol the hallways and have assigned duties, and have trained teachers/administrators in proper techniques to deal with altercations. We also have a talented cousling team, HART team, and school psychologist on staff. Welcoming/Conducive to Learning: CHS has created numerous programs to honor students for their academic, co-curricular and athletic acheivements. We have a Student Recognition Committee, programs that honor students for perfect attendance, straight A's, honor roll, testing incentives, Athlete of the Month, etc. Parents and community members are welcome at CHS at any time and hundreds volunteer in our school and at events.

			Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	The School Improvement Team, in conjunction with the PLC leaders and Curriculum Council are examining ways to help those most in need. Our major focus will be helping moves students at all grade levels to at least "meet" state standards as defined by the PSAE, PLAN and EXPLORE testing models. Expanded tutoring has been offered, curriculum realignment/curriculum mapping with regards to the Common Core are underway, course recovery classes have been implemented and the stressing of reading skills at all levels has been implemented. However, anything that requires additional funding, such as full RTI implementation, additional after school transportation and the purchasing of materials and professional development cannot be achieved until the economic climate in the state of Illinois improves.

Plan

1	Assigned To	
2	How it will look when fully met:	Departments will utilize PLC time on a weekly basis to address Common Core Curriculum alignment and the exploration of common assessments. Credit recovery classes will continue for the 2013-2014 school year. Professional development, mainly led by faculty members, will continue in the areas of Common Core, Reading Strategies and other topic areas that will allow for the faculty to reach all learners within the school. The Curriculum Council will continue to review courses and present new programs for students with the Common Core in mind and the School Improvement Team will create three measureable goals for the faculty to focus on.
3	Target Date:	05/23/2014
4	Tasks	
	There are no tasks created for this Objective	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Status Full Implementation 05/01/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal of CHS and/or a member of his administrative team attends all meetings of the before mentioned committees. Also, the chairman of each committee keeps running records of team meetings, including agendas of those meetings.

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ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status Full Implementation 05/01/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is accomplished through Department Meetings and regular interaction with the chairs of the Curriculum Council, School Improvement Team, Student Recognition Committee, and the PLC Leadership Committee.

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS	Status Full Implementation 05/01/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The School Improvement Team is made up of two members from each department at Collinsville High School. There is a feeling of openness and professionalism at these meetings. Faculty members also are aware that at any time the chairman of the committee can be sent an email or have an appointment made and the question of concern will be addressed.

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan No Tasks Created

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Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The School Improvement Team and the PLC Leadership Team both have data subcommittees that looks at the following information: Standardized test scores Placement exam scores Overall course grades Middle school testing and grade data However, with the budget cutbacks, there are no resources available to extend what we currently do.	

Plan

1	Assigned To	Kari Karidis
2	How it will look when fully met:	The PLC data team will take the lead in all data analysis concerning student test scores and student placement based on reliable data.
3	Target Date:	05/23/2014
4	Tasks	
	There are no tasks created for this Objective	

IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Status In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation

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Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Curriculum maps for all subject areas are located on the P drive at the high school. They however will need alterations based on the addition of Common Core standards as they are rolled out. Starting in the 2013-2014 school year we will be able to use PLC planning time every Wednesday to address these needs and updates.	

Plan

1	Assigned To	Kari Karidis
2	How it will look when fully met:	During PLC planning time, curriculum maps will be updated as new Common Core standards are rolled out by the state. Staff will be introduced to the new CoureMason unit development program. CourseMason program will be utilized to create units of instruction aligned with the Common Core standards. Instrctional activies, assessments and resources will be uploaded into the CourseMason program.
3	Target Date:	05/22/2015
4	Tasks	

1

During PLC planning time, curriculum maps will be updated as new Common Core standards are rolled out by the state.

Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	05/23/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	September 20, 2013: PLC time has begun for the entire Faculty of CHS. All departments are currently working on the creation of Curriculum Maps based on the Common Core standards released and assembling these maps/outlines in the Course Mason software.
Task Completed	

Staff will be introduced to the new CoureMason unit development program.

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Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

2

Comments	September 20, 2013: All departments have been introduced to the basic concepts of Course Mason via the district inservice provided on September 20, 2013. Also, departments met with faculty members as departments as part of the inservice to begin entering data into Course Mason within their PLC groups on September 20.
Task Completed	09/20/2013

CourseMason program will be utilized to create units of instruction aligned with the Common Core standards. Instrctional activies, assessments and resources will be uploaded into the CourseMason program.

Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	05/22/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

3

Comments	September 20, 2013: All departments have been introduced to the basic concepts of Course Mason via the district inservice provided on September 20, 2013. Also, departments met with faculty members as departments as part of the inservice to begin entering data into Course Mason within their PLC groups on September 20.
Task Completed	

Implement

Percent Tasks Completed	33.3333%
Objective Status	

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IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All of these indicators are addressed by the registrar and the administration at Collinsville High School. All of these are on file within the building itself and can be easily access through the School Master software.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Yeary learning logs are currently utilzed by the Special Education Department. The School Improvement Team sets goals each year for the school itself utilizing the test scores produced by the PSAE, PLAN and EXPLORE tests. With the implementation of the PLC planning time, this can be further explored during the 2013-2014 school year.	

Plan

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1	Assigned To	Kari Karidis
2	How it will look when fully met:	The School Improvement Team has set the following goals for the 2013-2014 school year: 1. In the area of READING, the 11th grade PSAE scores will increase 2% annually in the categories of "exceed" and "meets" and decrease 2% annually in the categories of "does not meet" and "academic warning". 2. In the area of MATH, the 11th grade PSAE scores will increase 2% annually in the categories of "exceed" and "meets" and decrease 2% annually in the categories of "does not meet" and "academic warning". 3. In the area of SCIENCE, the 11th grade PSAE scores will increase 2% annually in the categories of "exceed" and "meets" and decrease 2% annually in the categories of "does not meet" and "academic warning".
3	Target Date:	08/29/2014
4	Tasks	
	There are no tasks created for this Objective	

IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Status In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school has created a Data Team within the PLC structure to address this standard during the 2013-2014 school year.	

Plan

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1	Assigned To	Kari Karidis
2	How it will look when fully met:	The PLC data team will work to analyze various forms of student data in order to drive curriculum and instruction at the high school.
3	Target Date:	05/23/2014
4	Tasks	
	There are no tasks created for this Objective	

IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Status In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Curriculum maps for all subject areas are located on the P drive at the high school. They however will need alterations based on the addition of Common Core standards as they are rolled out. Starting in the 2013-2014 school year we will be able to use PLC planning time every Wednesday to address these needs and updates. All teachers also have access to Common Core standards in hard copy and digitally.	

Plan

1	Assigned To	Kari Karidis
		During PLC planning time, curriculum maps will be updated as new Common Core standards are rolled out by the state. CourseMason

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2	How it will look when fully met:	professional development will be offered during the summer of 2013 to faculty members. CourseMason program will be utilized to create units of instruction aligned with the Common Core standards. These units will be designed to align curriculum, instruction and assessment based upon Common Core standards.
3	Target Date:	05/22/2015
4	Tasks	

1

During PLC planning time, curriculum maps will be updated as new Common Core standards are rolled out by the state.

Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	05/22/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	September 20, 2013: All departments have been working on curriculum maps every Wednesday within their PLC department groups. The Math and English Departments, since they have Common Core standards, are leading the way in the creation of the curriculum maps, and can be found in the Course Mason software program. All departments are however working on this using the Reading and Writing standards that have been released thus far.
Task Completed	

2

CourseMason professional development will be offered during the summer of 2013 to faculty members.

Assigned to	Kari Karidis	Start Date	05/20/2013	End Date	08/12/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	September 20, 2013: All departments had faculty members attend summer workshop training on the Course Mason software. Also, the district wide institute day provided training for all CHS faculty members on September 20, 2013.
Task Completed	09/20/2013

CourseMason program will be utilized to create units of instruction aligned with the Common Core standards. These units will be designed to align curriculum, instruction and assessment based upon Common Core standards.

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3	Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	05/22/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	September 20, 2013: All departments have been working on curriculum maps every Wednesday within their PLC department groups. The Math and English Departments, since they have Common Core standards, are leading the way in the creation of the curriculum maps, and can be found in the Course Mason software program. All departments are however working on this using the Reading and Writing standards that have been released thus far.
Task Completed	

Implement

Percent Tasks Completed	33.3333%
Objective Status	

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Reports - Comprehensive Report

IA14	The district/school will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Collinsville High School is moving towards the PLC (Professional Learning Community) concept beginning in the 2013-2014 school year. Students will be released from school early every Wednesday so faculty members can work in their assigned PLC groups to address the needs of each department and focus on the curricular areas of need.	

Plan

Assigned To	Not yet Assigned

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 05/01/2013

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal and all members of the administrative team at CHS are aware of our test scores and the areas that need to be celebrated and the areas that need to be improved. All members of the administrative team take part in school improvement workshops, discussions and interventions.

			Status
IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Full Implementation 05/01/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Based on the new evaluation tool mandated by law in the state of Illinois, there has been a large increase in the number of times administrators both visit and take part in classes. The Danielson Model for evaluating teachers has brought many more observations of the faculty into play. Administrators are welcome in classrooms any time and often are invited by teachers to come into their classrooms.

			Status
IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	With the addition of PLC time every Wednesday, this indicator can easily be addressed. Also, we readily share all testing data with the entire faculty and move as a faculty to see what we can do to address our shortcomings. For example, we will continue the Reading and Math Modules on a weekly basis and continue to make sure that study halls are used for academic time only.

Plan

1	Assigned To	
2	How it will look when fully met:	PLC department teams will evaluate both the strengths and weaknesses of their department and the curriculum as the inaugural year of PLC's goes forward. Kyle Gordon will continue to provide Math and Reading Modules on a weekly basis and the administration will make sure that study halls are used for academic purposes each day. Information from these sources will guide the administation in choosing Professional Development opportunities for the faculty.
3	Target Date:	05/23/2014
4	Tasks	
	There are no tasks created for this Objective	

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	With the addition of PLC time every Wednesday, this indicator can easily be addressed. Also, we have spent a great deal of time over the course of the last three years realigning curriculum, mapping curriculum and determining the our student's accurate reading skill levels with the use of Discovery Learning assessment tools. With the addition of Course Mason software to our school, we can also better create common assessments and common curricular practices.

Plan

1	Assigned To	Kari Karidis
2	How it will look when fully met:	CourseMason professional development will be offered during the summer of 2013 to faculty members. CourseMason program will be utilized to create units of instruction aligned with the Common Core standards. These units will be designed to align curriculum, instruction and assessment based upon Common Core standards. The CourseMason program will help us focus on the following key curricular components: *Determine the best objective descriptors. *Consider the most appropriate elements for mastery and constructs criteria for mastery. *Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.
3	Target Date:	05/22/2015
4	Tasks	

1

CourseMason program will be utilized to create units of instruction aligned with the Common Core standards. These units will be designed to align curriculum, instruction and assessment based upon Common Core standards.

Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	05/22/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	October 17, 2013: All departments at Collinsville High School have utilized their PLC collaboration time each Wednesday to begin creating units of instruction using the available Common Core Standards within the Course Mason program. Administrators have visited with PLC groups on a regular basis, the September 20, 2013 Institute Day provided all staff with additional training on Course Mason and he PLC Leadership Team and Data Team continue to meet on a regular basis to discuss and access progress.

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Task Completed	

Through the CourseMason program, teams will focus on the following key curricular components during unit development: *Determine the best objective descriptors. *Consider the most appropriate elements for mastery and constructs criteria for mastery. *Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.

Assigned to	Kari Karidis	Start Date	08/12/2013	End Date	05/22/2015	Timeline	

Budget & Funding Sources($)

2	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	October 17, 2013: All departments at Collinsville High School have utilized their PLC collaboration time each Wednesday to begin creating units of instruction using the available Common Core Standards within the Course Mason program. Administrators have visited with PLC groups on a regular basis, the September 20, 2013 Institute Day provided all staff with additional training on Course Mason and he PLC Leadership Team and Data Team continue to meet on a regular basis to discuss and access progress.
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	In Plan 2 of 3 (66%) tasks completed

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, plans are underway for the creation of the PLC at the high school begining at the start of the 2013-2014 school year and teams are in place. This indicator can be addressed within the confines of the new PLC structure created for the 2013-2014 school year at Collinsville High School. Looking at academic focus first within the PLC and then moving towards the issues of behavior, social, emotional development, etc. can be discussed and plans created in a department level setting.	

Plan

1	Assigned To	
2	How it will look when fully met:	PLC teams will meet weekly to review and discuss planning and student performance data as well as physical, emotional, social and behavioral compnents impacting student learning. Based upon these observations and data review, teams will make adjustments to their curriculum and select appropriate instructional strategies.
3	Target Date:	05/22/2015
4	Tasks	

1

PLC teams will meet weekly.

Assigned to		Start Date	08/12/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	October 17, 2013: All departments at Collinsville High School have utilized their PLC collaboration time each Wednesday to begin creating units of instruction using the available Common Core Standards within the Course Mason program. Administrators have visited with PLC groups on a regular basis, the September 20, 2013 Institute Day provided all staff with additional training on Course Mason and he PLC Leadership Team and Data Team continue to meet on a regular basis to discuss and access progress.

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	Task Completed	08/14/2013

2

PLC teams will regularly discuss student performance data as well as physical, emotional, social and behavioral compnents impacting student learning.

Assigned to		Start Date	08/09/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	October 17, 2013: All departments at Collinsville High School have utilized their PLC collaboration time each Wednesday to begin creating units of instruction using the available Common Core Standards within the Course Mason program. Administrators have visited with PLC groups on a regular basis, the September 20, 2013 Institute Day provided all staff with additional training on Course Mason and he PLC Leadership Team and Data Team continue to meet on a regular basis to discuss and access progress. In addition, all departments have had discussion regarding best practices ad continue to share ideas within their PLC groups.
Task Completed	10/09/2013

3

Based upon observations and data review, teams will make adjustments to their curriculum and select appropriate instructional strategies.

Assigned to		Start Date	08/09/2013	End Date	05/22/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	October 17, 2013: All departments at Collinsville High School have utilized their PLC collaboration time each Wednesday to begin creating units of instruction using the available Common Core Standards within the Course Mason program. Administrators have visited with PLC groups on a regular basis, the September 20, 2013 Institute Day provided all staff with additional training on Course Mason and he PLC Leadership Team and Data Team continue to meet on a regular basis to discuss and access progress. Adjustments to instructional strategies and relevant curriculum is an ongoing and continuous process. The more time teams spend together, the more change in instructional strategies will occur. This is an ongoing assessment piece.
Task Completed	

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Implement

Percent Tasks Completed	66.6667%
Objective Status	

			Status
IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	All teachers at CHS use a variety of evaluation methods and maintain records of these results via our online grading system, PASS. As we begin to expand Discovery testing in other core subjects, more results will be cataloged. Also, the creation of PLC's will allow for further exploration of this area.	

Plan

1	Assigned To	Kari Karidis
2	How it will look when fully met:	During PLC planning time, all departments will explore the creation of common assessments and professional development will offer faculty members ideas and ways in which to evaluate student performance.
3	Target Date:	05/23/2014
4	Tasks	

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There are no tasks created for this Objective

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Many departments have adopted differentiated instruction techniques to use in the classroom. As Discovery Education expands, this will increase. Also, PLC time will need to be used to address this issue. Additional professional development will be sought after to help teachers address this strand.	

Plan

1	Assigned To	Kari Karidis
2	How it will look when fully met:	During PLC planning time, all departments will explore differentiated instruction techniques and share their experiences using these.
3	Target Date:	05/23/2014
4	Tasks	
	There are no tasks created for this Objective	

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IIIA35	Students are engaged and on task. (1161)	SP	Status Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	With the implementation of the new Danielson Model of teacher evalutation, this objective is met within the frameworks. All teacher evaluations are on file in the personnel office at the district office. Teachers who need additional help in this area are addressed by their assigned administrator.

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers are required to post all student grades to the PASS software system. Parents have access to student grade and attendance 24 hours a day and have the ability through the program to contact all teachers when they feel necessary.

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status Full Implementation 05/03/2013

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	With the implementation of the new Danielson Model of teacher evalutation, this objective is met within the frameworks. All teacher evaluations are on file in the personnel office at the district office. Teachers who need additional help in this area are addressed by their assigned administrator.

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The teacher's collective bargaining agreement addresses the responsibilities/expectations of faculty members. The student handbook outlines the expectations and responsibilities of parents and students. Also, teachers have created a syllabus for each course taught and it is distributed to students on the first day of class each year.

			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All information noted in the above standard is given to each child/parent at registration and to teachers on the first day of school.

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IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Status Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Collinsville High School has formed several committees that have parent and community representation on them. Parents also have 24 hour access to email faculty members, the principal has an open door policy and can request meetings with personell anytime.

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Status Full Implementation 05/03/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Collinsville High School regularly communicates with parents through: Quarterly Newsletters PSAE Newsletter PASS Software Schoolreach messaging system

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Kimberly Jackson		Date: 11/18/2013
Superintendent Signature:	Dr Robert Green		Date: 11/18/2013
Board President Signature:	Gary Peccola		Date: 11/18/2013

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 11/13/2012

Assessment

Level of Development	Initial: **Full Implementation**
Evidence that this indicator has been fully and effectively implemented:	The principal is highly visible in classrooms. The principal monitors and discusses learning data with staff and teachers. The research based teacher evaluation system-Danielson Model has been formally adopted and fully implemented.

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 11/13/2012

Assessment

Level of Development	Initial: **Full Implementation**

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Evidence that this indicator has been fully and effectively implemented:	The principal is frequently visible in classrooms and hallways.

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district has an established mentoring program that enables mentor tenured teachers to observe non-tenured teachers and provide feedback. This feedback is to be used to improve the professional practice of the non-tenured teacher and identify potential professional development needs. A research-based teacher evaluation process has been established effective with the current school year. This is designed to assist all teachers to identify specifics of their professional practice that may benefit from additional professional development. Professional development has yet to be aligned with this new evaluation system.	

Plan

Assigned To	Not yet Assigned

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IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status In Plan 0 of 5 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This process is in the beginning stages. Teams consist of departments and unit development is inconsistent.	

Plan

1	Assigned To	
2	How it will look when fully met:	All departments will develop curriculum that is fully aligned to Common Core standards. Units of instruction will be developed based upon the standards with vertical and horizontal alignment within subjects and grade levels.
3	Target Date:	05/01/2014
4	Tasks	

Departments will meet to align standards to new Common Core standards.

Assigned to	Department Chairs	Start Date	09/07/2012	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)

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1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	3/20/2013 English and Math have begun the process; Social Studies and Science are now analyzing new information that has been distributed from the State. 4/18/2013 A core team has been trained in unit development software that will be made available to entire CMS staff. 5/20/2013 No change made
Task Completed	

2

Standards are aligned by subject and grade level.

Assigned to	Department Chairs	Start Date	03/12/2013	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	5/20/2013 Department leaders trained in new curriculum software called CourseMason.
Task Completed	

3

Departments develop units of instruction for subjects based on standards.

Assigned to	Department Chairs	Start Date	03/12/2013	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	4/18/2013 A team has reviewed unit development software that will be made available to the entire staff. 5/20/2013 No Change
Task Completed	

Common Formative assessments will be developed as a part of each unit.

Assigned to	Department Chairs	Start Date	03/12/2013	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)

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4

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	5/20/2013 No Change
Task Completed	

5

Units will be modified based on data collected from CFA and other data sources.

Assigned to	Department Chairs	Start Date	03/12/2013	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	5/20/2013 No Change
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status In Plan 2 of 4 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation

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Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers are using data like Discovery Education Assessment, Illinois State Assessment, Common Formative Assessments, and quarterly data to drive instruction in the classrooms. Teachers are making instructional changes that are per group or individually based on the data. Teacher time for data review and meeting to discuss data and instruction implications is limited.	

Plan

1	Assigned To	Kay Hewitt
2	How it will look when fully met:	Data will be gathered from multiple sources including DEA, ISAT and quarterly grades twice per quarter. Data will be shared with department chairs and/or instructional teams. Teams will analyze quarterly data to determine areas of concern and develop strategies to increase student performance. Strategies will be implemented throughout the quarter. Common formative assessments will be developed and utilized to re-assess on an ongoing basis.
3	Target Date:	05/01/2014
4	Tasks	

1 Develop a system to gather data from DEA, ISAT and quarterly grades.

Assigned to	Kay Hewitt	Start Date	03/12/2013	End Date	05/01/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	A system has been developed and is being implemented to gather data from the appropriate sources.
Task Completed	**03/20/2013**

Share data collected with department chairs and/or instructional teams in a clear format.

Assigned to	Kay Hewitt	Start Date	03/12/2013	End Date	05/01/2013	Timeline	

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2

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	3/20/2013 Data is shared currently but the format will be adjusted for clearer understanding. 4/18/2013 Leadership team has created a plan for distribution of data that has clarified the process.
Task Completed	**04/18/2013**

3

Instructional teams analyze data on a quarterly basis to determine areas of improvement and to develop strategies to increase student performance.

Assigned to	Department Chairs	Start Date	03/12/2013	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	4/18/2013 Plans and structure has been established. 5/20/2013 Plans will be implemented with current data at the beginning of the year.
Task Completed	

4

Implement strategies as appropriate throughout the quarter. Re-assess through common formative assessment.

Assigned to	Department Chairs	Start Date	03/12/2013	End Date	05/01/2014	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	4/18/2013 No Progress 5/20/2013 No Change
Task Completed	

Implement

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Percent Tasks Completed	50%
Objective Status	

IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status: In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers use Discovery Education Assessment, Illinois State Assessment, and individual unit tests. The Discovery Education Assessment is given four times a year. Post tests are consistently adminstered following units of instruction but predominantly paper and pencil. The majority of staff members adminster some sort of pretest. Some departments have begin Common Formative Assessments.	

Plan

Assigned To	Not yet Assigned

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status: In Plan Objective not assigned

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Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	While some level of differentation is built into instruction, it is not down to individual student level. If a significant number of students lack mastery in content areas, teachers consistent reteach and modify lesson plan to accomodate more learning styles.	

Plan

Assigned To	Not yet Assigned

IIIA35	Students will be engaged and on task. (1161)	SP	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	For the most part we believe students are mostly engaged, but think students could be more engaged with the use of more technology.	

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Plan

Assigned To	Not yet Assigned

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status Full Implementation 11/13/2012

Assessment

Level of Development	Initial: **Full Implementation**
Evidence that this indicator has been fully and effectively implemented:	Teachers send home grade reports on a regular basis. Teachers update PASS(Parent Access Student System regulary. Teacher have yearly Parent Conferences and keep in touch with parents via mail, email, phone, and agendabook.

IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Teachers are using a variety of methods to try to reach students that are not actively engaged in class. Students have multiple means of communication with staff to encourage them to be proactive on their own behalf.

Plan

Assigned To	Not yet Assigned

			Status
IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Objective Met 03/20/2013

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have no compact Plan yet.	

Plan

1	Assigned To	
2	How it will look when fully met:	A document, outlining the responsibilities of each identified party will exist.

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3	Target Date:	09/01/2013

4 **Tasks**

1 **Research conpacts to determine proper structure and elements.**

Assigned to		Start Date	03/06/2013	End Date	09/01/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	Compacts have been researched to determine an appropriate format.
Task Completed	**03/20/2013**

2 **Create compact.**

Assigned to		Start Date	03/06/2013	End Date	09/01/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Compact has been created and will be a part of the school handbook.
Task Completed	**03/20/2013**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 03/20/2013
Experience	03/20/2013 Review of sample compacts and they were reviewed by the administrative team.
Sustain	03/20/2013 Reviewed annually and included in the student handbook each school year.
Evidence	03/20/2013 See student handbook

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IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Status In Plan 3 of 3 (100%) tasks completed

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	No compact is in place yet.	

Plan

1	Assigned To	
2	How it will look when fully met:	Distribute completed compact to all stake holders annually.
3	Target Date:	09/01/2013
4	Tasks	

Compact will be added to the school handbook.

Assigned to	Darrin Houck	Start Date	03/06/2013	End Date	09/01/2013	Timeline	

Budget & Funding Sources($)

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1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Compact has been submitted to add for the 2013-14 school year.
Task Completed	**03/20/2013**

2

Distribution of school handbooks.

Assigned to		Start Date	09/01/2013	End Date	09/01/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	4/18/2013 Scheduled for registration 8/12/2013 Handbooks given during registration.
Task Completed	**07/26/2013**

3

Add compact to school website.

Assigned to		Start Date	09/01/2013	End Date	09/01/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	4/17/2013 Compact will be done prior to beginning of school year 2013-2014. 8/12/2013 Added to website first week of school.
Task Completed	**08/12/2013**

Implement

Percent Tasks Completed	100%
Objective Status	

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IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Status Full Implementation 11/13/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	School Messagener calls all parents for school concerns, issues, and upcoming events. Also, teachers have phones in every room and email available to every staff member. Also, teachers have yearly parent conferences.

IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Parents have been informed about our Reading Initiative via email, phone, reading night, and conferences.	

Plan

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Assigned To	Not yet Assigned

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)	SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The building is currently undergoing a cultural change. Priority has been placed on safety and both the language and interactions from adults to students and students to students have an expectation of respect and kindness.	

Plan

Assigned To	Not yet Assigned

			Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	In Plan 0 of 2 (0%) tasks completed

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A structure is in place but it is not formally school policy. This structure is newly formed this year.	

Plan

1	Assigned To	Joe McGinnis
2	How it will look when fully met:	Team Structures within Collinsville Middle School are two-fold. Professional Learning Communities meet weekly as a department and then 4 Core Groups meet monthly to make decisions about students needs, interventions, etc. and then to assess student performance and finally to guide instruction. Two leadership groups exist - Department Chair Group looks at School issues and then delivers such information to all staff; the Rising Star Leadership Group evaluates improvement processes and then makes certain items systematic.
3	Target Date:	05/15/2014
4	Tasks	

1

Identify Various Roles for Each Group and define Tasks

Assigned to		Start Date	09/23/2013	End Date	12/13/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Professional learning communities meet weekly on Wednesdays to develop curriculum utilizing Common Core standards and to collaborate on the direction of programs and students within the building. The Principal's and Chairs group meets monthly to identify the direction of curriculum work and facilitate information flow to the staff. The Rising Star committee is tasked

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		with the development and monitoring of the building's school improvement plan.
	Task Completed	

2

CMS Administration needs to define tasks and responsibilities of each leadership group.

Assigned to	Kay Hewitt	Start Date	09/23/2013	End Date	11/22/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)

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Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Minutes and agendas are maintained with each group leader and the principal has access but does not maintain each of these files personally. School has directory for agendas and minutes and team members will put items on this drive.	

Plan

Assigned To	Not yet Assigned

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status Full Implementation 10/11/2012

Assessment

Level of Development	Initial: **Full Implementation**
Evidence that this indicator has been fully and effectively implemented:	Meeting agendas and minutes located in a central drive on school's network. Teams meet more than once a month. This is a past practice of this school.

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS	Status Full Implementation 10/11/2012

Assessment

Level of Development	Initial: **Full Implementation**

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Evidence that this indicator has been fully and effectively implemented:	Department chairs currently relay pertinent information to members of the department through either department meetings or written correspondence. The building level leadership team is comprised of the department chairs.

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status Objective Met 05/20/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The team is in the beginning stages of looking at and breaking down data to drive the decision making process. Departments and individual teachers have had access to data and uses it to drive instruction. Several departments have begun common formative assessments and are adding this information to the data that is being reviewed. In addition, data has been triangulated based on failing grades at midterm and plotted into spreadsheet. This information has been disseminated to department chairs to share with individual teachers.	

Plan

1	Assigned To	Kay Hewitt
2	How it will look when fully met:	Through the use of DEA, ISATS, common formative assessment and disciplinary data, Collinsville Middle School's leadership team(s) will look at data on a monthly basis to determine curricular direction and deficiencies to determine school improvement needs and the professional development direction for the building.
3	Target Date:	05/16/2014
4	Tasks	

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1

After every DEA assessment, data will be triagulated with ISAT and grade information to determine intervention needs for students.

Assigned to	Kay Hewitt	Start Date	09/07/2012	End Date	05/16/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	A process has been put in place to triangulate data and a schedule has been determined to establish the frequency of this occurence. Data is used to determine student needsand interventions are being researched to determine what will be used in the future.
Task Completed	**03/20/2013**

2

Triangulated data is distributed to the teaching staff to determine areas of strength and weakness.

Assigned to	Department Chairs	Start Date	03/06/2013	End Date	05/16/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Data is distributed through the department chairs and to each individual teacher after each DEA assessment and triangulation.
Task Completed	**03/20/2013**

3

Professional development and school improvement plans will be developed/modified based on information from the eveluation of data.

Assigned to	Leadership Team	Start Date	03/06/2013	End Date	05/16/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	5/20/2013 Plan is completed
Task Completed	**05/20/2013**

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Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 05/20/2013
Experience	05/20/2013 Data was assessed.
Sustain	05/20/2013 Data has been distributed and analyzed and reports selected and shared with department leaders.
Evidence	05/20/2013 Department leaders have been given data to share with departments. Students tiered according to data.

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This process is in the beginning stages. Adoption of the common core and alignment must come first.	

Plan

Assigned To	Not yet Assigned

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IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 10/11/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Collinsville Middle School has Tyler Pulse and School Master with data available to all teachers.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Data is now being analyzed to determine the proper goals for the building. All departments have analyzed data to some degree.	

Plan

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Assigned To	Not yet Assigned

IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD	Status Full Implementation 10/11/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	ISAT, DEA and grade data is analyzed twice per quarter to determine intervention needs and at risk students. This information is passed on to teachers for intervention.

IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our district has no formally aligned curriculum. However, individual departments within the middle school have adopted a curriculum and are working to align it to the common core standards.	

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Plan

Assigned To	Not yet Assigned

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Matthew Noyes	Matthew Noyes	Date: 11/18/2013
Superintendent Signature:	Dr. Robert Green		Date: 11/18/2013
Board President Signature:	Gary Peccola		Date: 11/18/2013

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)	SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our school facility is secure and has procedures in place where visitors are screened using the RAPTORE system. All external doors are locked and numbered with employee access through a keyless, electronic fob system. Our building regularly participates in safety drills and reviews procedures for emergency situations. We have a school wide character education theme that has been adopted by all faculty, staff, and students including school wide behavior expectations, clearly defined rewards, and a student led character council. Students have access to further support through social workers.	

Plan

Assigned To	Not yet Assigned

			Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	In Plan Objective not assigned

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Past practice has included teacher teams based on classroom locations without parameters, goals, or agendas. They were strictly to discuss student data and later to align curriculum to the common core standards. These teams did not include other professionals in the building such as social workers, psychologists, and speech therapists. Collaborative teams have been formed to include instructional assistants, social workers, psychologist and other professionals in the building. Currently, a building level leadership team has been formed. Each member of the team represents a different collaborative team and a different role within the building. Staff members are receiving collaboration training.	

Plan

Assigned To	Not yet Assigned

			Status
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	Objective Met 10/07/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	The principal has asked all collaborative teams in the building to forward team meeting agendas and minutes to keep on file. Submission of these documents has been inconsistent. A tracking system of these documents is currently in development.

Plan

1	Assigned To	
2	How it will look when fully met:	The principal will collect each team's weekly collboartion team meeting agendas and meeting minutes. These documents will consistently be collected on a weekly basis and a tracking system for these documents will be in place.The file folder will be maintained in the principal's office.
3	Target Date:	05/15/2014
4	Tasks	

1 Collaborative teams will consistently submit agendas and minutes weekly to the principal.

Assigned to		Start Date	05/13/2013	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	All teams are meeting weekly on Wednesdays during our PLC time and are required to submit meeting minutes and the PLC agenda for the following Wednesday to the principal by Friday.
Task Completed	10/04/2013

2 The principal will create a tracking sheet will be included in each teams folder.

Assigned to		Start Date	05/13/2013	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Principal tracks the information that each team turns in. He utilizes email reminders for both the meeting minutes and weekly agendas.

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	Task Completed	10/04/2013					
3	The principal will maintain the collaboration team file folders in his office.						
	Assigned to	Start Date	05/13/2013	End Date	05/15/2014	Timeline	
	Budget & Funding Sources($)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments	The principal has established a file folder for each collaboration team including all specialist teams. folders contain weekly meeting minutes and agendas. These items are housed in a file cabinet in the principals office.						
	Task Completed	10/04/2013						

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 10/07/2013
Experience	10/07/2013 Having a structure for submitting meeting minutes and agendas facilitated meeting this goal.
Sustain	10/07/2013 The teams will need to be reminded and encouraged to submit their weekly documents in a timely manner.
Evidence	10/07/2013 The folders and necessary documentation are housed in a file cabinet in the principal's office.

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status Objective Met 03/26/2013

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A Leadership Team consisting of the principal, teachers, and other key professionals has formed, but only one meeting has been held. There are plans of future meetings.	

Plan

1	Assigned To	
2	How it will look when fully met:	The principal will schedule dates for the Rising Star Leadership meetings.
3	Target Date:	12/19/2012
4	Tasks	

1 The principal will schedule meetings twice a month for an hour each meeting.

Assigned to		Start Date	10/23/2012	End Date	12/19/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	3/26/2013: The principal sent out a schedule of biweekly meetings to the Rising Star Leadership team. The principal also creates an agenda for the next meeting and shares this with the team.
Task Completed	12/19/2012

Implement

Percent Tasks Completed	100%

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Objective Status	Objective Met - 03/26/2013
Experience	03/26/2013 Team conesus was easily reached and it was determined that the team would meet every other Tuesday.
Sustain	03/26/2013 At the conclusion of each meeting we will confirm the next meeting's date. Our goal will be to meet twice a month until the end of the school year and into the following school year.
Evidence	03/26/2013 Rising Star agendas and minutes are stored electronically in the Rising Star program.

			Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Objective Met 05/13/2013

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The Leadership Team has had one meeting and there has been no opportunity to communicate with faculty and staff.	

Plan

1	Assigned To	Sara Doherty
2	How it will look when fully met:	The staff will receive regular communication, from the Rising Star Leadership Team, through the monthly staff meetings and on an as needed basis through email or Monday Memos.

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3	Target Date:	05/15/2014

4 Tasks

1

Principal will incorporate a place for the Rising Star team to share necessary data on the monthly staff meeting agenda.

Assigned to		Start Date	12/19/2012	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/26/2013: The Rising Star Indicators will be included on our monthly staff meeting agenda. The principal will continue to include this information on the weekly Monday Memo for all staff. Staff members are encouraged to ask questions to the Rising Star Leadership Team. Work towards full implementation will be ongoing. 5/13/2013: Previous description still fully implemented. The process is embedded in the weekly Monday memo that is sent to all staff, and also the agenda for staff meetings.
Task Completed	05/13/2013

2

The assistant principal will provide opportunities for staff members to learn more about the information available regarding the Discovery Education Assessments.

Assigned to	Sara Doherty	Start Date	12/19/2012	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/26/2013: The assistant principal sent out an entire staff email about a resource for an extended response ISAT review. In response to the email, another staff member Laura Bauer, the Unit 10 reading coach, will attend twenty-two classrooms within our school to prepare for ISAT extended response . The assistant principal has also sent out online resoureces such as the common core newsletter and information on formative assesments. Work towards full implementation is ongoing. 5/13/2013: Teachers from the Leadership team have presented the Discovery Education Growth reports during a staff meeting. The assistant principal reviewed the components of the Discovery Education website during a before school voluntary meeting.
Task Completed	05/13/2013

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Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 05/13/2013
Experience	05/13/2013 In pursuing this indicator, the Rising Star Leadership Team has generated discussion among the staff in regards to data and the Discovery Education testing process. It also brought the Rising Star Leadership goals to the forefront of monthly staff discussion and informal collaboration team meetings.
Sustain	05/13/2013 The items will remain on the meeting agendas and we will need to provide professional development opportunities and opportunities for collaborative conversations in regards to Discovery Education and the use of other data sources.
Evidence	05/13/2013 Agendas for all staff meetings are on file in the main office and are available upon request. Sign in sheets for Discovery Education training are also maintained in the main office.

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan 1 of 2 (50%) tasks completed

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Past practice has been that Collaborative teams look at classroom data independently. The newly formed Leadership Team plans to assume this role.	

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Plan

1	Assigned To	Lois Luthy
2	How it will look when fully met:	The Rising Star Leadership Team will analyze Regression Reports during their bi-monthly meetings to make decisions about school improvement and professional development needs. The Leadership Team will communicate the regression reports to the teachers to analyze individual classroom data during their team meetings.
3	Target Date:	05/15/2014
4	Tasks	

1 Regression data will be presented to the teachers at a monthly staff meeting in order for the teachers to access their classroom information.

Assigned to	Lois Luthy	Start Date	01/23/2013	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03/26/2013: At the February 20th staff meeting, one of our team members, Lois Luthy, led initial discussion on test-to-test regression data avialable through Discovery Education. 5/13/2013:At the April 15th school improvement meeting, Lois Luthy followed up with handouts and a presentations that showed how to access grade level information and individual class growth reports.
Task Completed	05/13/2013

2 Teachers will discuss regression data with team members during collaboration meetings.

Assigned to	Lois Luthy	Start Date	01/23/2012	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03/26/2013: After the February 20th conversation, teams were encouraged to discuss regression data in their collaboration team meetings after the Discovery Education testing windows. 5/13/2013: Weekly collaboration team meetings have been built into the school calendar for 2013-2014 school year.

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	Task Completed

Implement

Percent Tasks Completed	50%
Objective Status	

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	As a building, there is a lack of consistency of units of instruction and learning activities aligned to objectives. Curriculum is not implemented with integrity of the program. Units of instruction are predominantly text book driven and the text books are not aligned to the Common Core Standards.	

Plan

Assigned To	Not yet Assigned

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			Status
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Full Implementation 10/10/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The teachers have electronic access to student demographic information, attendance, and contact information. Teachers have access to paper forms of test scores and other useful variables. This information is housed in the School Master Student Management Program and its accompanying Tyler Pulse.

			Status
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Learning goals have been set by the previous School Improvement Team on December 22, 2010. The current Leadership Team will be addressing these learning goals.	

Plan

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Assigned To	Not yet Assigned

			Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	In Plan 0 of 1 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some Collaborative Teams monitor formative student learning data. The Leadership Team will communicate expectations for Collaborative Teams to discuss and improve data driven decision making.	

Plan

1	Assigned To	Lois Luthy
2	How it will look when fully met:	When the objective is fully met, team data will be compared to school data. Discovery Education data will be analyzed on a quarterly basis by the PLC teams and the Rising Star Leadership Team. The Leadership Team will look at Discovery Education data to identify the number of kids who make average to above average expected growth and students who are not making gains. Discovery Education scores and weekly meeting minutes will be in the principal maintained folders.
3	Target Date:	05/07/2015
4	Tasks	

We will remind teachers of the Growth report scatter plot available through the Discovery Education Data.

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	Assigned to		Start Date	10/07/2013	End Date	04/15/2014	Timeline

Budget & Funding Sources($)

1	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Our district currently does not have a district wide curriculum in any academic area.

Plan

Assigned To	Not yet Assigned

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, we are using Discovery Education Assessment Scores to monitor student progress. The administration utilizes the data to inform decision making and learning outcomes. Both principals have taken an active role in meeting with students and being visible to teachers and students during the day. The district adopted a researched based evaluation system and the administration is implementing with fidelity to improve instructional practices.	

Plan

Assigned To	Not yet Assigned

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			Status
IE07	The principal will monitor curriculum and classroom instruction regularly. (1028)	SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The administration is highly visible in classrooms on a weekly basis. The administration has a clear understanding of the curricular expectations and best teaching practices at this level.	

Plan

Assigned To	Not yet Assigned

			Status
IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation

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Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Professional Development in the form of Professional Learning Communities is in place. During these monthly meetings, faculty and staff address student strengths, areas of need, and effective teaching practices.	

Plan

Assigned To	Not yet Assigned

			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Current units of instruction are predominantly text book driven. Individuals may have developed standard aligned units of instruction for their grade level, but this was not a collaborative process.	

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Plan

Assigned To	Not yet Assigned

			Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some collaborative teams are using student data to identify students' strengths and weaknesses. These teams also asses and make decisions about curriculum and instructional strategies to improve student learning.	

Plan

Assigned To	Not yet Assigned

			Status
IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	In Plan Objective not assigned

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Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A majority of our assessments are tied to the text book units of instruction. Post testing is a consistent practice, however pretesting is not a common practice. Records of testing are maintained with integrity.	

Plan

Assigned To	Not yet Assigned

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	While some teachers differentiate instruction on a regular basis, others are not implementing individualized instruction. Few teachers use a pretest to guide their instruction.

Plan

Assigned To	Not yet Assigned

IIIA35	Students will be engaged and on task. (1161)	SP	Status In Plan 4 of 7 (57%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some classrooms have a higher percentage of students engaged and on task for the majority of the time. No formalized mechanism is in place to monitor student engagement outside of the teacher evaluation system. Cooperative learning strategies and technology are used in some classrooms to increase student engagement. Student led instruction and activities are utilized in some classrooms.	

Plan

1	Assigned To	
		Upon full implementation, all teachers will be utilizing cooperative learning groups and strategies to ensure student engagement.

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2	How it will look when fully met:	Teachers will be held accountable through their evaluation instrument. We are interested in exploring the use of the Instructional Practice Inventory as a collection of teacher practices regarding student engagement. Students will take an active role in their learning through the use of choice and cooperative learning structures.
3	Target Date:	05/15/2014

4 Tasks

1 A staff survey will be conducted to determine the level of staff trained in cooperative learning structures. We will compile the survey results and establish a list of teachers with experience in the cooperative learning structures.

Assigned to	Margaret Galligan	Start Date	11/28/2012	End Date	11/28/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03/26/2013: A staff survey was completed at a monthly staff meeting. Results were shared with the staff at the December 19, 2012 staff meeting.
Task Completed	03/26/2013

2 Use survey results to establish in-house professional development opportunities.

Assigned to	Margaret Galligan	Start Date	11/28/2012	End Date	12/19/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03/26/2013: Several staff members were interested in professional development opportunities to improve student engagement. Currently the team is exploring professional development opportunities to provide to the staff. A few staff members have already attended professional development by Kathleen Kryza to actively engage students. Work towards full implementation will be ongoing. 5/13/2013: The results reflected that the staff is interested in professional development opportunities in cooperative learning. The school district is offering professional development opportunities that algin with our indicator, "Students are engaged and on task." that the Leadership Team will highlight during the May 16th staff meeting.
Task Completed	05/13/2013

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At the monthly staff meeting, a Rising Star Leadership Team Member will present a cooperative learning structure for the staff to use in their classrooms.

Assigned to	Margaret Galligan	Start Date	12/19/2012	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

3

Comments	03/26/2013: For the past two staff meetings, one staff member has presented a cooperative learning structure. Staff members will continue to present cooperative learning structures for the staff to use in their classrooms. Work towards full implementation will be ongoing. 5/13/2013: The Rising Star Leadership Team and other staff members continue to present cooperative learning structures during staff meetings. We will have experts coming this summer and following the summer workshops, we will provide an opportunity to share the resources and structures learned with the entire staff. 11/4/2013: While we are no longer able to conduct a monthly staff meeting, we will reserve a time during our School Improvement days to cover cooperative learning structures. Staff members that were able to attend the Kagan Cooperative Learning professional development over the summer will continue to share the information learned.
Task Completed	

Staff members will be trained in cooperative learning structures during available school improvement days or voluntary times.

Assigned to	Margaret Galligan	Start Date	12/19/2012	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
						0	0

4

Comments	03/26/2013: The Rising Star Leadership Team is discussing possible school improvement dates or available times to present cooperative learning structures. Work towards full implementation is ongoing. 5/13/2013: During the April 15th school improvement day, the two members of the Rising Star Leadership Team also presented a few cooperative learning structures. Through the school district, Kagan trained presenters will be available this summer and those dates will be highlighted during the May 16th staff meeting. 11/4/2013: Several staff members were able to attend the Kagan Cooperative Learning professional development over the summer.
Task Completed	

The principal will work with district level leaders to bring Instructional Practices Inventory (IPI) to Dorris Intermediate School. IPI will be used to gather student engagement data.

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Assigned to		Start Date	09/20/2013	End Date	05/15/2014	Timeline

Budget & Funding Sources($)

5	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0		0	0	0	0	0

Comments	Mr. Noyes took a team of eight teachers to be trained in IPI.
Task Completed	10/10/2013

A team of teachers will attend Instructional Practices Inventory training to become certified coders for the student engagement data.

Assigned to		Start Date	10/10/2013	End Date	11/04/2013	Timeline

Budget & Funding Sources($)

6	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
			810				300	1110

Comments	All nine of the staff members who attended the training passed the assessment. The eight teachers who attended will serve as the DIS coders as the building principal does not code.
Task Completed	11/04/2013

The staff will analyze, discuss, and reflect upon the data collected by the IPI coders once a quarter during the weekly PLC meeting time.

Assigned to	Karen Truran	Start Date	11/20/2013	End Date	05/15/2015	Timeline

Budget & Funding Sources($)

7	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	
Task Completed	

Implement

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Percent Tasks Completed	57.1429%
Objective Status	

			Status
IIIB06	All teachers will systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some teachers review the standards based assessment of Discovery Education Testing with parents on a quarterly basis along with progress reports, report cards, and online progress reports. Homework is a primary point of interface between the school and the home. There is no current building wide homework policy.	

Plan

Assigned To	Not yet Assigned

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			Status
IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most teachers develop a community or respect and re pore to allow students to feel comfortable. Character Education helps to build a positive culture in the school community. The researched based evaluation instrument requires teachers to create a classroom of respect and re pore.	

Plan

Assigned To	Not yet Assigned

			Status
IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation

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	Will include in plan	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Aside from our student parent handbook, we do not have a compact.	

Plan

Assigned To	Not yet Assigned

			Status
IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At this time we do not have a school compact.	

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Plan

Assigned To	Not yet Assigned

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)	SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This year faculty and staff are making progress to welcome parents and families into our building. Teachers communicated expectations to parents and students. The principal has set a 100% participation rate for parent teacher conferences. Administration has relayed a consistent message to parents and students regarding high student expectations.	

Plan

Assigned To	Not yet Assigned

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			Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal has used the monthly newsletter to communicate expectations, as well as information regarding programs and activities. A family reading night event was held to stress the importance of encouraging students to read.	

Plan

Assigned To	Not yet Assigned

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Mr. David Stroot	Date: 11/18/2013
Superintendent Signature:	Dr. Robert Green	Date: 11/18/2013
Board President Signature:	Gary Peccola	Date: 11/18/2013

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Reports - Comprehensive Report

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Status Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	-Staff regularly greet students/visitors in a helpful and pleasant manner. -We have a written policy about procedures for parents and others visiting the classrooms. -Signs are present and clear about visitors needing to sign into the office. -The building and grounds are monitored and a playground fence surrounds the area. -Effort is made to minimize classroom disruptions/announcements. -We have a school culture that is friendly, supportive and focused on students' learning. -Rules and behavioral expectations, as well as character words, are posted in each classroom. -The school utilizes the Raptor visitor screening system. -Crisis and Emergency postings and procedures are in every room. -Two-way walkie-talkies are utilized by support staff throughout the building. -All staff wear identification badges and door keys. -Buildings are accessible by a key fob. Others must buzz to enter the building. -Police Officers frequently monitor the building and the grounds.

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Status Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Content area teams have been implemented over the last two academic years. Agendas and minutes are on file in the main office. Newly formed leadership team includes representatives from each of the content area teams.

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ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Status Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Curricular meeting binder and agenda with minutes are maintained in the main office. Team artifacts are housed with the minutes and agendas.

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This indicator has just recently been implemented with the formation of the building-wide leadership team. Content area teams meet monthly. Information from the leadership team is disseminated by team members during those meetings.

ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Status In Plan Objective not assigned

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our school conducts parent and student surveys every two years that document if customers feel welcome, comfortable, etc. Content area teams and staff meetings focus on student learning as evidenced by the agendas and minutes. Programs are in place to help support the focus on welcoming students. The newly formed leadership team needs to develop a system to support non-certified staff to understand the school's purpose and their role within the school.	

Plan

Assigned To	Not yet Assigned

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan 1 of 2 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	The leadership team is in its beginning stages. Other leadership groups (RTI, for example) and the school, as a whole, regularly examine scores on achievement and intervention assessments to determine areas of student needs. When staff training/professional development is needed/related to these areas, it is typically provided at the district and school level.

Plan

1	Assigned To	Anne Bauer
2	How it will look when fully met:	Full implementation of this objective will include: 1.) Regular leadership team meetings (beginning of year, quarterly, and end of year) 2.) Aggregation of ISAT/DEA/DIBELS/ACCESS/ISEL 3.) Weekly grade level team meetings 4.) Staff meetings dedicated to professional development Evidence for full implementation of this objective will be: 1.) Data Action Team (led by Title teachers) will aggregate data for AYP, classroom progress data, and individual student progress. 2.) Family/School connection progress will be monitored through this plan and IVD03 objective. 3.) Minutes from leadership team and grade level team meetings 4.) Professional Development activities will be determined according to needs identified by data.
3	Target Date:	05/23/2014
4	Tasks	

1

Create schedule for remainder of 2012-2013 school year and 2013-2014 school year for leadership team meetings.

Assigned to	Anne Bauer	Start Date	12/10/2012	End Date	08/30/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03-21-13 Benchmarking 1 meeting has been convened and Benchmarking 2 date will be determined as part of the agenda. No dates for 2013-2014 have been determined. 04-23-13 Shared plan and anticipated 2013-14 schedule with staff on 04-15-13. Leadership team determined to wait until beginning of 2013-14 school year to finalize with new principal. 09-23-13 A leadership team meeting has been set for October 30, 2013. The team has determined that they will be meeting quarterly. Two dates have been set second semester, but maybe adjusted upon receipt of more information regarding second semester benchmarking requirements. March 19, 2014 and April 23, 2014 have been selected.

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	Task Completed	09/23/2013						
2	Acquire data from assessment/data team and curricular teams on a quarterly basis.							
	Assigned to	Anne Bauer	Start Date	04/23/2013	End Date	05/23/2014	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
	Comments	09-23-13 On the first Wednesday of every month the leadership and data teams will meet schoolwide to discuss assessment data. The assessment/data team will be responsible for gathering schoolwide assessment data. Patterns and gaps will be determined.						
	Task Completed							

Implement

Percent Tasks Completed	50%
Objective Status	

IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

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Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers rely on units of instruction that are in the textbooks. The district math series is currently aligned with the Common Core State Standards, but the reading series has not. After reviewing building level data, the fourth grade reading program has been completely revised to better align with the Common Core. The ELL program is guided by the WIDA English Language Proficiency Standards.	

Plan

Assigned To	Not yet Assigned

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district utilizes the Schoolmaster software package to maintain data and upload that information to SIS. As a companion to the Schoolmaster program, the district has also adopted the Tyler Pulse program. Each evening, Tyler Pulse uploads information from Schoolmaster and organizes the data into charts and graphs by school. Information organized in the program includes, attendance, discipline, enrollment, ISAT assessment scores, ACCESS assessment scores, and ELL screeners.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan 0 of 2 (0%) tasks completed

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school is currently using data such as surveys of teachers', parents', and students' perceptions about the school and also include agendas, minutes, and work products. The school is currently lacking in observational data collected from classroom observations and evaluations of the school's programs.	

Plan

1	Assigned To	Sarah McGinnis
2	How it will look when fully met:	Full implementation of this objective will include: 1.) Regular leadership team meetings (beginning of year, quarterly, and end of year) 2.) Aggregation of ISAT/DEA/DIBELS/ACCESS/ISEL 3.) Analysis of data and location of areas for professional development Evidence for full implementation of this objective will be: 1.) Data Action Team (led by Title teachers) will aggregate data for AYP 2.) Parent, student, staff surveys and their respective reports regarding school programming. 3.) Minutes from leadership team and grade level team meetings 4.) Professional Development activities will be determined according to needs identified by data. 5.) Evaluation of an implementation report for all professional development by school staff
3	Target Date:	05/23/2014
4	Tasks	

Create a document for evaluation and implementation of the professional development attended by staff.

Assigned to	Cindy Moore	Start Date	12/10/2012	End Date	05/17/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1		0	0	0	0	0	0	0

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		Comments	03-21-13 Document has been created. Further discussion with the staff has not yet taken place. Discussion has been scheduled for the April 15, 2013 staff meeting. 04-23-13 Document was shared and discussed with staff on 4-15-13. Document will be in place 2013-14 school year. 09-23-13 Revisions are being made to the document to better align to the intent of the task. That will include the implementation of the professional development. The document will be saved to the P drive for the staff to access.
		Task Completed	

Based on the information from the evaluation and implemention document, impact of professional development on student preformance will be monitored based upon student learning data.

Assigned to	Cindy Moore	Start Date	09/23/2013	End Date	05/23/2014	Timeline	

2

Budget & Funding Sources($)

District	Title i	Titie ii-D	Title iii	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Status In Plan 1 of 2 (50%) tasks completed

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Student test results are discussed in monthly content team meetings. ThinkLink, ISAT, and ISEL scores are reported and evaluated to determine areas of improvement. Progress is monitored and evaluations of student progress are reported through content team meeting minutes.	

Plan

1	Assigned To	Laura Granados
2	How it will look when fully met:	Full implementation of this objective will include: 1.) Regular leadership team meetings (beginning of year, quarterly, and end of year) 2.) Aggregation of ISAT/DEA/DIBELS/ACCESS/ISEL 3.) Utilization of Common Core standards and available grade level benchmarks Evidence for full implementation of this objective will be: 1.) Data Action Team (led by Title teachers) will aggregate data for AYP 2.) Increase in AYP . 3.) Minutes from leadership team and grade level team meetings
3	Target Date:	05/23/2014
4	Tasks	

The curricular teams will identify the Common Core standards per grade level in relation to assessment data to determine instructional adjustments.

Assigned to	Laura Granados	Start Date	12/10/2012	End Date	05/23/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1		0	0	0	0	0	0	0

Comments	03-21-13 Each staff member has a copy of the Common Core standards. Curricular teams review data to identify areas of strengths and weaknesses. 04-23-13 On 04-15-13 leadership team shared how assessment data will be utilized to drive instruction and identify strengths/weaknesses in regard to the common core standards. 09-23-13 The item summary report from the DEA results will be reviewed with the staff to highlight particular questions and their alignment with Common Core.

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Task Completed	

2

Create assessment team to aggreggate data, maintain and share information to curricular teams as appropriate on a quarterly basis.

Assigned to	Laura Granados	Start Date	12/10/2012	End Date	05/23/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03-21-13 Team is in place. Data is evaluated quarterly and disseminated to staff. System is in place to support continuation of this practice.
Task Completed	03/21/2013

Implement

Percent Tasks Completed	50%
Objective Status	

III.A.01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Status: In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)

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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Instruction is textbook driven due to lack of a district wide curriculum. The Everyday Math program currently used is aligned with the Common Core. Language Arts, Social Studies, and Science curriculum is not aligned. There is no district-wide document that aligns standards, curriculum, instruction, and assessment.	

Plan

Assigned To	Not yet Assigned

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iA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal assures that the staff meetings are dedicated to curricular issues, monthly curriculum meetings are monitored for student learning focus, and a school-wide vocabulary program is fully implemented. Staff meetings also include professional development opportunities such as Common Core, Discovery Education Assessment and Resources, and Curricular Strategies (ie. foldables).

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Principal is in charge of (with input from staff)agenda for monthly staff meetings that focus on curriculum and Professional Development, as well as monitoring monthly curriculum meetings to assure teachers are focusing on student learning. Principal is aware of classroom programs and participates as possible.

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status in Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The building currently uses a research based effective teaching framework (Danielson) that drives the teacher evaluation plan. Professional development to support the understanding and implementation of the framework will be offered beginning December 2012. Additional professional development was provided at the county teachers' institute in October 2012. Through this process teachers will have a clearer understanding of their professional development needs and an opportunity to self select building based and district professional development.	

Plan

Assigned To	Not yet Assigned

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			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently the curriculum is textbook driven. The district has no written curriculum. Generally units that are taught are taught directly from the textbooks. Grade level teams currently collaborate to design learning stations, grade level projects, and other instructional programs, but the design of curricular units has not begun. It is with anticipation that with the implementation of the district wide language arts curriculum (tentative date August 2013)and weekly grade level meetings, the organization of curricular units should be able to begin during the 2013-2014 school year.	

Plan

Assigned To	Not yet Assigned

			Status
IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Full Implementation 11/08/2012

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	During monthly curriculum meetings, instructional teams have the ability to review student data from Discovery Education Assessments. At these times, they are able to collaborate to share trends that they see in student strengths and weaknesses. This allows them to identify instructional practices that are working, as well as practices that need revision in order to become successful.

IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Multiple benchmark assessments are administered throughout the year (Discovery Education Assessment, ISEL, ISAT, ACCESS, Scholastic Reading Inventory). Dibels is used as both benchmarking and progress monitoring when gathering data for students in the RTI program. Regular common formative assessments have not yet been developed. Pre-tests are not routinely administered prior to instruction.	

Plan

Assigned To	Not yet Assigned

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IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers individualize instruction for students using assessment and instruction/assignment data. Some teachers use instructional probes to assess student skills but not all utilize this form of individualized assignments.	

Plan

Assigned To	Not yet Assigned

IIIA35	Students are engaged and on task. (1161)	SP	Status Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Teachers set an instructional climate for engaged learning with a focus on attentive behaviors. Classroom management is such that student behavior is monitored against a set of known acceptable expectations via corrective feedback, and instructional materials are prepared in advance and accessible to/for students during class activities and lessons. Skills are reinforced with academic gains and cooperative learning activities (Kagan) and teachers use technology (Promethean, ActiVotes, ActiView, computers, iPads, netbooks) to stimulate and increase engagement. Teachers reteach using alternative methods for those having learning difficulties.

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers report to parents on a regular basis. Progress reports are sent home half way through every quarter, with report cards and rubrics being sent home at the end of each quarter. Parents are invited to meet with teachers at least once at parent teacher conferences to discuss student mastery. Teachers are to send newsletters home to parents to update them with information about their child's classroom academic assignments and projects. Assignment sheets are also sent home to keep parents informed of upcoming assignments and classroom projects. All parent communications are translated and/or communicated in English or Spanish as necessary. Handbooks with Language Arts and Math skills tips (based upon students' grade level skills) are given to all parents at the beginning of the school year. These handbooks are available in English and Spanish.

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Students are exposed to a variety of teaching styles and instructional strategies that strive to follow the common core standards. This variety helps to engage all students. Teachers also have access to a wide range of technology to make lessons more interactive. Students are also exposed to exploratory lessons in which they are able to learn independently and are exposed to higher levels of thinking. Students are encouraged to ask questions, and answers are presented to the entire class to allow all students access to the same information. Various in-class observational assessment, feedback styles, and student response strategies are incorporated in classrooms.

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Caseyville School's 2012-13 School-Parent Compact includes all listed elements of a compact as outlined in indicator IVA03: goals for reading, study habits and respectful/responsible behavior; parents', students', and teachers' responsibilities; provides guidelines for homework and study habits; provides guidelines for parent-child reading and teachers' reading assignments; guidelines for encouraging respectful, responsible behavior as well as communication within the school community; encourages attendance at parent-teacher conferences and open houses; and encourages parents to participate in parent programs offered by the school. It was sent home in fall 2012 to all parents.

			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Caseyville School's compact is distributed and discussed annually. It is signed by the principal on behalf of the school, the parent or caregiver, and student.

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 11/08/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The ongoing conversation between classroom teachers and parents is evidenced by daily assignment logs that include information about the student's day/assignments/behavior/additional comments. It also includes a place for the parent to respond with comments and a signature acknowledging receipt of the information. Additional evidence includes an annual open house, Family Reading Night, monthly classroom newsletters and additional classroom activities (such as class parties and plays, gingerbread house activities). Classrooms support and encourage parent volunteers. Everyday Math includes home/study link activities which facilitate a home-school connection and discussion.

			Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

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Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Homework expectations are consistent across grade levels. A system such as colored folders or assignment book for the purpose of home-school communication is used in all classrooms. It is checked by staff on a daily basis. Parent handbooks outline home strategies to support their children as learners and how parents can teach at home. Teachers and staff are willing to make home visits when needed to facilitate the home-school connection. Caseyville School provides consistent (daily) ELL services to students who qualify. The school is home to two ELL teachers who are native speakers of the school's most prominent second language. It also employs an interpreter hired specifically to facilitate written and oral communication between school and home.	

Plan

1	Assigned To	Stacy Capps
2	How it will look when fully met:	Full implementation of this objective will include: 1.)Homework expectations are consistant across grade levels 2.) A system such as colored folders or assignment book for the purpose of home-school communication is used in all classrooms. It is checked by staff on a daily basis. 3.) Parent handbooks outline home strategies to support their children as learners and how parents can teach at home. 4.) Teachers and staff are willing to make home visits when needed to facilitate the home-school connection. 5.) The school provides consistent (daily) ELL services to students who qualify. 6.) The school employs an interpreter hired specifically to facilitate written and oral communication between school and home.
3	Target Date:	05/23/2014
4	Tasks	

1 — Teachers will maintain a consistent message of caregiver expectations by including a school wide parent tip in each monthly school calendar and classroom newsletter.

Assigned to	Stacy Capps	Start Date	12/10/2012	End Date	05/17/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03-21-13 Compiling a list of parent tips from on line resources to include in monthly school calendar and classroom newsletters. 04-23-13 On 04-15-13 leadership team discussed with the staff the resources that will be available to provide parent tips for monthly school calendar and newsletters. 09-23-13 The school calendar has been revised and is now disseminated in newletter form. A monthly tip will be included into the newsletter.
Task Completed	

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2	Parents will learn strategies to promote academic and social emotional skills by reading brochures sent home.						
	Assigned to	Stacy Capps	Start Date	03/21/2013	End Date	05/23/2014	Timeline
	Budget & Funding Sources($)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments	04-23-13 Leadership team shared with staff on 04-15-13 available brochures for parents. Brochures include "Parents are Teachers too", "Sharing the Family Workload Teaches Responsibility", and "It's Never too Late to Get Involved". 09-23-13 Brochures will be sent home quarterly. Topics will focus on parenting and how parents can support their child's success in school. Brochures from various sources will be explored. Any brochure selected must be available in Spanish or translated.					
	Task Completed						

Implement

Percent Tasks Completed	0%
Objective Status	

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	David Stroot	Date: 11/18/2013
Superintendent Signature:	Dr. Robert Green	Date: 11/18/2013
Board President Signature:	Gary Peccola	Date: 11/18/2013

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 10/10/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All exterior doors are locked at all times but are accessible to the staff through a keyless fob system. We have a fully implemented safety plan that is displayed in all classrooms. Drills are held routinely to prepare for any contingency. Walkie Talkies are housed in the office and are used daily by adults who move throughout the building. The RAPTOR system is implemented to screen all visitors before they proceed into the building. Communication with parents occurs regularly when a student is absent. Students are routinely greeted each morning when they arrive at school. Student work is displayed in the hall. Family events are held multiple times per year. There are a variety of methods for open communicatioon with parents/guardians through the use of daily agendas, email, work folders, newsletters, as well as phone conversations when needed. We have educational goals within the classroom and the school in the form of incentive programs such as Book It, Reading Counts, Young Authors, Reflections, and the Six Flags reading program. Displays in the classroom are learning focused. Collaborative learning is used among peers. For example, several grade levels utilize the Reading Buddy program. Technology fosters student engagement and broadens resources.

			Status
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Full Implementation 10/10/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Although an official school leadership team has just been formed, decision making meetings routinely occur with the entire staff. Meetings include agendas and minutes and use input from the entire staff because our school is so small. Informal staff meetings occur regularly and often drive the agenda for the formal meetings which occur monthly.

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			Status
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Full Implementation 10/10/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Agendas for staff meetings are developed by the principal with input from staff members monthly. Staff members keep minutes of the meetingw and are kept on file by the principal. Curriculum meetings are also held monthly with agendas developed jointly by all staff members. Artifacts from these meetins are also available from the main office upon request.

			Status
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Objective Met 05/14/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The Leadership Team was recently established and is lead by the principal. It consists of 4 certified staff members representing a staff of 7. We currently meet at least twice a month which lasts approximately 60 minutes each.	

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Plan

1	Assigned To	Cari Jordan
2	How it will look when fully met:	Step 1: Set consistent meeting dates. Step 2: Send meeting reminders. Step 3: Maintain agenda/minutes for each meeting to stay ontask.
3	Target Date:	05/10/2013

4 Tasks

Step 1: Set consistent meeting dates.

Assigned to	Cari Jordan	Start Date	12/18/2012	End Date	01/22/2013	Timeline	

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	04.02.13-The team set consistent meeting dates for the first and third Tuesday of every month. These dates will continue into next year. If, for some reason, the dates need to change, it will be done with the consensus of the team.
Task Completed	04/02/2013

Step 2: Send meeting reminders.

Assigned to	Cari Jordan	Start Date	12/18/2012	End Date	02/19/2013	Timeline	

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	04.02.13-All meeting dates are entered into the Rising Star program which automatically sends meeting reminders to the team.

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	Task Completed		04/02/2013					
	Step 3: Maintain agenda/minutes for each meeting to stay on task.							
	Assigned to	Cari Jordan	Start Date	12/18/2012	End Date	03/19/2013	Timeline	
	Budget & Funding Sources($)							
3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments		04.02.13-Agenda and minutes are entered into the Rising Star program after every meeting. The agenda and minutes are printed and kept in a centralized location (Jefferson Lounge).					
	Task Completed		04/02/2013					

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 05/14/2013
Experience	05/14/2013 We set meeting dates, held meetings, maintained agendas and minutes, and communicated meeting information with all staff.
Sustain	05/14/2013 Agendas and minutes will continue to be maintained for all Rising Star meetings.
Evidence	05/14/2013 We set meeting dates, held meetings, maintained agendas and minutes, and communicated meeting information with all staff.

			Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Objective Met 05/14/2013

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There are only three staff members who do not serve on the leadership team. It is relatively easy for the four team members to communicate the information to these staff members through daily communication and/or email. We consider this to be partial implementation because the leadership team is newly formed and has not formalized the communicative process.	

Plan

1	Assigned To	Vicki Hunter
2	How it will look when fully met:	Step 1: Leadership Team hold regular meetings with faculty and staff. Step 2: Following meetings, all support staff will be given the meeting minutes so that they are aware of current Leadership Team information. Step 3: Provide support staff contact information for the Leadership Team so that any questions or issues can be discussed and addressed.
3	Target Date:	05/10/2013
4	Tasks	

Step 1: Leadership Team hold regular meetings with faculty and staff.

Assigned to	Vicki Hunter	Start Date	12/18/2012	End Date	03/19/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1								0

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	Comments	04.02.13-Meetings have been held twice monthly with staff. These are scheduled for the remainder of the school year (2012-13). They will continue next school year (2013-14).
	Task Completed	04/02/2013

Step 2: Following meetings, all support staff will be given the meeting minutes so that they are aware of current Leadership Team information.

Assigned to	Vicki Hunter	Start Date	12/18/2012	End Date	05/10/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2		0	0	0	0	0	0	0

	Comments	04.02.13-Not addressed at this time. 05.14.13-The Rising Star team met with staff and discussed our progress with the Rising Star program including the indicators selected and the focus of our future plans. The team has a plan in place to continue to communicate with the staff regarding Rising Star. The meetings will be held on the 1st Wednesday of every month to discuss progress and receive input.
	Task Completed	05/14/2013

Step 3: Provide support staff contact information for the Leadership Team so that any questions or issues can be discussed and addressed.

Assigned to	Vicki Hunter	Start Date	12/18/2012	End Date	05/10/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
3		0	0	0	0	0	0	0

	Comments	04.02.13-Not addressed yet. 05.14.13-Other staff members have been contacted and given the Rising Star team's contact information. They have been informed about Rising Star progress and where to locate the Rising Star information.
	Task Completed	05/14/2013

Implement

Percent Tasks Completed	100%

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Objective Status	Objective Met - 05/14/2013
Experience	05/14/2013 Communication is relatively easy due to Jefferson's staff being small. All staff are aware of Rising Star and have open communication with team members.
Sustain	05/14/2013 We will continue to communicate with staff next school year. Dates and times for those meetings have been set.
Evidence	05/14/2013 All agendas and minutes are located in the staff lounge for meetings in which Rising Star is discussed. We have open verbal communication about meetings to the staff.

			Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	In Plan 0 of 4 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is something that is done formally as a staff, but is not addressed solely as a team. We use school performace data to make decisions about school improvement, but this practice is inconsistently implemented building wide. Professional development choices are not consistently based on data.	

Plan

1	Assigned To	Cari Jordan
		1. Each Wednesday, the staff will convene in professional learning communities. 2. They will use their collaboration time to monitor school performance data and classroom data such as DEA, ISEL, and formative

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2	How it will look when fully met:	assessments. 3. They will use the data to identify holes in the curriculum and adjust accordingly. 4. Data analysis will guide professional development choices.
3	Target Date:	12/11/2014

4 Tasks

1. Each Wednesday, the staff will convene in professional learning communities.

Assigned to		Start Date	05/14/2013	End Date	12/11/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1								0

Comments	9.23.13 We will be meeting as a Rising Star team the first Wednesday of each month to assess current classroom data. In addition, the staff will be meeting as PLCS the remaining Wednesdays with Caseyville staff at grade levels to discuss data and formative assessments.
Task Completed	

2. They will use their collaboration time to monitor school performance data and classroom data such as DEA, ISEL, and formative assessments.

Assigned to	Cari Jordan	Start Date	05/14/2013	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2								0

Comments	9.23.13 We will begin assessing the current year's data after reviewing last year's school improvement plan.
Task Completed	

3. They will use the data to identify holes in the curriculum and adjust accordingly.

Assigned to	Cari Jordan	Start Date	05/14/2013	End Date	12/11/2014	Timeline	

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Budget & Funding Sources($)

3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

	Comments	9.23.13 This task will be ongoing once our team begins assessing the current year's data.
	Task Completed	

4. Data analysis will guide professional development choices.

Assigned to	Cari Jordan	Start Date	05/14/2013	End Date	12/11/2014	Timeline	

Budget & Funding Sources($)

4	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

	Comments	9.23.13 Once data analysis has begun the staff will be able to make professional development choices addressing specific needs.
	Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Mathematics units of instruction have activities clearly aligned with objectives and are currently aligned with the Common Core state standards. Our current Language Arts curriculum is not aligned with the Common Core. Our district does not have a curriculum guide to focus instruction at any grade level.	

Plan

Assigned To	Not yet Assigned

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 10/10/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district uses the Schoolmaster Student Management Program as well as a companion program called Tyler Pulse. Between the two programs, information regarding attendance, discipline, assessment, placement, and demographics is available for individual students.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan 1 of 3 (33%) tasks completed

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Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Learning goals are currently in place from a previously written school improvement plan. The newly formed leadership team will review these goals and revise them as appropriate.	

Plan

1	Assigned To	Vicki Hunter
2	How it will look when fully met:	1. Team will review the previously written school improvement plan to analyze existing building level learning goals. 2. Team will review formal assessment and common formative assessment data. 3. Based on data, the team will revise the goals as deemed appropriate.
3	Target Date:	05/14/2014

4 Tasks

1. Team will review the previously written school improvement plan to analyze existing building level learning goals.

Assigned to	Vicki Hunter	Start Date	05/14/2013	End Date	10/18/2013	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1								0

Comments: 9.23.13 The team will utilize our next meeting on 10.2.13 to review last year's school improvement plan and analyze existing building level learning goals.

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	Task Completed	10/02/2013					
	2. Team will review formal assessment and common formative assessment data.						
	Assigned to	Vicki Hunter	Start Date	05/14/2013	End Date	03/13/2014	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2								0

	Comments	9.23.13 PLCs will be working collaboratively to create and monitor common formative assessments at each grade level. This, along with monitoring data at the school level, is ongoing for the 2013-2014 school year.
	Task Completed	
	3. Based on data, the team will revise the goals as deemed appropriate.	

	Assigned to	Vicki Hunter	Start Date	05/14/2013	End Date	05/14/2014	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
3								0

	Comments	9.23.13 When needed, goals will be revised throughout the 2013-2014 school year.
	Task Completed	

Implement

Percent Tasks Completed	33.3333%
Objective Status	

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			Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	In Plan 3 of 6 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently meet monthly to review student data using a document to track yearly progress.	

Plan

1	Assigned To	Brian Chilton
2	How it will look when fully met:	Step 1: Establish a document for recording student data. Step 2: Specify plan for academic areas to be monitored. Step 3: Hold meetings. Step 4: Each teacher will bring current classroom assessmentdata (ISEL, DEA, STAR, etc.) to the meetings. Step 5: Team will discuss data and forms to monitor school-level student learning data. Step 6: Keep all data in a centralized location.
3	Target Date:	05/15/2014

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4 Tasks

Step 1: Establish a document for recording student data.

Assigned to	Christina Reid	Start Date	12/18/2012	End Date	04/02/2013	Timeline

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	04.02.13-Document has been developed. Each teacher enters his/her classroom data. Data entry has been initiated and will be ongoing.
Task Completed	04/02/2013

Step 2: Specify plan for academic areas to be monitored.

Assigned to	Christina Reid	Start Date	12/18/2012	End Date	05/10/2013	Timeline

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	04.02.13-Conversation regarding this task has been initiated with staff. Formal plan has not yet been developed. 05.14.13-Staff reviewed Discovery Education data and specified a plan to monitor academic areas. Based on the data, the staff has identified reading as the focus area for the 13-14 school year. 9.23.13 Reading data continues to be the main focus for the 2013-2014 school year. Our district adopted a new reading series - Wonders, which will help guide our focus.
Task Completed	05/13/2013

Step 3: Hold monthly team meetings to monitor assessment data.

Assigned to	Christina Reid	Start Date	12/18/2012	End Date	12/10/2013	Timeline

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

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	Comments	04.02.13-Meetings have been occuring but the focus has not yet been shifted to monitoring assessment data. 9.23.13 We have designated the first Wednesday of each month to hold team meetings and monitor data. The team will be meeting with the entire staff to address data across all grade levels.
	Task Completed	

Step 4: Each teacher will bring current classroom assessment data (ISEL, DEA, STAR, etc.) to the meetings.

Assigned to	Christina Reid	Start Date	12/18/2012	End Date	12/10/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
4								0

	Comments	04.02.13-Teachers are in the process of collecting data. 9.23.13 STAR is no longer available to our staff as a form of assessment data. Third and fourth grade are utilizing SRI (Scholastic Reading Inventory) as an additional form of data. 9.23.13 After our team meeting on 10.2.13 we will begin having each teacher bring their current data to each meeting and will begin analyzing our current classroom and school-wide data.
	Task Completed	

Step 5: Team will discuss data and forms to monitor school-level student learning data.

Assigned to	Christina Reid	Start Date	12/18/2012	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
5								0

	Comments	04.02.13-Discussions have started regarding the implications of the data. 9.23.13 We will need to modify our current data collection form to reflect that STAR is no longer utilized and add SRI to third and fourth grade. 9.23.13 Discussion will be ongoing throughout the school year.
	Task Completed	

Step 6: Keep all data in a centralized location.

Assigned to	Christina Reid	Start Date	12/18/2012	End Date	05/09/2014	Timeline	

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Budget & Funding Sources($)

6	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	04.02.13-A centralized location has been determined. Data is being gathered.
Task Completed	09/23/2013

Implement

Percent Tasks Completed	50%
Objective Status	

			Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Instruction is guided by textbooks. There is no district curriculum to which we can align.	

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Plan

Assigned To	Not yet Assigned

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal keeps parents, students, and staff focused on instruction improvement. Evidence of correspondence of student instruction and curriculum to parents are through ISAT and ISEL reports, parent teacher conferences, emails, phone conversations, and/or individual meetings. Data for yearly ongoing assessments are monitored by the principal and are available to parents. Expectations at Jefferson Elementary are high due to the effective leadership. Evidence of student learning is visible by obtaining AYP. The principal maintains high visibility through frequent visits to the rooms of all teachers and support personnel to observe the implementation of curriculum, staff evaluation, and student behavior.

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 12/06/2012

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal maintains high visibility and involvement daily with students and staff. Evidence of this indicator refers to frequent visits to the rooms of all teachers and support personnel to observe the implementation of curriculum, staff evaluation, and student behavior. Other informative interaction with teachers and staff are monthly staff and curriculum meetings conducted to inform and gain feedback pertaining to various issues of Jefferson Elementary.

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At Jefferson, the teachers frequently participate in professional development activities. Topics for professional development are typically based on individual classroom/staff interests and needs that are informally assessed by the staff. Currently, the professional development is not targeted directly at areas needing improvement. Also, the staff currently has limited opportunities to collaborate with each other through instructional arrangements.	

Plan

Assigned To	Not yet Assigned

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			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Due to Jefferson's small instructional staff (1 teacher per grade level, 1 Speech Language Pathologist, and 1 Part Time Title Interventionist), we do not have enough teachers to form grade level teams to develop units. The district does not currently have a curriculum map for teachers to follow and is not currently providing time for grade level meetings.	

Plan

Assigned To	Not yet Assigned

			Status
IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Full Implementation 12/06/2012

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Grade level and cross grade level teams meet regularly to review student data. Discussions regarding data occur in monthly curriculum meetings. Agendas and minutes for these meetings are on file in the office and document these efforts. Progress monitoring for students who require interventions is completed by the Title 1 instructor and discussed regularly with staff. A building level student support team (SAP)exists and meetings are conducted to discuss the needs of specific students when data indicates they are in need of academic or behavioral supports. Analysis of data at each level drives instructional decision-making and shifts the emphasis of instruction.

			Status
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers at jefferson use a variety of evlauative methods including, ISAT, ISEL, Discovery Education Assessment,Dibels, unit tests, observations, formative assessments and running records. Data is maintained in student files and teacher grade books.

			Status
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

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Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Throughout the school year, all teachers at Jefferson use data from several research based assessments to guide their instruction. Title teachers provide struggling readers from each grade level with at least 30 minutes per day additional reading instruction in a small group setting. However, we do not have Instructional Team unit plans that include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery. Differentiation occurs naturally as lessons evolve but is not formally included in lesson plans.	

Plan

1	Assigned To	Christina Reid
2	How it will look when fully met:	1. Our Instructional team will utilize the newly adopted reading series, Wonder, beginning the 2013-2014 school year. This new series includes leveled differentiated activities, standards-based objectives, and criteria for mastery. 2. Teachers will utilize additional resources outside the Wonders reading series, as needed. 3. Teachers will maintain evidence of student performance when differentiating instruction.
3	Target Date:	05/22/2015

4 Tasks

1. Our Instructional team will utilize the newly adopted reading series, Wonder, beginning the 2013-2014 school year. This new series includes leveled differentiated activities, standards-based objectives, and criteria for mastery.

Assigned to	Christina Reid	Start Date	10/09/2013	End Date	05/23/2014	Timeline	

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments

Task Completed

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2. Teachers will utilize additional resources outside the Wonders reading series, as needed.

Assigned to	Christina Reid	Start Date	10/09/2013	End Date	05/22/2015	Timeline

Budget & Funding Sources($)

2	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments

Task Completed

3. Teachers will maintain evidence of student performance when differentiating instruction.

Assigned to	Christina Reid	Start Date	10/09/2013	End Date	05/22/2015	Timeline

Budget & Funding Sources($)

3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments

Task Completed

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIIA35	Students are engaged and on task. (1161)	SP	Full Implementation 12/06/2012

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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers use a variety of methods to engage students in lessons throughout the school day. Examples of this include:Reinforcement (positive notes home, Reading Counts rewards, special luncheons to participants of academic activities, recognition on district website and community newspaper, etc.). Feedback (classroom and individual instructions, peer assistance, cross-age support, quick turnaround of assessed work, etc.) Varying instructional methodology (large groups, small groups, partners, individual investigations, hands-on activities, field trips, etc.)The teacher evaluation process was recently revised and is now based upon the research-based Danielson framework. Observations conducted using this system have occured and a high degree of student engagement has been noted.

IIIB06	All teachers will systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Jefferson utilizes many school/home communication means including parent/teacher conferences, newsletters, and Home Links from the classroom. Homework is also a primary interface between the school and the home. However, the report card does not offer a way for each teacher to report on mastery of each standard skill.	

Plan

Assigned To	Not yet Assigned

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			Status
IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Jefferson has a small student population (one classroom at each grade level). This enables staff members to foster a community emnvironment. Through character education, collaborative activities, staff praise, and support students feel safe and successful. This enables them to feel more secure in the academic setting thereby increasing their chances of taking academic risks and fully engaging in tasks. Students are fully aware of high teacher expectations and strive to meet those expectations as evidenced by Jefferson's achievement of AYP.

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school-parent compact is sent out yearly to all Jefferson students. The compact contains a list of school responsibilities, parent responsibilities, and student responsibilities. The compact is signed and dated by the principal, parent, and student. There are also Spanish versions available to our ELL families.

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			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school-parent compact Is sent out yearly to all Jefferson students. The compact contains a list of school responsibilities, parent responsibilities, and student responsibilities. The compact is signed and dated by the principal, parent, and student.

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Jefferson Elementary uses many opportunities for parents, teachers, and students to talk about their mutual roles in the children's learning. The open house and parent/teacher conferences ensure that parents and teachers have opportunities for focused conversation. There is a strong and consistent message to parents that the school has high expectations of them and in turn, parents expect much of the school and contribute to its betterment. There are many opportunities for parents to contribute their ideas and energies to the school should they wish to do so. This includes PTA membership, Family Reading Night, Book Fair, Young Authors, Reflections, and End of the Year School Celebration. Teachers are available before and after school and at their breaks for parent conferences or phone calls.

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IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Status Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Staff at Jefferson Elementary communicate with parents on a regular basis, including informing parents of programs and activities (through the use of newsletters, daily assignment books, conferences, and phone calls) and providing opportunities for parents to learn about the curriculum used to teach their children (through the use of Everyday Math Home Links, free online educational programs, etc.). Parents are encouraged to assist their children in participating in educational programs such as Young Authors and Reflections. Parents are provided with information about reading with their children and books are often sent home to be enjoyed with parents.

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Todd A. Peet	11/18/13 Date:
Superintendent Signature:		Date:
Board President Signature:		Date:

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Reports - Comprehensive Report

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	A security surveillance system, staff keyless entry system, and school safety plan are place. The building has developed a relationship with the local sheriff and fire departments. Evidence includes the building being locked throughout the day, Staff ID's, and routine police walk throughs 3 to 4 times weekly. Two way radios are distributed throughout the building. Welcoming: Translators are present throughout the building. The Principal and Staff members greet students each morning. Information on the main hall board is in English and Spanish. Student work is displayed throughout the building. Parents are invited and asked to become active in their child's education. The staff addresses all student needs to be successful academically, socially, and emotionally. Monthly parent meetings are held with staff supplying an educational component to go along with the evening event (PTA). To sustain our current level of performance, the district holds quarterly safety team meetings with local law enforcement and fire officials. The building principal has been, and will continue to be a part of that team. Their recommendations will be implemented.

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Instructional leadership teams have been established through a staff volunteer process. Documentation of team members is on file. Team meeting dates and times appear in the principal's archived schedule. The team format is also implemented to address non-instructional issues such as crisis/emergency preparedness. Agenda's for most team meetings are on file in the main office. Though the team process is fully implemented at our site, our current assessment indicates a need to refine our existing process in order to sustain team effectiveness. To sustain fully functional teams,a broader capacity for leadership needs to be developed. Leadership within the instructional teams also needs to be redefined to further empower members of our instructional teams. A more collaborative process needs to be implemented.

ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	Status: Objective Met 04/05/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some designated products, but not all, have been maintained.	

Plan

1	Assigned To	Todd Pettit
2	How it will look when fully met:	A three ring binder will be created for the Leadership team as well as each instructional leadership team. The binder will house agendas, minutes and work products from each team meeting. A file will be created for this indicator (ID06) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	12/21/2010

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4

Tasks

1

Collect documentation from Wise Ways Evidence Review list and house in one central file.

Assigned to	Vicki Reulecke	Start Date		End Date	12/21/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

2

Place existing documentation for each team in a separate three ring binder.

Assigned to	Vicki Reulecke	Start Date		End Date	12/21/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Many of the documentation items exist but need to be moved to a central file for ready access if needed by the Leadership team. When building level teams were formed, the principal provided each team member with a file folder in which they could house team information. All team members may be able to contribute to needed documentation.
Task Completed	**12/21/2010**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/05/2011
Experience	4/5/2011 Files were located in the office. Data is now more easily accessible and regularly updated.
Sustain	4/5/2011 School leadership will continue to submit attendance, agendas, artifacts, and minutes from each team meeting.

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Evidence	A three ring binder will be created for the Leadership team as well as each instructional leadership team. The binder will house agendas, minutes and work products from each team meeting. A file will be created for this indicator (ID06) and house the items listed in the Wise Way evidence review for this section.

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status Objective Met 04/05/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The total amount of time all instructional teams as well as the Leadership Team meet each month is more than the prescribed amount of time, but the Leadership Team itself does not meet for the prescribed amount. The functions of the Leadership Team are addressed through whole school sessions or through the individual instructional teams. These responsibilities need to be assumed by the Leadership Team.	

Plan

1	Assigned To	Vicki Reulecke
2	How it will look when fully met:	The Leadership Team will meet for one half day each month with release time provided by the district and substitute teachers covering classes as appropriate (pending central administrative approval). Determine team leader for each instructional team. Team leaders from instructional teams will be included in the Leadership Team. Also pursue possible ELL teacher to join Leadership Team to represent their discipline. A file will be created for this indicator (ID07) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	12/21/2010
4	Tasks	

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1

Analyze current Leadership Team membership and verify inclusion of a team leader from each instructional team as well as a possible ELL teacher.

Assigned to	Vicki Reulecke	Start Date		End Date	12/21/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**02/21/2011**

2

Consult central adminsitration regarding possible release days each month for team to convene.

Assigned to	Vicki Reulecke	Start Date		End Date	10/31/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

3

Set schedule for Leadership Team meetings for the remainder of the 2010-2011 school year.

Assigned to	Vicki Reulecke	Start Date		End Date	12/21/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

Determine team leader for each instructional team (reading, math, SIOP, RtI, and character education)

Assigned to	Vicki Reulecke	Start Date		End Date	12/21/2010	Timeline	

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	Budget & Funding Sources($)							
4	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	*Parent Involvement Team still seeking a leader. Other areas have assigned a leader.
Task Completed	**11/01/2010**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/05/2011
Experience	4/5/2011 We decided to involve a representative from the Parental Involvement team in order to have representation from each Leadership team.
Sustain	4/5/2011 We were able to obtain, and need to continue, release time for the team leaders.
Evidence	The Leadership Team will meet for one half day each month with release time provided by the district and substitute teachers covering classes as appropriate (pending central administrative approval). Determine team leader for each instructional team. Team leaders from instructional teams will be included in the Leadership Team. Also pursue possible ELL teacher to join Leadership Team to represent their discipline. A file will be created for this indicator (ID07) and house the items listed in the Wise Way evidence review for this section.

			Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Objective Met 04/05/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

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Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A Leadership Team is in place but does not take responsibility for communicating with the staff in a formal/structured capacity.	

Plan

1	Assigned To	Rhonda Evans
2	How it will look when fully met:	Members from each instructional team will be included on the Leadership Team. These members will serve as the conduit for information for their teams and the principal will continue to assume responsibility for all building-wide information. Minutes from each Leadership Team meeting will be provided to each instructional team leader to insure continuity of information shared. A file will be created for this indicator (ID08) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	12/21/2010
4	Tasks	

1

Leadership for each instructional team will be identified.

Assigned to	Vicki Reulecke	Start Date		End Date	12/15/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**12/15/2010**

2

Each intructional team leader will be provided with a guideline that clearly describes required team documentation. Guideline needs to be developed.

Assigned to	Rhonda Evans	Start Date		End Date	12/15/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total

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							0

Comments	
Task Completed	**12/15/2010**

3

Consistent meeting dates will be set for instructional team meetings.

Assigned to	Instructional Team Leaders	Start Date		End Date	12/15/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/05/2011
Experience	4/5/2011 We realized that more meeting time would be needed. Consistent meeting dates were set for the leadership of each instructional team and they were provided with guidelines - as to what was required documentation.
Sustain	4/5/2011 Meeting dates need to be planned for the entire year, at the beginning of the 2011/2012 school year.
Evidence	Members from each instructional team will be included on the Leadership Team. These members will serve as the conduit for information for their teams and the principal will continue to assume responsibility for all building-wide information. Minutes from each Leadership Team meeting will be provided to each instructional team leader to insure continuity of information shared. A file will be created for this indicator (ID08) and house the items listed in the Wise Way evidence review for this section.

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ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status Objective Met 04/23/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The Leadership Team is currently functioning as the School Improvement Team. This team has developed an extensive plan based upon an analysis of our school performance data. We have met on multiple occasions and are currently working through the School Indicators of Effective Practice. There may be a need to add additional team members based upon staff participation in our instructional teams, as well as the high percentage of Limited English Proficient students at our site. We have a team comprised of experienced educators representing the diverse fields of special education, social work, Title 1 reading, general education and administration. Our current School Improvement Plan can serve as a springboard for the tasks out Leadership Team must undertake as we work through the Rising Star process. No data has been considered in the arena of classroom observational data through our school improvement process. This is an area that needs to be refined. There is also no designated time available for the team to meet regularly to review data under our current administrative constructs.	

Plan

1	Assigned To	Greg Hobbs
2	How it will look when fully met:	Leadership Team will meet twice monthly to review school performance data and implement decisions. Professional development will stem from classroom observations and analysis of student learning data. The team will focus on areas that need improvement to make AYP, focus on teacher instructional strengths and weaknesses and focus on instructional needs of the students. A file will be created for this indicator (ID10) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	05/15/2011

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4

Tasks

1

Administration will provide bi-monthly meeting time.

Assigned to	Vicki Reulecke	Start Date		End Date	12/21/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

2

A formalized classroom observation process (IPI) will be implemented to gather classroom data for analysis and reflection on classroom practices.

Assigned to	Greg Hobbs	Start Date		End Date	05/15/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Trained persons will create schedule for observation, obtain subs if possible, with observations before the school year 2011-2012 ends.
Task Completed	**04/17/2012**

3

A formalized classroom observation process will be put in place to enable us to gather classroom data.

Assigned to	Vicki Reulecke	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	10/4/11: Held, Homes, Billy attended training with IPI. Instrument is ready to implement. Still working on scheduling time for participates to do walk thru. Met with the entire staff to explain the process that is forthcoming.
Task Completed	**10/04/2011**

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Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/23/2012
Experience	4/23/2012 The leadership team meets bi-monthly and with the entire staff monthly. Professional development has become more closely aligned with student data. A file regarding this indicator has been created and is housed in the school office.
Sustain	4/23/2012 Meetings should be scheduled for 2012-13 in August 2012 and at the beginning of each subsequent year. Data should consistently drive professional development.
Evidence	Leadership Team will meet twice monthly to review school performance data and implement decisions. Professional development will stem from classroom observations and analysis of student learning data. The team will focus on areas that need improvement to make AYP, focus on teacher instructional strengths and weaknesses and focus on instructional needs of the students. A file will be created for this indicator (ID10) and house the items listed in the Wise Way evidence review for this section.

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Objective Met 11/29/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Differentiated learning activities are being implemented to help insure that a broader base of students meet the learning objectives. A SIOP (Sheltered Instruction Observation Protocol Model) Leadership Team has been newly formed this school year following extensive training on the SIOP Model this past summer for nearly every teacher in our building. The team will be guiding the implementation process. A new reading curriculum has been implemented in grades 3 and 4 to differentiate instruction. Professional development in cooperative learning structures and reading center implementation has been provided. Grade level meetings help assure consistency in curriculum among grade level classrooms with common pacing and instruction. Our Response to Intervention program is in the process of development and will provide additional activities based upon student areas of weakness as does ELL instruction and co-teaching for particular populations of students.

Plan

1	Assigned To	Carol McFall
2	How it will look when fully met:	Units of instruction will be in place based upon the standards and benchmarks. The instructional techniques utilized to deliver content will be based upon that curriculum. Objectives will be leveled and instruction will be differentiated based upon student need. Each activity in a lesson will be detailed to enable any teacher to use the learning activity. A file will be created for this indicator (IIC01) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	05/15/2015
4	Tasks	

1 System 44 Reading program will be implemented at grade three level to assist in differentiation of instruction.

Assigned to	Greg Hobbs	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**01/04/2011**

SIOP Leadership Team will lead the staff to full implmentation of the Sheltered Instruction Observation Protocol Model to provide additional supports for English Language Learners.

Assigned to	Vicki Reulecke	Start Date		End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

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2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	The staff was trained in the SIOP model. The SIOP leadership team created and distributed support implementation cards for strategies using the nine components of SIOP program.
Task Completed	**05/15/2012**

3

Response to Intervention program will be fully implemented to provide targeted instruction to students who require specialized interventions in reading or math.

Assigned to	Vicki Reulecke	Start Date		End Date	05/15/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	10/4/2011 We are on target to fully met the RTI task by end of the current school year. (2011/2012).
Task Completed	**04/15/2012**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 11/29/2012
Experience	11/29/2012 The Principal realized that staff needed additional training in differentiated instruction strategies based on the needs of the students - both ELL and the at-risk population. To reinforce the SIOP training, additional support material and manipulatives were distributed and reviewed with all staff members.
Sustain	11/29/2012 As units of instruction continue to be developed, the focus of differentiated instruction strategies will be incorporated into the daily lessons.
Evidence	Units of instruction will be in place based upon the standards and benchmarks. The instructional techniques utilized to deliver content will be based upon that curriculum. Objectives will be leveled and instruction will be differentiated based upon student need. Each activity in a lesson will be detailed to enable any teacher to use the learning activity. A file will be created for this indicator (IIC01) and house the items listed in the Wise Way evidence review for this section.

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IID04	The school will maintain a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Objective Met 09/12/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The district utilizes the Schoolmaster software package to maintain data and upload that information to SIS. As a companion to the Schoolmaster package, the district has also adopted the Tyler Pulse program. Each evening, Tyler Pulse uploads information from Schoolmaster and organizes the data into charts and graphs by school. Information organized in the program includes attendance, discipline, enrollment, ISAT assessment scores, ACCESS assessment scores and ELL screeners. After our intial assessment of this indicator, further investigation brought the capabilities of the Tyler Pulse program to light. The team believes this indicator to be fully implemented. The Rising Star program does not allow us to go back and change our initial assessment.	

Plan

1	Assigned To	Greg Hobbs
2	How it will look when fully met:	Excel document will be developed to be used in collaboration with existing data sources - UNLESS the district develops an alternative to be used through the DIP (District Improvement Plan). 9/19/12: Grade levels have developed a data chart with local assessment scores. (including pre and post testing scores) We will develop a master data sheet that can be placed in student cumulative folder.
3	Target Date:	05/15/2013
4	Tasks	

Develop a master assessment data chart.

Assigned to	Greg Hobbs	Start Date		End Date	05/15/2013	Timeline	

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1

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Will combine the existing documents that have been developed by various grade level teams, and place into a unified format. 3/21/13 - Data chart has been developed. A data team has been developed and will be attending a workshop in May/2013. Team will bring our data to the workshop for further analysis.
Task Completed	**03/21/2013**

2

Train staff on implementation of assessment data chart.

Assigned to	Leadership Team Members	Start Date		End Date	05/15/2013	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	The team, at an assigned staff meeting, will train the staff. 3/21/13 - Intital training with staff has been completed. Additional instruction will be addressed to the staff before the school year ends. 9/12/13 - May 2013, a follow-up training was completed with the staff, by the data team. All staff completed their classroom data charts, which were included with individual records.
Task Completed	**05/21/2013**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 09/12/2013
Experience	09/12/2013 The Data team did an analysis of the common data sources throughout the building. Team visited a neighboring school district's data room, and discussed how they created and formatted their data analysis. A chart was developed to track student data. Leadership team and data team determined the format of the document. Classroom teachers were instructed in how to input information. Charts were completed by classroom teacher and included in student cummulative folder, at the end of May 2013.

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Sustain	09/12/2013 The charts will be updated at the beginning of each school year to reflect newly formed classes. Data room has been designed, and will be maintained. Data will be used with our PLC teams for summative and formative assessment analysis.
Evidence	Excel document will be developed to be used in collaboration with existing data sources - UNLESS the district develops an alternative to be used through the DIP (District Improvement Plan). 9/19/12: Grade levels have developed a data chart with local assessment scores. (including pre and post testing scores) We will develop a master data sheet that can be placed in student cumulative folder. 09/12/2013 Excel document will be developed to be used in collaboration with existing data sources - UNLESS the district develops an alternative to be used through the DIP (District Improvement Plan). 9/19/12: Grade levels have developed a data chart with local assessment scores. (including pre and post testing scores) We will develop a master data sheet that can be placed in student cumulative folder.

			Status
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Objective Met 04/05/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The area that has caused our school not to make AYP for three consecutive years is our failure to meet the AYP target in our "all" group in the area of reading. No other area has been below state AYP standards. The Leadership Team has developed goals and activities for our current School Improvement Plan to guide the activities at our site with regard to reading improvement. The team based their efforts on student data available to us from instruments such as the ISAT, ACCESS, ISEL, Discovery Education Assessment and Scholastic Reading Inventory. As a result of the data analysis, the SIP included a curricular adoption of programs such as Read 180 and System 44.In preparation for adoption of these programs, professional; development was provided to the staff and all necessary materials were purchased. Technology upgrades and purchases were undertaken. Staff members also participated in SIOP training and reading centers training in an effort to provide further supports for our bilingual learners and to differentiate instruction more effectively. To-date no system has been developed to bring the ongoing data together in one report to allow the Leadership Team to judge the merits of our undertaking.	

Plan

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1	Assigned To	Linda Held
2	How it will look when fully met:	Data will drive the School Improvement Plan which will in turn drive staff development. Records will be kept of attendance at professional development sessions. Staff members will routinely be asked to evaluate the training provided. Following professional development sessions, staff members will always be polled regarding changes in their professional practices based upon the training they received. Data will be reviewed following the changes in practice to determine the effect on student achievement. This will include teacher ratings and students assessment data. Minutes will be kept of all team meetings. In order for each of these components to work together a flow chart will be developed to track these components of the improvement process for any and all changes in professional practice. A file will be created for this indicator (IID06) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	05/15/2011

4 Tasks

1 Develop form for staff to assess all professional development opportunities.

Assigned to	Linda Held	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/05/2011**

2 Develop system to gather information from staff members regarding changes in their professional practices following professional development opportunities.

Assigned to	Linda Held	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/05/2011**

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3 Develop system to gather information (teacher ratings) regarding short term effectiveness of changed practices following professional development.

Assigned to	Linda Held	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/05/2011**

4 Develop flow chart to link all pieces of this process to present to Leadership Team.

Assigned to	Linda Held	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/05/2011**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/05/2011
Experience	4/5/2011 We needed to create an instrument to access and track Professional Development with the staff. We realized that one time professional development does not work....we need to provide additional support and build upon what has been established.
Sustain	4/5/2011 Decision to distribute the professional development evaluation and develop a system to gather the information regarding the changes in their professional practices.
	Data will drive the School Improvement Plan which will in turn drive staff development. Records will be kept of attendance at professional development sessions. Staff members will routinely be asked to evaluate the training provided. Following professional development sessions, staff members will always be

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Evidence	polled regarding changes in their professional practices based upon the training they received. Data will be reviewed following the changes in practice to determine the effect on student achievement. This will include teacher ratings and students assessment data. Minutes will be kept of all team meetings. In order for each of these components to work together a flow chart will be developed to track these components of the improvement process for any and all changes in professional practice. A file will be created for this indicator (IID06) and house the items listed in the Wise Way evidence review for this section.

			Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Objective Met 04/23/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our site has a policies and procedures manual that is distributed to all families at the beginning of each school year in their home language. Each teacher has a classroom schedule and the office maintains a duplicate copy. Master schedules for building level programs are also housed in the main office. Each teacher has a copy of the goals and activities listed in our current School Improvement Plan and the entire document is available for perusal in the professional library and in the office. Surveys have been completed by teachers and students and offered to parents. Through on-going data analysis (ISAT,ISEL,DEA,ACCESS,SRI),teachers know where students are functioning academically in reading and math. This informs their practice and assists them in educational decision-making. We do not currently have a systematic way to gather classroom observational data, which needs to be explored. Further development is also needed in the area of program evaluation. In terms of professional development, records have not been kept of attendance at all professional development opportunities and staff evaluations have not been gathered to get feedback regarding the effectiveness of the professional development.	

Plan

1	Assigned To	Suzette Holmes

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2	How it will look when fully met:	School level data will routinely be analyzed by the Leadership Team. To facilitate this process, a spreadsheet will be developed focusing on individual student data. This data will help us identify the academic strengths and deficits of individual students as well as groups of students, thus enabling us to design appropriate interventions or make programmatic changes. A classroom observational data system will also be in place and able to contribute data. A file will be created for this indicator (IID07) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	05/15/2011

4 Tasks

1 Prioritize data analysis results and share instructional implications with instructional teams.

Assigned to	Suzette Holmes	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Much bigger task than expected, when target date was established. Will assess progress at end of school year. 10/04/2011: Current plan proved to be too extensive. We are now going to develop an EXCEL document that will list scores and such. Each year the teachers will enter their names by students and sort by classroom.
Task Completed	**05/15/2012**

2 Develop spreadsheet to structure all available academic data.

Assigned to	Suzette Holmes	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/05/2011**

Gather available student assessment data beginning with the 2009-2010 school year.

Assigned to	Suzette Holmes	Start Date		End Date	05/15/2011	Timeline	

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		Budget & Funding Sources($)						
	3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
									0
		Comments							
		Task Completed	**04/05/2011**						

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/23/2012
Experience	4/23/2012 Staff members were trained in the Instructional Practices Inventory. This is a procedure to obtain classroom observational data. Our first observation has occurred and the data is on file in the school office. The district has subscribed to the Tyler Pulse on-line program which serves as a central database for assessment data. The principal also has a paper file in the office for each grade level. This file contains current and historical assessment data for the students in that grade. The team did develop a spreadsheet, but with the significant amount of data collected annually, this was developed but not as functional as we had hoped. Data continues to be analyzed on a regular basis.
Sustain	4/23/2012 Teachers must continue to have access to data on a regular basis. Data must follow the students as they move up by grade. Regular designated meeting times must continue in order for the teams to have time earmarked for data analysis.
Evidence	School level data will routinely be analyzed by the Leadership Team. To facilitate this process, a spreadsheet will be developed focusing on individual student data. This data will help us identify the academic strengths and deficits of individual students as well as groups of students, thus enabling us to design appropriate interventions or make programmatic changes. A classroom observational data system will also be in place and able to contribute data. A file will be created for this indicator (IID07) and house the items listed in the Wise Way evidence review for this section.

			Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Objective Met 04/23/2012

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Reading and math instruction are aligned with the Illinois Learning standards based upon documentation from the textbook publishers. Science and social studies are partially aligned. There is no district-wide document that aligns standards, curriculum, instruction and assessment. Instructional teams have been formed at each grade level but meet formally only once annually and informally throughout the year. Discovery Education Assessments are aligned with the standards and are given to each student four times annually (kindergarten only three times). The data is used to focus instruction at each grade level. The SIOP Model is being implemented to further align instruction with the Illinois English Language Proficiency Standards. Enrichment is available through a series of programs/materials such as Study Island; Read, Write and Type; leveled readers and differentiated materials. Our math program (Everyday Math) is used in accordance with a pacing guide that has been provided to all teachers providing math instruction (including special education teachers). Grade level pacing guides have also been developed in reading and are revisited annually in grade level meetings.	

Plan

1	Assigned To	Karen Eastby
2	How it will look when fully met:	Each grade level will be guided by pacing guides in reading and math. The adopted reading and math series are tied to the Illinois Learning Standards. Every teacher should have the Everyday Math pacing guide as well as their grade level reading pacing guide. If no reading pacing guide it available, one will be developed at each grade level. Unit plans will be developed that are aligned with the learning standards. The instructional teams will outline the concepts, principles and skills that are to be included in each unit. The standards and benchmarks that apply to the grade level and unit topic will also be determined by the instructional team. Lesson objectives will be required to align to these standards and benchmarks. The lesson objectives will be placed in sequential order and the best objective desciptors will be selected. Criteria and appropriate elements for mastery will be determined. Pre- and post-test items wil be developed to provide clear evidence of mastery. To facilitate the development of this process, the Leadership Team needs to develop a template that outlines the unit development process. Instructional teams will meet on a more consistent basis to review data, instructional practices, and curricular alignment. Social studies and science instructional practices will be reviewed for alignment with standards and pacing. A file will be created for this indicator (IIIA01) and house the items listed in the Wise Way evidence review for this section.
3	Target Date:	05/15/2011
4	Tasks	

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1

Instructional teams need to be trained in the unit development process.

Assigned to	Karen Eastby	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	10/04/2011 - Template was developed. Introduced to staff and handed out to each teacher. Need to review the process and start effective implementation. In-depth discussion on the meaning of the term "UNIT". Decision was to submit the curriculum map as presented in guides...then the missing component areas are plugged with these additional activities to enhance the common cores.
Task Completed	**12/15/2011**

2

All grade level teams will meet to develop a reading pacing guide.

Assigned to	Vicki Reulecke	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	10/04/2011: Pacing guides are completed, located in office files.
Task Completed	**05/15/2011**

3

Template will be developed to outline the seven steps in unit development for the instructional team use.

Assigned to	Karen Eastby	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

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4

All teachers will receive the Everyday Math pacing guide.

Assigned to	Vicki Reulecke	Start Date		End Date	12/15/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**11/01/2010**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/23/2012
Experience	4/23/2012 We struggled as a team regarding the most user friendly format of a template. We also spent time debating the use for the template. Our reading and math programs contain fully developed units of study. The template can be used to develop supplemental units in those subjects. The template can also be used in science and social studies, as our textbooks are not current or pertinent to the Illinois Learning Standards.
Sustain	4/23/2012 The template has been developed and the objective has been achieved, but we feel this objective needs to be revisited once the new Illinois Common Core State standards are fully implemented to make sure the current format and contents of the template are still our best choices.
Evidence	Each grade level will be guided by pacing guides in reading and math. The adopted reading and math series are tied to the Illinois Learning Standards. Every teacher should have the Everyday Math pacing guide as well as their grade level reading pacing guide. If no reading pacing guide it available, one will be developed at each grade level. Unit plans will be developed that are aligned with the learning standards. The instructional teams will outline the concepts, principles and skills that are to be included in each unit. The standards and benchmarks that apply to the grade level and unit topic will also be determined by the instructional team. Lesson objectives will be required to align to these standards and benchmarks. The lesson objectives will be placed in sequential order and the best objective desciptors will be selected. Criteria and appropriate elements for mastery will be determined. Pre- and post-test items wil be developed to provide clear evidence of mastery. To facilitate the development of this process, the Leadership Team needs to develop a template that outlines the unit development process. Instructional teams will meet on a more consistent basis to review data, instructional practices, and curricular alignment. Social studies and science instructional practices will be reviewed for alignment with standards and pacing. A file will be created for this indicator (IIIA01) and house the items listed in the Wise Way evidence review for this section.

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 05/30/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All available data regarding students is promptly disseminated to staff. Grade level teachers meet regularly to review data and coordinate instructional practices. Staff development has focused on differentiated instruction (Kagan, SIOP, Literacy Stations, RtI) and reading initiatives (Read 180, System 44). The teacher evaluation process includes individual teacher goal setting and staff members set individual goals to improve their professional practice.

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	The principal is directly involved with the development, and directly supervises the execution of new and existing curriculum. Classroom instruction is monitored during teacher evaluations, meetings with grade level teams, and classroom walk throughs.

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status Objective Met 04/23/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers are encouraged to participate in professional development activities, but they are usually selected by the teacher. Some teachers participate in a significant number of professional development opportunities each year, while others take advantage of very few such opportunities. Professional development is not currently based upon an assessment of strengths vs. areas that would benefit from improvement(as evidenced by classroom observations and based on indicators of effective teaching).	

Plan

1	Assigned To	Greg Hobbs
2	How it will look when fully met:	Professional development will be based upon the data from the classroom observations.
3	Target Date:	05/15/2013
4	Tasks	
	Interpret findings and data to determine whether current instructional interactions need to continue, evolve over time, or change immediately in an effort to improve school achievement.	

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1	Assigned to	Greg Hobbs / Suzette Holmes	Start Date		End Date	12/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Continue to monitor information to enhance and build upon the strengths and classroom teaching skills/strategies. 11/08/11...system in place - refine.
Task Completed	**12/15/2011**

2 Develop the tool to assess the teacher / classroom in the areas of student interactions, instructional delivery method, and classroom climate.

	Assigned to	Greg Hobbs	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Tool is developed...(Learning Walk Form). Plan to start using form during 12/2011.
Task Completed	**11/08/2011**

3 Prioritize data to determine and plan for professional development for each grade level and throughout the building.

	Assigned to	Greg Hobbs / Suzette Holmes / Vicki Reulecke	Start Date		End Date	05/15/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Data is consistently prioritized by staff to determine the needs of the students. Teachers plan and attend their professional development events based on those needs.
Task Completed	**04/17/2012**

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Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/23/2012
Experience	Data has been prioritized and utilized to support differentiated instruction through the Response to Intervention program. Teachers have sought professional development regarding interventions approved for use with this population. Professional development has also been provided with regard to the new technologies in our building- Promethean Boards, Ipads, and specific programs.
Sustain	Data must continue to drive educational decisions and the professional development must support the endeavors indicated by the data.
Evidence	Professional development will be based upon the data from the classroom observations.

			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Objective Met 11/29/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Units of instruction are already established at each grade level. These units will need to be enhanced and/or modified to align with standards/benchmarks, performance descriptors, and SIOP objectives. Strategies for differentiated instruction and SIOP need to be included along with lesson objectives. Pre/Post tests will be established. Graphic organizers, ISAT terms, concepts and vocabulary will be included in the units and aligned with standards, benchmarks, and performance descriptors.	

Plan

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1	Assigned To	Karen Eastby
2	How it will look when fully met:	A curriculum will be in place. Students will master the standard based objectives and will have had opportunities for enhanced learning. The units plans will be in place, which will provide organizational structure for instruction. Template will be in place to guide unit instruction and assist teachers in developing assessment tools.
3	Target Date:	05/15/2013

4 Tasks

1 Assist teachers with the development of the Pre/Post test items that are clear and specific, which will provide evidence of mastery consistent with the criteria established.

Assigned to	Karen Easty / Carol McFall	Start Date		End Date	05/15/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Kindergarten through 4th grade are given Pre/Post Test through Discovery Education Assessment (ThinkLink), ISEL, Dibels, SRI, SPI, Quarterly report card specific, and Math curriculum assessments.
Task Completed	**04/17/2012**

2 Evaluate the test data to monitor impact of the instructional units on student achivement.

Assigned to	Karen Eastby / Carol McFall / Suzette Holmes	Start Date		End Date	12/15/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Kreitner grade level teams meet monthly to evaluate/monitor student achievement. During this time we are revising the instructional units, monitoring SIOP model, and our current Unit Alignment Template. The Unit Alignment Template will be distributed to the staff for use during the 2012/2013 school year.
Task Completed	**11/29/2012**

Train the teachers on unit development through the use of the template that aligns standards, curriculum, instruction, and assessment.

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3	Assigned to	Karen Eastby / Carol McFall	Start Date		End Date	12/15/2011	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments	5/15/11 Form completed and teachers have it.						
	Task Completed	**05/15/2011**						

4	Gather the materials and set training dates for unit development.							
	Assigned to	Karen Eastby / Carol McFall	Start Date		End Date	05/15/2011	Timeline	
	Budget & Funding Sources($)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments							
	Task Completed	**01/27/2011**						

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 11/29/2012
Experience	11/29/2012 Kreitner developed graphic organizers, ISAT terms, concepts and vocabulary for each grade level. SIOP (Sheltered Instruction Observation Protocol) strategies have been implemented into each classroom to enhance instruction of ELL students. During this process it was determined that there was a lack of grade level curriculum alignment throughout the District.
Sustain	11/29/2012 The Kreitner staff will continue to address and refine the grade level activities. We will continue to meet collaboratively as grade-level teams. This objective has initiated the formation of a District Curriculum Cabinet to address curriculum alignment and assessments (formative and summative).
Evidence	A curriculum will be in place. Students will master the standard based objectives and will have had opportunities for enhanced learning. The units plans will be in place, which will provide organizational structure for instruction. Template will be in place to guide unit instruction and assist teachers in developing

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	assessment tools.

IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our instructional teams meet three times a month to collaborate regarding common core standards, curriculum, RTI, and school improvement. Minutes from each meeting are on file in the Principal's Office. Data from most assessments (curriculum based, Discovery Education Assessment, Scholastic Reading Inventory, Scholastic Phonics Inventory) are generated immediately which enables the staff to use it for instructional purposes. Staff understands the implications of the data - what we are teaching, how it is taught, and how it might advance student achievement.

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status Full Implementation 09/12/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The Discovery Education Assessment is administered 3 to 4 times annually in all grade (K-4). The Illinois Snapshot of Early Literacy is administered twice yearly in grades K through 2 and scores are on file in the district office. The ACCESS is administered annually to students who have Limited English Proficiency. The ISAT is given to all students in 3rd and 4th grade. Scores are on file in IWAS on the Illinois State Board website. In addition, teachers maintain evidence of work sampling, teacher observations, informal assessments, unit testing, and Discovery Education formal assessments.

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IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status Full Implementation 09/12/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Kreitner has a strong track record in differentiated assignments (individualized instruction)with our school population. Over 95% of the Kreitner staff has been trained in Sheltered Instruction for Bilingual learners. A permanent school improvement team addresses sheltered instruction and differentiated instruction on an ongoing basis. Instruction routinely incorporates technology such as Promethean boards, netbooks, ipads, desktops, activotes, and activiews. Primary staff has or will be receiving training on Debbie Diller Math and Literacy Centers to enhance small group instruction. Read 180 and System 44 have been implemented in grades 3 and 4 to enhance small group instruction. Response to Intervention has been implemented to assist children who are academically at risk. School-wide Title 1 services are available in both Reading and Math. Special education service options incorporate inclusion classes at every grade level, as well as self contained classrooms for students needing additional support.

IIIA35	Students will be engaged and on task. (1161)	SP	Status Objective Met 04/23/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Through teacher observation on a daily basis, students are directed or redirected to complete assigned tasks. Through computer based tasks or testing, we can determine whether a student is achieving the task at hand, especially with timed programs. Many teachers try to address all modalities of learning and most students appear engaged in lessons. This is achieved with classroom computers, interactive whiteboards, manipulatives, books on tapes/cds, and movement to specific areas for tasks. By using differentiated learning approaches to address student learning needs, most students are better able to stay focused on tasks and engaged in small group learning.

Plan

1	Assigned To	Suzette Holmes
2	How it will look when fully met:	Instructional Practices Inventory (IPI) will be implemented in the building.
3	Target Date:	12/15/2011
4	Tasks	

1 Team of teachers will train staff on IPI procedures and implement the process - starting in January 2011.

Assigned to	Suzette Holmes, Linda Held, Lori Billy	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	Training conducted on 5/15/11, implementation to occur in Dec/2011.
Task Completed	**12/15/2011**

2 Team will analyze/compile/disseminate data gathered using IPI procedures.

Assigned to	Suzette Holmes, Lori Billy, Linda Held	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

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Comments	Team is in the process of completing enough data gathering sessions in order to gain a quantity of information that will yield reliable data as dictated by the IPI protocol. 11/28/11
Task Completed	**05/15/2012**

3

A team will attend IPI training to learn a method of quickly observing students at work to determine whether students are engaged and on task.

Assigned to	Suzette Homes, Linda Held, Lori Billy	Start Date		End Date	12/15/2010	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	11/8/11 Complete.
Task Completed	**11/08/2011**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/23/2012
Experience	4/23/2012 Three staff members were trained in the IPI process. They subsequently took the required assessment to qualify them for administration and passed. Substitute teachers were arranged and the IPI was conducted throughout the building. Data was examined and evaluated. Results are on file in the school office.
Sustain	4/23/2012 Dates for next year's observations should be set in August 2012. Substitutes need to be arranged, observations need to occur and data needs to be analyzed at least three times next year.
Evidence	Instructional Practices Inventory (IPI) will be implemented in the building.

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IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All staff members communicate to the primary caregivers. All teachers supply memos, newsletters, reports, Parent Bulletin Board, Home Links from the Classroom, Happy-Grams, Homework folders/agenda books, and Assignment Notebooks. Grade cards are sent home quarterly to all parents in their native language and English. Report card rubrics are included with the first grade card of the year in their native language. All Parent information is translated into Spanish if needed. Parent / Teacher conferences are held annually and on a as-needed basis. Students with IEP have annual reviews each year.

IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status Objective Met 04/23/2012

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	68% of the teachers report that they are using Kagan (cooperative learning) strategies in their classrooms. Staff is in the process of implementing the IPI, which will give us data on student engagement in the classroom - as well as the types of tasks in which students are engaged.	

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Plan

1	Assigned To	Suzette Holmes
2	How it will look when fully met:	Instructional Practice Inventory (IPI) will be implemented in the building.
3	Target Date:	03/15/2012
4	Tasks	

1 — Team will analyze/compile/disseminate data gathered using IPI procedures.

Assigned to	Suzette Holmes	Start Date		End Date	05/15/2012	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/25/2012**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/23/2012
Experience	4/23/2012 Implementation has been accomplished with no barriers.
Sustain	4/23/2012 Dates need to be scheduled for next year's observations in August 2012.
Evidence	Instructional Practice Inventory (IPI) will be implemented in the building.

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IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All parents at Kreitner receive the district handbook at registration. (Available in both English and Spanish). This document contains the school's compact. All teachers, parents, and students are asked to sign the compact annually(again available in both English and Spanish). To sustain our current level of performance, the school needs to be sure the back page of the district handbook has been signed by parents and students and returned. The title compact needs to continue to be sent home and signed.

IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Status Objective Met 04/05/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Parents and students currently receive the district handbook and Title I compact, in both English and Spanish, annually.	

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Plan

1	Assigned To	Linda Held
2	How it will look when fully met:	School personel and parents will have documentation of the signed Title I compact and District student handbook, as varification of school/family communication, and acknowledgement of expectations of District and School.
3	Target Date:	05/15/2011
4	Tasks	

1 Create/Revise a plan for distribution of the School Compact which will verify that all stakeholders understand the expectations.

Assigned to	Linda Held	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	**04/05/2011**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/05/2011
Experience	4/5/2011 Discovered that classroom teachers did not have signed copies of the compact. Plan was basically in place, distributed by the Title I department.
Sustain	4/5/2011 Two copies of the Compact will be sent home with students. Parents will sign both copies, keep one at home - return the other copy for the Title department / classroom teacher.
Evidence	School personel and parents will have documentation of the signed Title I compact and District student handbook, as varification of school/family communication, and acknowledgement of expectations of District and School.

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IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)	SP	Status: Objective Met 04/05/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At the beginning of the school year, each family receives a school handbook that clearly explains school procedures and expectations. Title I distributes a Parent/Student/Teacher Compact to each student, defining the roles and expectations of each party. Surveys are completed by students, parents, and teachers - giving everyone a chance to voice their opinions on the school environment with a concentration on Character Education. Parent/Teacher conferences are scheduled twice a year, more if needed, thus allowing school personnel and parents time to discuss issues. Open House is scheduled at the beginning of the school year, thus giving another chance to meet. PTA is held monthly. All communication sent home is sent in English and Spanish. Our translators are present to receive any phone inquiries during the school day.	

Plan

1	Assigned To	Carol McFall
2	How it will look when fully met:	School personel will be communicating regularly with all parents concerning their student's progress and their school experiences. (both in English and Spanish)
3	Target Date:	05/15/2011
4	Tasks	

Parent Involvement team will research and develop an outreach program to enhance "ongoing conversation" between school and home.

Assigned to	Carol McFall	Start Date		End Date	12/15/2012	Timeline	

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		Budget & Funding Sources($)						
	1	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
									0
		Comments							
		Task Completed	**04/05/2011**						

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/05/2011
Experience	4/5/2011 In collaboration with Character Ed team, we developed a school-wide Parent newsletter, distributed monthly. Copies supplied in English and Spanish.
Sustain	4/5/2011 Continued collaboration between Character Ed, Parent Involvement, and Staff.
Evidence	School personel will be communicating regularly with all parents concerning their student's progress and their school experiences. (both in English and Spanish)

			Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Objective Met 11/08/2011

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Newsletters are sent regularly that provide practical guidance to encourage their child's regular reading habits at home. Parents are given opportunities to meet with teachers to discuss their children's progress in school, their children's homework, reading habits, and learning standards and expectations. Report cards have recently included rubrics outlining reading skills expected at all grade levels (K-4) as well as general guidelines covering math skills at each grade level. Assessment results are shared with parents during Parent/Teacher conferences. Some students have access to Study Island at home.

Plan

1	Assigned To	Carol McFall
2	How it will look when fully met:	The School will communicate regularly with the parents, in order to help them work with their children at home, to meet State standards. This communication will focus on making sure parents have the information they need to facilitate the improved academic performance of their children. Communication will be shared in both English/Spanish.
3	Target Date:	12/15/2011
4	Tasks	

1 Staff will incorporate learning strategies into each of their newsletters, specifically in the areas of Reading and/or Math.

Assigned to	Carol McFall / Parent Involvement Team	Start Date		End Date	05/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	11/8/11...completed
Task Completed	**11/08/2011**

2 Investigate possible ways to model and disseminate learning strategies to parents through various methods before, during, and/or after school.

Assigned to	Carol McFall / Parent Involvement Team	Start Date		End Date	12/15/2011	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total

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							0

Comments	11/8/11 Strategies used...ISAT night, Parent Training sessions, staff newsletters, PTA meetings.
Task Completed	**11/08/2011**

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 11/08/2011
Experience	11/8/2011 The school has put a concerted focus on parent involvement. Staff members have received specialized training in programs that provide a curriculum and parent materials in English and Spanish. A school- wide newsletter now goes home monthly. More teachers are sending home monthly newsletters specific to their classroom and their curriculum.
Sustain	11/8/2011 A parent involvement teams has been developed as a permanent part of the school improvement process. The team will continue to explore and implement new and existing techniques for increasing parent involvement.
Evidence	The School will communicate regularly with the parents, in order to help them work with their children at home, to meet State standards. This communication will focus on making sure parents have the information they need to facilitate the improved academic performance of their children. Communication will be shared in both English/Spanish.

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Mrs. Carmen N. Loemker	Carmen Loemker	11/18/13	Date: ~~11/13/2012~~
Superintendent Signature:	Dr. Robert Green		11/18/13	Date: ~~11/13/2012~~
Board President Signature:	Mr. Gary Peccola		11/18/13	Date: ~~11/13/2012~~

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Reports - Comprehensive Report

IA14	The district/school will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Maryville Elementary currently has a full time Instructional Interventionist to work with students in Tier 3. The focus is primarily on Reading. The Reading Interventionist seeks professional development opportunities and new resources to utilize with the students. Money is limited as we are not a Title I School. Teachers seek and share strategies such as the Chris Biffle techniques to engage students and improve learning. Professional development money for teachers is limited as we are not a Title I School. Maryville School raises funds to purchase technology to support interventions and students learning.	

Plan

1	Assigned To	Carmen Loemker
2	How it will look when fully met:	Maryville School will have at least one full time certified reading and math intervention teacher. Materials and training will be readily available to both teachers. Funding will be provided to support professional development of teachers in both strategies and research based interventions. Technology needs will be provided by the district.

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3	Target Date:	06/01/2015

4 Activities through the 2015 calendar year addressing the RTTT3 Expectations.

Year 1 - Through June 30, 2012 [District Scope of Work Activities]
Year 2 - Through June 30, 2012 [District Scope of Work Activities]
Year 3 - Through June 30, 2012 [District Scope of Work Activities]
Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]
Year 5 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]
Year 6 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]
Year 7 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]
Year 8 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]
Year 9 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

RTTT3 Funds

Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
				0

5 Tasks

There are no tasks created for this Objective

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IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 12/03/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Principal is visible in classrooms with formal and informal observations. She also holds monthly voluntary staff meetings to review best practices in all domains of the Danielson rubric. Principal participates in district Curriculum Council and reports back to staff with valuable information via the staff newsletter and verbal reporting. Principal requires meaningful curriculum meetings in grade level groups working toward Professional Learning Communities and identifying crucial skills as well as oversight of student growth data. Principal monitors student progress with Discovery Education Assessment data.

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 12/03/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal informally observes all teachers at least once per semester. During observation years, multiple informals and at least one formal are completed. After each formal and informal observation, the principal provides feedback to the teacher regarding instructional practices in their classroom. She also provides information regarding any resources that might assist the teacher in improving their practices. The principal is in each room at least once per week for various purposes. She periodically reviews all teachers lesson plans.

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IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Mini-Sessions regarding the Danielson rubric have been offered to the entire staff to address indicators of effective teaching based on assessment of classroom observations. Only 6-7 staff members have chosen to attend. Professional growth is supported through reflective conferences between the principal and teachers. As part of the newly adopted teacher evaluation process, teachers are now developing Smart Goals. They are beginning to make professional development choices for themselves based upon these goals.	

Plan

Assigned To	Not yet Assigned

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status In Plan Objective not assigned

Assessment

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Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers meet monthly during curriculum meetings but are not planning for units of instruction. There is a lot of communication among teachers at each grade level as to science and social studies units that they are covering using standards as a guide, but no time is set aside for planning. Units of study in math and reading are textbook driven.	

Plan

Assigned To	Not yet Assigned

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status In Plan 2 of 4 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	ISAT,Discovery Education Assessment,ISEL, Dibels, Scholastic Reading Inventory and progress monitoring data is reviewed in curriculum meetings. Teachers of grades 1 and 2 administer quarterly running records. This data is used to place students in tiered interventions in the RtI program. Instruction is adjusted in repsonse to this data analysis.

Plan

1	Assigned To	Sara Oberle
2	How it will look when fully met:	Staff will use regular designated PLC time to review student learning data (formative assessments) to make decisions about curriculum and instructional strategies. Based on these meetings, students may be identified to work in groups for targeted reteaching, focused instruction or enrichment. In addition, ISAT, Discovery, ISEL, SRI and anecdotal notes, disciplinary referrals, SAP data, other data and DIBELS will be used to determine overall progress.
3	Target Date:	05/15/2014
4	Tasks	

1

Staff will implement process of developing common formative assessments to add to summative data sources.

Assigned to	Carmen Loemker	Start Date	01/02/2013	End Date	05/13/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	3/18/13 Staff developed common formative assessments for one learning objective. Staff will reconvene to analyze results by March 31, 2013. A powerpoint has been prepared to share with staff at the April meeting. 4/29/13 The district provided powerpoint was shared with staff on April 15, 2013. 8/26/13 Staff has started meeting in weekly PLC groups to discuss and develop common assessments.
Task Completed	

Team structures are in place to address school improvement goals.

Assigned to	Carmen Loemker	Start Date	02/01/2013	End Date	05/15/2014	Timeline	

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2

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/18/13 School Improvement Teams are established and have met to discuss how they relate to the School Improvement Plan. Grade level curriculum meetings have been designated to examine student data and develop formative assessments.
Task Completed	02/27/2013

3

Teams will use formative assessment data to drive instruction.

Assigned to	Carmen Loemker	Start Date	01/01/2013	End Date	05/13/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	4/29/13 Training regarding the development of formative assessment has begun. District provided powerpoint was shared with staff on 4/15/13. 8/26/13 Teams are meeting during weekly PLC time and using assessment data to make instructional decisions and form instructional groups.
Task Completed	08/26/2013

4

Professional development will be provided on accessing and analyzing student data.

Assigned to	Carmen Loemker	Start Date		End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03/18/13 Information was shared on accessing Discovery Education results and differentiating instruction based on findings.
Task Completed	

Implement

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Percent Tasks Completed	50%
Objective Status	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status Full Implementation 12/03/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Grades K-2 Administer ISEL in Fall and Spring Grades 1-4 Administer DIBELS in Fall, Winter and Spring Grades 1-4 Use DIBELS as a progress monitoring tool throughout the year Grades 1-4 Administer Discovery Testing 4 times per year, K 2 times All grades use curriculum-based skills, tests (chapter tests, end of unit tests, formative assesments, etc.) The teachers utilize a spreadsheet to track building level data. This is updated after every test administration. Performance on classroom level assessements is tracked in teacher grade books.

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Currently most teachers use a variety of instructional strategies to differentiate including leveled readers and Everyday Math resources. Pre-testing is routinely completed in math, but not in other subjects. Whole class, small group, independent, centers-based instruction and homework are used to meet individual needs. Students receive Tier 2 or Tier 3 levels of intervention based on assessments.

Plan

1	Assigned To	Carmen Loemker
2	How it will look when fully met:	Assignments will reflect individual student needs based on assessment data. Students will work in small groups for reading and math where re-teaching and focused instruction will target areas of need as indicated on assessments.
3	Target Date:	05/15/2015
4	Tasks	

1

Professional Development will be provided on formative assessment process.

Assigned to	Carmen Loemker	Start Date	08/12/2013	End Date		Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	3/18/13 A powerpoint has been prepared to share information on the formative assessment process and will be shared at the April staff meeting. 4/29/13 The district provided powerpoint was shared with staff on April 15, 2013
Task Completed	

2

Professional development on differentiating instruction globally for various types of learners will be provided.

Assigned to	Carmen Loemker	Start Date	01/01/2013	End Date	12/21/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	4/29/13 No progress toward this indicator at this time

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Task Completed	

3

Refresher will be provided for Kagan.

Assigned to	Carmen Loemker	Start Date		End Date		Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	4/29/13 Kagan game and structure was shared with staff at April 15, 2013 meeting. 8/26/13 A staff book study on Whole Brain Teaching for Challenging Kids by Chris Biffle is planned for Sept. and April.
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIIA35	Students are engaged and on task. (1161)	SP	Full Implementation 12/03/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Many teachers have attended workshops or received additional training which encourages them to implement highly engaging lessons (Kagan Cooperative Learning training, Debbie Diller Balanced Literacy)and use higher levels of questioning. New technologies are also being implemented in the classrooms which encourage higher levels of engagement (Activotes, laptops). During evaluations, observational data reflects high levels of student engagement.

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IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status Full Implementation 12/03/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Discovery Education Assessment data is sent home after each test administration. SRI data is also shared. Report Cards reflect specific skills and standards based objectives. A report card rubric is also sent home at the beginning of each school year. Teachers also send home: Daily Agenda Books, Friday Folders with specific work samples and other assessments.

IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers utilize slates, activotes or expressions, and partner and group discussions, to encourage participation effective with the majority of students. Think, pair, share and other Kagan strategies are also used as teachers have had formal Kagan training.	

Plan

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1	Assigned To	Carmen Loemker
2	How it will look when fully met:	Staff will conduct routine observations to collect data to insure continued focus on student engagement.
3	Target Date:	12/20/2014

4 Tasks

1 IPI training for 4 staff members to do peer observations of student engagement will be provided.

Assigned to	Carmen Loemker	Start Date	05/12/2013	End Date	12/20/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/18/13 Representatives have been selected to attend Instructional Practices Inventory Training. 4/29/13 IPI (Instructional Practices Inventory) training was provided to selected staff members on 4/26/13
Task Completed	04/26/2013

2 Staff will monitor engagement using IPI protocol.

Assigned to	Carmen Loemker	Start Date	05/08/2013	End Date	06/01/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
						0	0

Comments	4/29/13 No progress at this time 8/26/13 The 3 teachers trained will do IPI on Nov. 7 and Feb. 5. Data will be sorted and shared with the staff.
Task Completed	

Refresher on Kagan Strategies

Assigned to	Kristi Maloney	Start Date	03/01/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

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	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
3								0

Comments	4/29/13 Kagan game and structure was shared with staff on 4/15/13
Task Completed	

Implement

Percent Tasks Completed	33.3333%
Objective Status	

			Status
IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some elements of the compact are currently addressed in the Elementary Handbook such as homework, character, discipline, communication, conferences, report cards, and volunteers. An official compact has not been developed.	

Plan

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Assigned To	Not yet Assigned

IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Elements of the compact are outlined in the Elementary Handbook which is distributed to 100% of school personnel and families. The official compact will need to be developed and distributed but does not currently exist.	

Plan

Assigned To	Not yet Assigned

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IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Status Full Implementation 12/03/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have a curriculum night rather than an open house, where parents can listen to a presentation from their childs teacher about the classroom and expectations. Teachers make every effort to meet with all parents for a conference. Most teachers send home weekly newsletters and continued communication is encouraged. There is a schoolwide weekly newsletter, School Reach Calls and a school marquis to help keep parents informed. Many parents and teachers also attend PTA meetings monthly. There is a system in place to allow parents/community members to be screened and serve as volunteers in the school. Currently 34 parents have been approved for participation in this program and actively assist in the classrooms.

IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We hold curriculum night, Family Reading Night, Science Fairs and other events to communicate the importance of curriculum in the home. There are math game kits available for check-out to be used in the home. The school/teacher web-sites have multiple parent resources.	

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Plan

Assigned To	Not yet Assigned

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school is conducive to learning as evident by ISAT scores. The school safety plan is in place. All exterior doors are locked and visitors must be checked in before entering the building. A staff keyless entry system is in place. The building has developed a relationship with local sheriff and fire departments. Two way radios are distributed to key staff members. The Principal and Staff members greet students each morning. Student work is displayed throughout the building. Parents are invited and encouraged to become active in their child's education.

			Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our school leadership team has just been formed and will guide content area teams. We have committees and grade level groups that meet regularly. The focus of these groups may need to be refined. This should be easy to address.	

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Plan

1	Assigned To	Carmen Loemker
2	How it will look when fully met:	A building level leadership team will meet regularly to create and monitor the school improvement plan. The team will work with content area teams to identify school improvement needs. Content area teams will meet bi-weekly and the leadership team will meet quarterly. The focus of the content area teams will be student growth.
3	Target Date:	05/16/2014
4	Tasks	

1 The leadership team has been formed and quarterly meetings will be arranged for the 13/14 school year.

Assigned to	Carmen Loemker	Start Date	04/29/2013	End Date	09/30/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Leadership team meetings have been arranged for Aug. 26, Nov. 18, Feb. 24 and April 28.
Task Completed	08/20/2013

2 The content area teams will meet bi-weekly

Assigned to	Carmen Loemker	Start Date	04/29/2013	End Date	05/16/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Grade Level PLC groups meet every Wednesday from 2:15 - 3:15.
Task Completed	

Content area teams will follow the standardized agenda to ensure focus on student growth.

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3	Assigned to	Carmen Loemker	Start Date	04/29/2013	End Date	05/16/2014	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Agendas and minutes are documented in the principal's office to show the focus of PLC time is student growth.
Task Completed	

Implement

Percent Tasks Completed	33.3333%
Objective Status	

			Status
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Full Implementation 09/24/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	PLC teams meet weekly. They submit to the principal an agenda for the upcoming meeting as well as minutes from each week. In addition, school improvement teams submit agendas and minutes from their meetings. Work products are included as appropriate.

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ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The leadership team is newly formed. Discussion is occuring with regards to formalizing the team structure as well as developing a system for communication between the leadership team and content area teams.	

Plan

Assigned To	Not yet Assigned

ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Status Objective Met 09/05/2013

Assessment

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Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The leadership team is newly formed and its members will be responsible for sharing information with content area teams.	

Plan

1	Assigned To	Carmen Loemker
2	How it will look when fully met:	Building Teams will meet quarterly to discuss how thier team can contribute to school imporvement as related to identified goals. The chair, a member of the leadership team, will share information and specifics about relevant goals. Information will be included in staff newsletters. Evidence will include agendas, minutes and sign in sheets.
3	Target Date:	05/10/2013
4	Tasks	

1

Each committee will meet in February 2013 to discuss how they can contribute to School Improvement goals. One person from the leadership team serves as the chair.

Assigned to	Carmen Loemker	Start Date	02/01/2013	End Date	03/31/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/18/13 All staff members met with their school improvement committees to discuss how they will contribute to the School Improvement goals. Each committee provided feedback in writing to the School Leadership Team.
Task Completed	02/27/2013

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Each team will meet again in April 2013 to discuss how they can contribute to school improvement as related to specific goals. One person from the leadership team serves as the committee chair.

Assigned to	Carmen Loemker	Start Date	03/01/2013	End Date	04/30/2013	Timeline	

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	3/18/13 The April meeting has been scheduled for April 24, 2013. Teams will reconvene at that time. 4/29/13 Teams met on April 24, 2013 to discuss how they will contribute to school improvement goals. Each committee provided feedback in writing to the leadership team.
Task Completed	04/24/2013

Information regarding goals will be shared in staff meetings and newsletters.

Assigned to	Carmen Loemker	Start Date	01/02/2013	End Date	05/10/2014	Timeline	

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/18/13 Information regarding our School Improvement goals was shared in the weekly parent newsletter on January 4, 2013. 03/18/13 School Improvement Goals were placed on posters and displayed throughout the hallways and classrooms in January, 2013. 03/18/13 School Improvement Goals were shared with staff members at the 1/30/13 staff meeting. 03/18/13 Information was shared with staff members during 2/27/13 staff meeting.
Task Completed	02/27/2013

Principal will set dates for quarterly meetings at the start of each school year.

Assigned to	Carmen Loemker	Start Date	08/10/2013	End Date	06/10/2014	Timeline	

Budget & Funding Sources($)

4

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

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Comments	4/29/13 Meetings will be scheduled for 13/14 school year at the end of the current school year. Meetings have been set for Aug. 26, Nov. 18, Feb. 24 and April 7.
Task Completed	08/20/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 09/05/2013
Experience	09/05/2013 Sharing information is key to any successful program. Serving as a conduit of information has been positive and helpful.
Sustain	09/05/2013 Information will continue to be shared in the staff memo regarding what the leadership team is working toward.
Evidence	09/05/2013 The Sept. 6 staff memo lists the dates that meetings will be held for the 13-14 school year. Minutes from committee meetings are on file in the principal's office.

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Grade level groups and administration analyze student data for RtI purposes. Currently school improvement and professional development decisions are not based upon review of data.	

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Plan

Assigned To	Not yet Assigned

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers align activiites to objectives provided by the text books, but are working towards aligning activities to the common core standards.	

Plan

Assigned To	Not yet Assigned

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IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Schoolmaster is the district-adopted student management program that is currently in place. Tyler Pulse is an accompanying program that is also in place, and will be used more widely in the coming months by teachers for evaluation data gathering.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Grade level teams and administration currently monitor data. The leadership team will assume the responsibility of monitoring date in the future.	

Plan

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Assigned To	Not yet Assigned

IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Status In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Historically, the RTI team has met to monitor student data and drive interventions. The leadership team has not yet assumed those responsibilities.	

Plan

1	Assigned To	Carmen Loemker
2	How it will look when fully met:	The leadership team will monitor school-level student learning data via Discovery Education Reports. We will examine growth rates in the areas of reading and math.
3	Target Date:	05/20/2015
4	Tasks	
	At the scheduled leadership team meetings, members will examine Discovery Data from the school as a whole.	

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Assigned to	Carmen Loemker	Start Date	11/18/2013	End Date	05/20/2015	Timeline	

1

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

Trends and important findings will be shared with staff appropriately and professionally.

Assigned to	Carmen Loemker	Start Date		End Date		Timeline	

2

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Status In Plan Objective not assigned

Assessment

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Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There is no current written curriculum in our district. The district has formed an elementary curriculum council that will be addressing this issue.	

Plan

Assigned To	Not yet Assigned

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Laura Bauer	Laura Bauer	Date: 10/25/2013
Superintendent Signature:	Dr. Robert Green		Date: ~~11/13/2012~~ 11/18/13
Board President Signature:	Gary Peccola		Date: ~~11/13/2012~~ 11/18/13

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 12/05/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal supports teacher involvement in district trainings and encourages professional development. The principal visits classrooms on a regular basis. He provides feedback for both the informal and formal evaluation. He is very data driven and offers reports to teachers letting each teacher know what areas need to be worked on. Our school is very academic driven this year and focused on reading and RTI. The principal also encourages grade levels to work together in collaborative teams. He is also concerned about creating a family atmosphere among the teachers and staff at Renfo School.

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 12/05/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	The principal has been spending more time in the classrooms this year and has a good understanding about what is going on in the classroom. He is routinely in classrooms as part of the research based evaluation process "Charlotte Danielson" which addresses improvement of instructional practices. He reports regularly at staff meetings about curriculum, data, and collaboration; reminding us of goals we have met and need to meet. He also visits the classrooms to assure lesson plans are ready for the upcoming week. The principal provides a weekly memo with a very detailed outline of upcoming dates and announcements.

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	All teachers in the Collinsville Unit 10 district are receiving professional development focusing on collaboration this year. Individual teachers are currently encouraged to reflect on their own teaching practices and attend workshops during the summer that are offered by the District. At times, teachers are approved to attend specific professional development trainings and share with interested parties based on a self-assessment of their own professional needs. Aa a part of the teacher evaluation process teachers develop a "smart goal". As we move forward these "smart goals" should lead the teacher in their choice of professional development trainings.	

Plan

Assigned To	Not yet Assigned

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			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some grade levels at our school have developed units for both science and social studies. Our school also uses the technology scope and sequence unit. Our math and reading curriculum are both text book driven and directly aligned to the learning standards. The school district currently has a team developed and working on the alignment of instruction for each grade level.	

Plan

Assigned To	Not yet Assigned

			Status
IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Full Implementation 12/07/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	At Renfro Elementary, curricular teams meet monthly. During these meetings; grade level teams utilize data from DIBELS, ISEL, Discovery Education, ISAT, local assessments, textbook assessments and established district interventions to determine academic levels of individuals and groups of students. As gaps in curriculum or needed instructional strategies are identified, these teams discuss ways to address these needs. District level teams also meet to address common interventions and develop curriculum plans.

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The teachers at Renfro School test frequently using a variety of evaluation methods. The Everyday Math curriculum and the Houghton Mifflin reading curriculum both have embedded assessments used by all teachers. These embedded assessments are administered at the end of each unit and are used by the teachers to evaluate the students' level of mastery. Discovery Education is used as a periodic assessment by all grade levels at our school. Each grade level has a certain number of testing windows throughout the school year in which a DEA assessment must be administered to the whole class. The purpose of DEA is to determine what students know and don't know so each individual teacher can make instructional changes to guide their instruction. It is also used to help determine which students need Tier 2 and Tier 3 services. The annual assessment used by grades Kindergarten through second is the ISEL testing. It is administered at the beginning and end of the school year. The scores at the beginning of the school year are used to place students into appropriate Tier groups. The annual assessment used by third and fourth grade is the ISAT.

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation

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Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently our district does not have a curriculum that each grade level follows. At this time each idividual teacher is in charge of creating their own assessments and unit plans. There is currently a district team working together to develop a district wide plan for all grade levels to follow. Building wide our school is currently working together at grade level to determine student needs and RTI instruction. More time is needed for collaboration. The majority of teachers have been following the Debbie Diller workstations. Technology is often used to serve as a major tool for differentiated instruction. Guided reading groups and RTI materials are used by all teachers. The school library has a full selection of reading resources available for teachers to use during Tier 2 reading instruction. Our Everyday Math curriculum is also used by all teachers which includes differentiated instruction for daily lessons. The math units begin with a pre-assessment to determine student needs.	

Plan

Assigned To	Not yet Assigned

			Status
IIIA35	Students are engaged and on task. (1161)	SP	Full Implementation 12/06/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Through the Charlotte Danielson Framework adopted by Collinsville Unit 10, teachers are encouraged to pursue a distinguished level of performance in Component 3C: Engaging students in learning. Teachers encourage students to be intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. Students are encouraged to initiate inquiry and exploration of content. Time is provided for reflection by students. Students are provided the opportunity to choose their tasks and serve as a resource to each other. The Everyday Math program provides opportunities for student engagement through the Math Message, Mental Math, Home Links, interactive lessons and math games. Students are provided opportunities for engagement in all curricular areas through well-planned units and implemenation of technology. The Collinsville Community Unit School Distict No. 10 provides computers, I-pads and Interactive boards in all classrooms. The District Scope and Sequence is aligned to National Educational Technology standards for students. The heavy use of technology provides students with extensive opportunities for engagement.

			Status
IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Full Implementation 12/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We feel confident that teachers at Renfro school report to primary caregivers regularly about the school's curriculum. Teachers meet with the parents at the beginning of the school year during parent teacher conferences. Additional conferences are scheduled on an as-need basis. The report cards include comments about student performance in each subject area. Most teachers send home a weekly newsletter informing parents of curriculum being taught in the classroom. The math curriculum also has a unit newsletter teachers send home to parents letting them know what is being taught during that unit. We send home mid quarter and quarter report cards to let each parent know how their child is doing academically. The grade level rubrics included in the student's report cards inform the parents exactly where their child is academically and where their child needs to be by the end of the school year. Kindergarten through second grade have an ISEL report that the parents get at conference time. This ISEL report includes how their child scored in reading compared to students in the district, school and classroom. Discovery Education also has reports the teachers can print out for the parents in both math and reading. The DEA reports are very detailed, letting the parents know specific areas of concern and also areas of mastery. Our school uses a "school wide" binder that includes weekly homework and important information for parents to know. The parents check and sign their child's binder nightly.

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			Status
IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Full Implementation 12/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The teachers at Renfro school use a variety of teaching methods to ensure engagement of all students. Music and movement is incorporated into daily routines as well as hands-on activities. Every classroom has a Promethean (interactive) board used by the teacher and most importantly the students. The students are actively engaged throughout the day as they are taught hands-on/interactive lessons on the Promethean board. Cooperative learning and differentiated instruction are used by teachers at our school. The Everyday Math curriculum includes daily math games designed to engage student learning in a less traditional and "kid" friendly approach. Our school was part of a "Debbie Diller" book study that focused on creating engaging workstations/learning centers in the classroom. Many of the teachers have incorporated the "Debbie Diller" workstations into their daily routines.

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 12/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school compact is sent home to the parents every year. The parent is responsible for reading the compact and going over the information with their child. The school compact outlines the responsibilities of the teachers, parents, and students and encourages a home-school connection. After reviewing the compact, it is returned to school, signed by both the parent and student. The teacher is responsible for collecting compacts from each of his/her students.

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			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 12/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Compacts are handed out to all students at the beginning of the school year. The compacts are signed by both the parent and student. Teachers and school personnel are also responsible for reading the school compact and returning the signed form. The compacts are turned into the Title office and kept on file.

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 12/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Several teachers have individual classroom handbooks for the parents to review and sign a back form. Teachers also have open house presentations at the beginning of the year. At parent teacher conferences handouts are given to the parents explaining grade level standards. Renfro school encourages parents to help in the classroom. The PTA has a monthly newsletter letting the parents know how they can be involved and informing parents about upcoming events. The PTA also has monthly meetings for both teachers and parents to attend. At these meetings, parents learn about what is going on at school and also how they can become involved.

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			Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our school has a Family Reading Night evey year encouraging families to come out for a family night of reading based activities. The students are given annual access to free Everyday Math apps. They are also given at-home access to online reading and math websites (Everyday Math, Raz Kids, Brain Pop.) The teachers use reading programs to encourage reading at home (Book It Program, Raging Readers.) The Reading Counts program is used by grades first through forth. With this reading program, students read books at home and at school and then take quizes at school to earn points.	

Plan

Assigned To	Not yet Assigned

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 10/10/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The environment at Renfro school is safe, welcoming, and conducive to learning. We have established high behavioral expectations. The students at school are expected to follow the following rules: be kind, polite, listen and follow directions. Each teacher uses a behavior system in their classroom (either conduct cards or clip down system.) The school follows a noise level system with numbers: 0=no talking (halls, library) 1=whisper (classroom) 2=soft voice (partner games, cafeteria) 3=inside voice (group discusion) 4=outside voice (playground). We use character words throughout the school and at monthly assemblies for the character trait of the month. We also use the "bucket filler" program. This progam focuses on good deeds at school and in the community. Our school was honored last year by being recognized as a National School of Character. We practice drills to keep the students and staff safe (fire, intruder, tornado, and earthquake) and all teachers have an emergengy binder. The students at Renfo school are safe. All visitors must use the intercom/video system to enter the building. There are signs that show visitors where to go and to report to the office on arrival. The office scans each visitor's license and the visitor is given a sticker that must be worn to visit classrooms. Renfo school helps needy families with shoes, glasses, food over the weekend, dental health info, etc... Each year, our school hosts a Santa's Breakfast where all proceeds benefit a Renfro family in need.

			Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Objective Met 10/17/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)

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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We have begun the implementation process through identification of team members and their role in the process. We need to revisit or construct a vision that all staff is aware of. We have grade level meetings each month and submit agendas and minutes for each meeting. The grade level meetings focus on student data and monitoring with RTI. The teams also include feedback and reflection for the principal to review. The principal maintains folders for each grade level. The SAP team also has weekly meetings to assist teachers and help students with academic and social emotional concerns. The building has a vision statement but as a team we feel it needs to be more aware to the staff and should be revisited frequently. While the grade level teams have currently been meeting for over a year and the teams are well developed, the rising star team has just begun and are new to the process.	

Plan

1	Assigned To	Heather Hartmann
2	How it will look when fully met:	The School Leadership Team and the School Instructional Teams will work together on an ongoing basis. The School Leadership Team will meet several times throughout the school year to create school improvement plans. The School Leadership Team will communicate with all members of the school and will ask for teacher input about school improvement goals. The School Leadership Team will also report to their team members at each monthly/grade level meeting. The "grade level" School Instructional Teams will continue to meet monthly. In addition to the "grade level" teams our school will also have a "multi-grade level" team that meets throughout the year. This team will include one teacher from each grade level. The objective of this team will be to make sure the curriculum being taught at each grade level is spiraling through from grade to grade. An agenda, sign in sheet, and feedback form is turned in to the principal after each grade level/instructional team meeting. These forms are looked over and kept on file by the school principal and will be used as evidence that each objective is being met.
3	Target Date:	10/31/2013
4	Tasks	

The School Team Leaders will communicate school improvement plans to each grade level/Instructional Team at monthly curriculum meetings.

Assigned to	Sarah Owen	Start Date	01/31/2013	End Date	05/31/2014	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1								0

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Comments	4/11/13 We have shared the plans of the school improvement goals with the faculty as a whole at facutly meetings. 5/6/13 Our weekly meeting dates have been established for the 2013-2014 school year. 9/9/13 At the first PLC meeting of the month, the Leadership Team will communicate the school improvement plan to grade level teams. Monthly curriculum meetings have changed to weekly PLC meetings. 10/17/13 The School Team Leaders have established a procedure for communicating school improvement plans to each grade level/Instructional Team on an ongoing basis.
Task Completed	10/17/2013

If and when there is a fifth curriculum meeting for the month, the multi-grade level team will meet to discuss curriculum spiraling at our school.

Assigned to	Stacey Lauenstein	Start Date	09/01/2013	End Date	05/31/2014	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2								0

Comments	4/11/13 The intent has been relayed to the staff it will begin next year. 5/6/13 Task not addressed to date 9/9/13 On October 30, multi-grade level teams will meet to discuss the spiraling of the Common Core Standards to ensure that from grades K-4 the continuum is being addressed. The Rising Star Team will establish the multi-grade level teams, and communicate direction for this task. 10/17/13 Vertical teams have been established and are scheduled to meet on October 30, 2013 (and ongoing 5th Wednesdays of a month) with a common agenda.
Task Completed	10/17/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 10/17/2013
Experience	10/17/2013 This was a positive experience. It allowed more opportunity for teacher collaboration.
Sustain	10/17/2013 Continue to create common agenda to provide for vertical team meetings each 5th Wednesday of the month. Continue to evaluate the outcome of these meetings and adjust as needed.
Evidence	10/17/2013 The Principal will collect and continue to collect weekly PLC meeting agendas and feedback sheets.

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			Status
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Full Implementation 10/08/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	One of the "Rising Star" team members visited the principal's office and asked to see files that included school agendas and minutes. All work completed during team meetings and documentation of agendas and minutes are available upon request.

			Status
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The process manager sends an agenda to all team members prior to the meeting through email. The rising star team will be meeting throughout the year to develop implementation for each indicator. Grade level teams meet once a month. At these monthly meetings the team leader for that grade level will lead discusions about the implementation for the indicators. The principal will also discuss indicators we have decided are high priority at faculty meetings.	

Plan

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Assigned To	Not yet Assigned

			Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Objective Met 05/06/2013

Assessment

Level of Development	Initial: No development/Implementation Will include in plan	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The team is newly formed and plans to include all teachers and staff in the implementation process. The goals and visions will be shared at monthly staff meetings and also at monthly grade level meetings. The support staff will also be included in the implementation process. The support staff receives a Monday memo that keeps them informed and up to date of what is going on at school.	

Plan

1	Assigned To	Shauna Chilton
2	How it will look when fully met:	The School Leadership Team will inform all staff, including non-certified and support staff, on our school mission statement and school improvement goals. Information from Rising Star meetings, school improvement goals, and the school mission statement will be added to the weekly/Monday memo the principal types out. This memo is given to all staff members at Renfro school. The School Leadership Team will create a poster with the mission statement and the school improvement goals and post them in the teacher's lounge and outside the main office. The PTA will also include this information in their monthly newsletter sent home with the students.
3	Target Date:	05/01/2013

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4 Tasks

The school principal will inform non-certified and support staff about our school mission statement and the school improvement goals.

Assigned to		Start Date	01/31/2013	End Date	05/01/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1		0	0	0	0	0	0	0

Comments	4/11/13 The school principal spoke to the relief aides in the detention room and informed them about the mission statement and school improvement goals. In addition a flyer was developed and given to all staff. The goals were also reported at the April faculty meeting.
Task Completed	04/11/2013

The school improvement goals will be posted in the recess aides/detention room.

Assigned to	Shauna Chilton	Start Date	02/01/2013	End Date	03/31/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2		0	0	0	0	0	0	0

Comments	4/11/13 Not yet addressed 5/6/13 Indicators currently selected by the team have been posted in the detention room. Plans for ongoing additions of indicators will be added by the team as we work on the school improvement plan.
Task Completed	05/06/2013

The school principal will include information from the Rising Star meetings, school improvement goals, and the school mission statement in the weekly/Monday memo.

Assigned to		Start Date	01/31/2013	End Date	05/31/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
3								0

	4/11/13 School improvement information and Rising Star meeting dates have been added to the Monday memo. Plans to

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Comments	include the mission statement are in the works. 5/6/13 The principal includes information from the meetings, school improvement goals and the school mission statement in each weekly/Monday memo.
Task Completed	05/06/2013

The Leadership team will create a poster with the school mission statement and the school improvement goals and post it in the teacher's lounge.

Assigned to	Shauna Chilton	Start Date	02/11/2013	End Date	03/31/2013	Timeline

Budget & Funding Sources($)

4

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	10	10

Comments	4/11/13 The poster idea has been developed. The next step in the plan is to have it professionaly printed. 5/6/13 The poster is completed and posted in the teachers lounge informing all staff of the school mission statement and school improvement goals.
Task Completed	05/06/2013

The Leadership Team will create a poster with the school mission statement and the school improvement goals and post it outside the main office.

Assigned to	Shauna Chilton	Start Date	02/11/2013	End Date	03/31/2013	Timeline

Budget & Funding Sources($)

5

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	10	10

Comments	4/11/13 The ideas for the poster are finished. The poster will be printed out professionaly. 5/6/13 The poster is completed and posted outside the main office. The staff and parents are now informed about the mission statement and school improvement goals.
Task Completed	05/06/2013

The PTA will include the school mission statement and the school improvement goals in their monthly newsletter. This letter is sent home with the students.

Assigned to	Valerie Vickery	Start Date	01/31/2013	End Date	05/01/2013	Timeline

Budget & Funding Sources($)

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6	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	4/11/13 The April/May newsletter will be going home with students on 4/12/13. The school mission statement and the school improvement goals have been added.
Task Completed	04/11/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 05/06/2013
Experience	05/06/2013 This process brought us to the dession to change some of the language of the goals written on the poster. From the process we also learned that the school and district have a common vision. It resulted in opening the communication with parents.
Sustain	05/06/2013 We will continue to communicate with the staff and parents as we continue our work with the school improvement plan.
Evidence	05/06/2013 It is evident through the records in the main office. The PTA newsletter, weekly memos can be found on file in the main office. Also the posters have been posted in the designated areas.

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)

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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our school looks at student performance data throughout the school year. Teachers, grade level teams and the pricipal look at data on an ongoing basis and are using data as a driving force for instruction. The grade level teams meet once a month to review data from Discovering Education, ISEL testing and progress monitoring.	

Plan

1	Assigned To	Valerie Vickery
2	How it will look when fully met:	The leadership team will analyze student performance data and determine student/teacher needs based on our findings. These findings will be shared with the school staff at grade level meetings. The leadership team will work with administration to determine professional development needs through performance data and teacher surveys. The school principal will develop and administer a teacher survey at the end of the school year to determine teacher's preference/needs for professional development.
3	Target Date:	05/16/2014

4 Tasks

The school principal will collect feedback sheets from curriculum meetings and consider the feedback in determining professional development needs.

Assigned to		Start Date	08/12/2013	End Date	12/20/2013	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1		0	0	0	0	0	0	0

Comments	4/11/13 The principal collects feedback sheets on an ongoing basis. Each grade level completes a feedback sheet at monthly curriculum meetings, including evidence of student data. We will use this information to determine professional development needs. 5/6/13 The school principal continues to collect feedback sheets. The professional development needs will be ongoing. 9/9/13 The school principal has distributed to all teachers agenda and feedback forms to be completed and returned following each week's PLC meeting. The principal will continue to evaluate feedback in determining PD needs.
Task Completed	

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The team will gather teacher input from staff surveys to determine professsional development needs.

Assigned to		Start Date	03/01/2013	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2		0	0	0	0	0	0	0

Comments	4/11/13 This task is not yet addressed. 5/6/13 The school principal has submitted a staff survey and gatherd teacher input for professional development needs.
Task Completed	05/06/2013

The leadership team will analize student data to determine areas of instructional need to determine professional development.

Assigned to	Valerie Vickery	Start Date	04/01/2013	End Date	05/16/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
3		0	0	0	0	0	0	0

Comments	4/11/13 Representatives from the team will be attending a data training on May 2nd. 5/6/13 The representatives from the team attended a data training on 5/2/13. 9/9/13 The teachers who attended the data training will meet to review the training process and files with the school principal. Those who were trained will also share with the leadership team and the curriculum team.
Task Completed	

Implement

Percent Tasks Completed 33.3333%

Objective Status

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			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We currently do not have an established curriculum. Our school follows the common core standards. We have purchased materials aligned to the common core standards. Our teachers have been trained in differentiated instruction. This includes training to promote various modes of instruction (examples: Debbie Diller, Kagan, Promethean.) Our local assessment is Discovery Education. Teachers are exploring the task of creating common formal assessments. We work in grade level teams to analyze data and determine mastery.	

Plan

Assigned To	Not yet Assigned

			Status
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Full Implementation 10/08/2012

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Tyler pulse is a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. Renfro teachers have access to this online data. As a team, we feel that a database needs to be created for ISEL testing as well. We feel that the school district is data rich but more time is needed to discuss the current data and research.

			Status
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school improvement commitee developed learning goals for reading and what specific areas needed improvement. These goals were shared and addressed at faculty meetings. All grade level teams work on specific goals, focusing on student learning, at monthly grade level meetings. All certified teachers have developed individual or group "Smart Goals" to improve student achievement. The teachers will work on their "Smart Goals" throughout the school year and then meet with the principal at the end of the year to review. Each teacher will be responsible for showing the principal how student learning was achieved, including student data.	

Plan

Assigned To	Not yet Assigned

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			Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school uses Discovering Education reports to keep track of student achievement throughout the year. Grade level ISEL scores are used at the beginning of the year to determine RTI needs and student placement in RTI groups. By looking at these scores, teachers are able to determine what areas need to be addressed in the classroom and what students need additional support. This is an onging process and scores and data are looked at throughout the school year at monthly grade level meetings.	

Plan

1	Assigned To	Ginger Schantz
2	How it will look when fully met:	Grade level teams will use analysis spreadsheets to enter assessment data to report to the leadership team. The leadership team will then look at progress of instructional practice in cross reference to student scores. Including scores from Discovery Learning, ISEL, and ISAT to determine accademic improvement. A focus will be placed on the skills that students need to learn.
3	Target Date:	05/06/2016
4	Tasks	

The grade level teams will determine common assessments to be utilized for data collection as they begin to develop their own common formative assessments.

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Assigned to		Start Date	05/06/2013	End Date	05/09/2014	Timeline

1

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	9/9/13 The school principal has provided direction that determining and developing common formative assessments is a task for weekly PLC meetings. Teachers will continue this process, providing feedback to the school principal via meeting minutes.
Task Completed	

Leadership team will cross reference data obtained from reports with standardized test results (DEA, ISAT, ISEL, SRI,STAR) and anaylze implications of all data with regard to student learning and professional development needs.

Assigned to	Heather Hartmann	Start Date	05/06/2013	End Date	05/06/2015	Timeline

2

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	9/9/13 Not yet addressed.
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

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		Status
IIIA01 All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Kindergarten, first grade and second grade each have a common theme for which they teach science and social science. Third grade has a common theme used by all teachers with science and social science. Fourth grade teachers use their own resources (some teachers use Science A to Z). The Houghton Mifflin reading curriculum is followed by all grade levels and provides assessments for whole group and individual students. The Everyday Math curriculum has unit assessments and online resources available to develop additional unit assessments. Technology scope and sequence is also used by each grade level. Grade level rubrics are alligned to report cards.	

Plan

Assigned To	Not yet Assigned

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Julie Haake Julie Haake	Date: 10/28/2013
Superintendent Signature:	Dr. Robert Green	Date: ~~10/28/2013~~ 11/18/13
Board President Signature:	Gary Peccola	Date: ~~10/28/2013~~ 11/18/13

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Full Implementation 09/12/2013

Assessment

Level of Development	**Initial:** Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All district vacancies are advertised via the internet. Applicants are screened by the Human Resources Director, all certifications are checked to ensure that candidates are highly qualified in the positions for which they apply. All candidates are interviewed by an administrative team, and each member completes an interview rubric on each candidate. Upon being hired, all new employees receive a one day in district training headed by the Central Administrative Team. All new employees participate in the district's two year mentor program.

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 11/27/2012

Assessment

Level of Development	**Initial:** Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	The principal keeps parents, students, and staff focused on instructional improvement and learning outcomes frequently throughout the year. Evidence of correspondence of student instruction and curriculum to parents are through ISAT and ISEL reports, parent teacher conferences, emails, phone conversations, and/or individual meetings. Data from yearly ongoing assessments are monitored by the principal and are available to parents consist of assessments of SRI, ISEL, ISAT, DIBELS, DEA, and Everyday Math. The principal maintains vigilance towards measurable goals with these assessments. Other immediate feedback instructional information is available through promethean board student participation, Study Link, Reading Counts, Six Minute Solution, Read Naturally, and other curriculum individual testing on various subject areas. Through optimism, honesty, and consideration the principal and Summit School staff encourage pride of students and staff at Summit School through staff and individual meetings, school events, and Character Ed meetings. Expectations at Summit School are high due to the effective leadership shared by principal and staff to obtain student achievement. Evidence of student learning outcome is visible by obtaining AYP in previous years. The principal maintains high visibility through frequent visits (about 3 to 4 times a week) to the classrooms observing implementation of the curriculum, teacher evaluation, and student behavior. These observations inform the principal of classroom instruction and best teaching practices.

			Status
IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Full Implementation 11/27/2012

Assessment

Level of Development	**Initial:** Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal maintains high visibility and involvement daily with students and staff. Evidence of this indicator refers to frequent visits (about 3 to 4 times a week) to the classrooms observing implementation of the curriculum, classroom instruction, and student behavior. Other informative interaction with teachers and staff are monthly staff and curriculum meetings conducted to inform and gain feedback pertaining to various issues of Summit School. Another involvement with the principal and staff is collecting and analyzing data of students by various testing methods. Yearly ongoing assessment methods used at Summit School are ISEL testing, Discovery Education, ISAT, DIBELS, Everyday Math Pre and Post Tests, and Scholastic Reading Inventory. Teachers and staff distribute testing to the students and analyze the data with the principal resulting in possibly altering curriculum. Principal and staff coordinate needed student placement through monthly SAP meetings and Title review with special education possibilities. Support is available through Summit School staff in fostering the No Child Left Behind Act. Teachers and staff are supported and encouraged by the principal through funds available for professional development, curriculum enhancement, parent participation, PTA, and community involvement. The principal also seeks outside resources to support instruction. Ex: handwashing, nurse hygiene prensentation, police involvement during Red Ribbon Week, Willoughby Farm, American Red Cross, etc.

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IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status In Plan 2 of 3 (66%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At Summit, the teachers frequently participate in professional development activities. Topics for professional development are typically based on individual classroom/teacher interests and needs that are informally assessed by the teachers. Some teachers have also begun to seek out professional development activities that support our team smart goal. The principal is helpful in identifying areas of strength and utilizing these areas to support other teachers in the building. The principal also helps to identify areas of improvement and make suggestions for ways to use professional development to strengthen these areas.	

Plan

1	Assigned To	Annette Heth
2	How it will look when fully met:	To fully implement IF08, the staff will engage in the following activities: 1. Leadership team will develop a document to facilitate tracking of professional development. 2. Each teacher will engage in a minimum of one peer observation per school year. 3. Each teacher will take advantage of one professional development opportunity per school year.
3	Target Date:	05/09/2014
4		Tasks

A chart will be developed to enter the dates of peer observations and professional development. The document will be placed in the Rising Star binder and will be housed in the principal's office. Teachers will be responsible for entering the dates of observations and professional development. Each teacher will be responsible for keeping a personal record

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of CPDU's to serve as evidence of professional development.

Assigned to	Annette Heth	Start Date	03/27/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	03/27/2013 This form was completed on 3/22/2013 by Annette Heth. It has been submitted to the team for final approval. 4/22/2013 The team has given final approval for the form. The form is currently in the binder and teachers will continue to enter their professional development and observations upon completion.
Task Completed	04/22/2013

Each teacher will engage in a minimum of one peer observation as well as observation by a peer annually.

Assigned to	Annette Heth	Start Date	03/27/2013	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	03/27/2013 The expectation of peer observation has been relayed to the entire staff. 4/22/2013 Not yet addressed. 9/12/13 All Summit teachers will be observing peers in Belleville District #118 on 9/18/13. Due to lack of available funds, substitutes cannot be secured to allow more than one peer observation. 10/28/13 All Summit teachers have completed a peer observation on 9/18/13 in Belleville District #118. Our second, third, and fourth grade teachers have been observed by a peer. Feedback was given to these teachers in a collaborative meeting following the observation. The remaining teachers are working to schedule those peer observations.
Task Completed	

Each teacher will take advantage of one professional development opportunity each year.

Assigned to	Annette Heth	Start Date	03/27/2013	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

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Comments	3/27/2013 DEA professional development has been scheduled for 4/15/2013. 4/22/2013 All the current teachers in Summit School attended professional development on 4/15/2013.
Task Completed	04/22/2013

Implement

Percent Tasks Completed	66.6667%
Objective Status	

			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Due to our small teaching staff,(1 teacher per grade level, 1 Title I teacher, 1 Special Education Teacher) we do not have enough teachers to form grade level teams and develop units. Some teachers have done this individually within their own classrooms. The district does not currently have a curriculum map for teachers to follow and is not currently providing time for grade level meetings. There is an ELL teacher who provides services to our students but this teacher is utilized very little in curriculum planning. Regular education teachers do meet frequently with the special education and Title teachers to discuss student learning and needs.	

Plan

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Assigned To	Not yet Assigned

			Status
IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teams consisting of the principal, teachers, and Title I teacher regularly meet to review data as it becomes available. These meetings guide all decisions for instructional and curricular development. Minutes and agendas from curriculum and SAP team meetings document these discussions. For students receiving tier III interventions, progress is charted by the Title I teacher and regularly discussed with the classroom teacher and principal.

			Status
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The Discovery Education Assessment is administered 3 to 4 times annually in all grades (K-4). The Illinois Snapshot of Early Literacy is administered twice yearly in grades K through 2, and scores are on file in the district office. The ACCESS is administered annually to students who have Limited English Proficiency. The ISAT is given to all students in 3rd and 4th grade. Scores are on file in IWAS on the Illinois State Board website. In addition, teachers maintain evidence of work sampling, teacher observations, informal assessments, unit testing and Discover Education formal assessments.

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IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Throughout the school year, all teachers at Summit use data from several research-based assessments to guide their instruction. In reading, for example, SRI, DIBELS, and DEA are administered at least three times per year. Teachers use the resulting data to assess each student's reading level. Students are then placed into flexible and fluid groupings for appropriate reading instruction and/or extra help. Title teachers provide struggling readers from each grade level with at least 30 minutes per day additional reading instruction in a small group setting. In Reading, all Summit teachers use a variety of resources (including web-based programs) to support readers from all levels. These programs include: Houghton Mifflin leveled readers and support resources for individual students (including ELL students) and their families, Reading A-Z, Raz-Kids, Six-Minute-solutions, Read Naturally and Study Island Programs. These programs are utilized as part of the RTI initiative. In Math, Summit uses a variety of components of the Everyday Math series including manipulative supplies, Readiness and Enrichment activities, HorneLinks and Study Links, lessons that involve family members as well as Everyday Math Online Games, FAST MATH, and Study Island programs. These resources incorporate lessons for all student levels and create a fun way to learn or practice math. Teachers also use a variety of assessments/project opportunities in an effort to reach all student levels and interests, to offer student choice, and to promote ownership and personal connections with learning. Some examples would be student choice for: creative book report projects, monthly research topics, presentation of personally created posters or projects, play performances, student-created test, etc.

IIIA35	Students are engaged and on task. (1161)	SP	Status Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Teachers use a variety of methods to engage students in lessons throughout the school day. Below are examples: *Anticipatory set to introduce whole class instruction: teachers set the climate for attentive learning, read a book, investigate authentic artifacts, develop personal and class goals, KWL charts, Think-Pair-Share *Cues: teachers cue the students to focus on instruction, discuss objectives for lessons, go over directions in a variety of ways, have students explain the directions to ensure understanding, explain expectations and objectives for the lesson. *Engagement: large groups, small groups, partners, individual investigations, hands-on activities, manipulatives, presenters and speakers, authentic materials, field trips, appropriate videos and webcasts. Attentive behaviors of students are reinforced. *Feedback: remedy errors by oral and written responses, reteach, private and individual instructions, peer assistance, cross-age support, quick turnaround of assessed work, self-evaluation opportunities, rubrics specific to assignments and tasks. Teachers encourage and acknowledge pro-social behavior, positive attitudes, and students who remain on task. *Reinforcement: display student work, invite guests to watch productions and plays, positive notes to students and parents, principal recognizes students effort, Student of the Month, Top Reader Luncheon, Reading Counts rewards (classroom/whole school), certificates and ribbons, Student Awards Ceremony, recognition in school yearbook, recognition on district websites and community newspaper.

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We currently have in place: Parent/Teacher conferences, Report Cards (Mid-quarter and Quarterly), phone calls, weekly classroom newsletters, assignment notebooks and agendas, communication in native languages, work appropriate for parent participation. Graded work is sent home promptly for parent review and support. Parents are welcome to make appointments to speak with teachers as needed. Students with IEP's receive quarterly reports on progression toward goals and objectives. IEP goals are based on Common Core Standards.

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status Full Implementation 11/27/2012

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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The building's small student population (currently 119 K-4 students) allow us to review and discuss student needs daily. The environment is such that every teacher knows every student and the staff embraces the "takes a village" philosophy. With shared morning supervision, we all have an opportunity to interact with the school at large. Staff (teachers, custodians, aides, cooks, secretary, principal) frequently interact with students of all grade levels to encourage them to make good choices. We continually demonstrate being kind and understanding while balancing encouragement with clear and consistent student expectations. Academically, we offer ELL and Title I support in addition to classroom interventions to insure that all of our students are working up to their potential. If we feel that a particular students needs are not being fully met, our SAP team (consisting of our entire staff) is quickly gathered to brainstorm possible solutions. Our principal makes frequent classroom visits to observe students participation in their lessons.

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The School-Parent Compact is sent out yearly to all of our students. The Compact contains a list of school responsibilities, parent responsibilities, and student responsibilities. The compact is signed and dated by the principal, parent, and student. There are Spanish versions available to our ELL students and their families.

			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 11/27/2012

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	A school-parent compact is sent out yearly in August. The compacts are signed and dated by the principal, parent/guardian, and the student. The Title I teacher is responsible for collecting the compacts and delivering them to the Title I district office where they are kept on file. Spanish versions are sent home to our ELL students.

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers at Summit School make every effort to create a welcoming atmosphere for parents. There is always student work on display and student projects and activities greet parents. All teachers participate in Open House activities and take advantage of this opportunity to discuss academic and behavior expectations of their students including the classroom routine, projects, homework policy, curriculum, discipline, and grading. Students are encouraged to involve their parents in character-building activities at school: canned food drives, collection for military troops, recycling, visits to the local nursing home. Teachers use Student Planners to inform parents of daily assignments, tests and long term projects while fostering students' responsibility for completion of work. Teachers also send home newsletters outlining classroom and school activities. Teachers and staff work closely with the Parent Teacher Association to coordinate activities to invite and involve parents into the school. This includes PTA membership, class parties, Family Reading Night, Scholastic Book Fair, School Carnival, Young Authors, and Fall Festival. Teachers make every effort to ensure that all parents participate in Parent Teachers Conferences. Teachers coordinate meetings with parents' schedules, send reminders, and make telephone contact with parents who do not attend. At conferences, students' learning styles, strengths, and goals are discussed and progress is communicated in clear understandable terms. Assessment data is shared along with suggestions for ways parents can increase their children's achievement. Teachers make regular phone calls to parent communicating positive achievements as well as necessary phone calls involving behavior issues and academic concerns. They also share their email addresses with parents and welcome this immediate and convenient form of communication. This is particulary effective when there are targeted behaviors and daily home-school communication is critical. Teachers are available before and after school and at lunch for parent conferences and phone calls.

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			Status
IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Full Implementation 11/27/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers at Summit School communicate to parents the importance of their involvement in their children's success. They do this at Parent/Teacher conferences, through newsletters, daily assignment books, and regular telephone calls. Summit School has an active before school tutoring program. Parents of the children in this program receive regular updates on progress and are invited for meetings with the facilitator of the program. Parents are provided with information at Parent Teacher Conferences and Family Reading Night about reading with their children and helpful tips for engaging them in conversations about the books they read. Teachers regularly send home books that can be enjoyed with parents. Parents are encouraged to become actively involved and given suggestions for fostering a love of reading in their children. Home-School communication is an important part of our math curriculum. Parents are provided with a Unit Parent Letter which describes math games, on-line learning opportunities, and homework help. Many times throughout the school year, parents are provided with information about free on-line activities for engaging children in activities that supplement the reading and math curriculum. Parents are encouraged to assist their children in participating in the Young Author's program.

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All exterior doors are locked at all times and are accessible to the staff at all times through a keyless fob system. We have a fully implemented safety plan that is displayed in all classrooms. Drills are held routinely to prepare for any contingency. Walkie Talkies are housed in the office and are used daily by adults who move throughout the building. The RAPTOR system is implemented to screen all visitors before they proceed into the building. Communication with parents when a student is absent is conducted on a daily basis. Students are routinely greeted each morning when they arrive at school. Student work is displayed in the hall. Family events are held multiple times per year. There are a variety of methods for open communication with parents/guardians through the use of daily agendas, email, Friday folders, face to face dismissal with walkers and car riders, as well as phone conversations. Summit school has a strong PTA and has multiple parent volunteers within the building. We have educational goals within the classroom and the school in the form of incentive programs such as Book-It, Reading Counts, Young Authors, and Six Flags. Displays in the classroom are learning focused as opposed to being decorative. Collaborative learning is used among peers. This goes across grade levels with a Reading Buddy program. Technology fosters student engagement and broadens resources.

			Status
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Although an official school leadership team has just been formed, decision making meetings routinely occur with the entire staff. Meetings include agendas and minutes and pull from the entire staff, because it is so small (7). Informal staff meetings occur regularly and often drive the agenda for the formal meetings.

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			Status
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Agendas for staff meetings are developed by principal with input from staff members monthly. Staff members keep minutes of the meetings and are kept on file by the principal. Curriculum meetings are also held monthly with agendas developed jointly by all staff members. Artifacts from these meetings are also available from the main office upon request.

			Status
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The staff meets as a whole twice per month for an hour per meeting. As we are so small (7 members), we have not subdivided into formalized individual instructional teams. All staff members are part of the decision making process in all issues.

			Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Objective Met 04/22/2013

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Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There are only three staff members who do not serve on the leadership team. It is relatively easy for the four team members to communicate the information to these staff members through daily communication and/or email. We consider this to be partial implementation, because the leadership team is newly formed, and hasn't formalized communicative processes.	

Plan

1	Assigned To	Kristal Lewis
2	How it will look when fully met:	Rising Star meetings will take place two times per month on the first and third Wednesday of each month. The meetings will begin promptly at 12:00 noon and last for thirty minutes. All staff members will be present when possible, and attendance will be taken through the use of a sign-in sheet. To fully implement this indicator, one person will be designated to write and file notes for the meetings. Nina Maddox will write an agenda and will keep the notes only for these meetings. For the leadership meetings, Kristal Lewis will keep the minutes and ensure all documents are printed and ready to be filed to keep all staff members informed. She will follow-up with an all school email. The notes will be filed in the Rising Star binder located in the main office. A file will be set up in the office to file meeting minutes, agendas, sign-in sheets, and other Rising Star documents. A hard copy of all documents created and plans formulated will be kept on file in the office. Each goal will be separated by a divider in the Rising Star binder kept in the office.
3	Target Date:	09/04/2013
4	Tasks	

Develop an agenda, sign-in sheet, and take minutes for each meeting.

Assigned to	Nina Maddox	Start Date	01/02/2013	End Date	09/04/2013	Timeline

Budget & Funding Sources($)

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1	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

	Comments	3/27/2013 Nina Maddox has developed a sign-in sheet, develops an agenda, and takes minutes for each meeting since our initial meeting where she was assigned this task on December 5, 2012. In the event Nina Maddox is unavailable, another team member has been designated to assume those responsibilities. These documents are on file in the main office.
	Task Completed	12/06/2012

Kristal Lewis will take minutes at the Rising Star meetings and will email all staff members following the meetings to update them on what took place. She will print out copies of all related materials and place them in the Rising Star binder located in the office.

Assigned to	Kristal Lewis	Start Date	01/02/2013	End Date	09/04/2013	Timeline	

Budget & Funding Sources($)

2	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

	Comments	3/27/2013 Today is the first Rising Star Leadership Team meeting that has occurred since implementation of this task. This process will be initiated today. 4/22/2013 Kristal has been taking the minutes since our last Rising Star meeting on 3/27/2013, placed them in the binder, and emailed an electronic copy to all staff members. Kristal has put the indicator descriptions in the binder, and how we rated them as a team.
	Task Completed	04/22/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 04/22/2013
Experience	04/22/2013 All documents have been copied and placed in the appropriate portions of the binder.
Sustain	04/22/2013 Teachers will continue to meet bi-monthly,an agenda will be formulated for each meeting, and minutes will be compiled. For the leadership meetings, Kristal will continue to take minutes, disseminate them electronically, and place all hard copies in the binder.
Evidence	04/22/2013 The binder and all hard copies are housed in the principal's office. The evidence of electronic communication is on the district's server and are kept in the data base on a yearly basis.

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ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	**Initial:** Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is something that is done formally as a staff, but is not addressed solely as a team. We use school performance data to make decisions about school improvement, but this practice is inconsistently implemented building wide. Professional development choices are not consistently based on data.	

Plan

1	Assigned To	Annette Heth
2	How it will look when fully met:	The teachers will meet quarterly to analyze student assessment data. Based on those meetings, areas of need will be identified and professional development will be sought out. Professional texts will be used as a resource to address instructional areas of deficit.
3	Target Date:	05/30/2014
4	Tasks	

Teachers will meet quarterly to analyze student assessment data.

Assigned to	Kathy Pitzer	Start Date	10/31/2013	End Date	05/30/2014	Timeline

Budget & Funding Sources($)

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District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

1

Comments: 9/12/13 Following the first universal screening, teachers met with principal, psychologist, and Title I teacher to review student data and determine tier groups and interventions. Similar meetings are planned following subsequent universal screenings. In addition, all teachers meet weekly with other grade level teachers to analyze student assessment data. This will continue the rest of the school year. 10/28/13 We are continuing to meet weekly with other grade level teachers to analyze student assessment data. The next universal screening is scheduled in November. Following that, a data collaboration day will be scheduled for teachers to meet with principal, psychologist, and Title I teacher to review student data and determine tier groups and interventions.

Task Completed

Based on these meetings, areas of need will be identified and professional development will be sought out.

Assigned to	Annette Heth	Start Date	04/22/2013	End Date	12/13/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

2

Comments: 9/12/13 We are in the beginning stages. Some individual teachers have identified areas of need and have sought out professional development while others have not. Everyone will be encouraged to participate in professional development. All teachers at Summit will be observing Whole Brain Teaching in Belleville District 118 on 9/18/13. 10/28/13 Teachers have continued to seek professional developments. Recently teachers have attended workshops focusing on reluctant learners, math computation fluency, IPI (Instructional Practices Inventory), Whole Brain Teaching, Enhancing Instruction with Interactive Whiteboards, and English Language Arts Common Core. Strategies brought back from these workshops have been implemented in the classroom.

Task Completed

Professional texts will be selected to use as a resource to address areas of deficit.

Assigned to	Kathy Pitzer	Start Date	04/22/2013	End Date	02/14/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total

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		0
3	Comments	9/12/13 The following professional texts have been made available to teachers: The CAFE Book, The Daily Five, 25 Quick Formative Assessments for a Differentiated Classroom, and Whole Brain Teaching for Challenging Students and the Rest of Your Class Too. Multiple teachers took advantage of this and have received those texts, and are utilizing strategies within their classroom. As other areas of need are determined, texts will be sought out and made available. 10/28/13 The following books have been ordered and will be made available to teachers: Marzano's Vocabulary for Common Core, The Common Core Lesson Book-Reading, The Common Core Lesson Book-Writing, and Daily Science. Teachers are continuing to read and implement strategies presented in these texts. The Leadership team has decided at this point in time, this is an ample amount of texts. The principal will continue to take requests for professional texts as needed.
	Task Completed	10/28/2013

Implement

Percent Tasks Completed	33.3333%
Objective Status	

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan 1 of 2 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Units of instruction in mathematics have activities clearly aligned with objectives and are currently aligned with the Common Core state standards. Our current language arts curriculum is not aligned with the Common Core. Our district does not have a curriculum guide to focus instruction at any grade level.

Plan

1	Assigned To	
2	How it will look when fully met:	The language arts and mathematics curriculum will be aligned to Common Core Standards. Each unit will include an assessment and a differentiated plan for remediation and enrichment activities.
3	Target Date:	05/30/2014
4	Tasks	

The district will adopt a reading/language arts curriculum aligned to the Common Core.

Assigned to	Vicki Reulecke	Start Date	04/01/2013	End Date	05/31/2013	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1								0

Comments	10/28/13 The district has adopted a reading/language arts curriculum that is aligned to the Common Core. This series is currently in use in all classrooms.
Task Completed	10/28/2013

In weekly meetings, grade level teachers review individual student's data. Teachers then develop three-tiered instructional strategies for students who did not meet, met, and exceeded the standard in language arts and mathematics.

Assigned to		Start Date	08/21/2013	End Date	05/30/2014	Timeline

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2								0

Comments	10/28/2013 Weekly grade level meetings occur and will continue for the remainder of the school year. At these meetings the teachers review student assessment data and design learning activities for students that did not meet, met, and exceeded

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	the standard.
Task Completed	

Implement

Percent Tasks Completed	50%
Objective Status	

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district uses the School Master Student Management Program as well as a companion program called Tyler Pulse. Between the two programs, information regarding attendance, discipline, assessment, placement, and demographics is available for individual students.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation

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Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Learning goals are currently in place from a previously written e-plan. The newly formed leadership team will review these goals and revise as appropriate.	

Plan

1	Assigned To	
2	How it will look when fully met:	80% of all students will show average or above average growth as measured by Discovery Education's language arts and mathematics assessments for the school year 2013-2014 school year.
3	Target Date:	05/30/2014
4	Tasks	

1. Following the second DEA testing, principal will print comparative growth charts for each teacher. Data will be assessed and instructional decisions will be made based on students success or challenge areas.

Assigned to	Start Date	11/01/2013	End Date	05/30/2014	Timeline

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments

Task Completed

Following the third DEA testing, principal will print comparative growth charts for each teacher. Data will be assessed and instructional decisions will be made based on students success or challenge areas.

Assigned to	Start Date	11/01/2013	End Date	05/30/2014	Timeline

Budget & Funding Sources($)

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2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments

Task Completed

Following the fourth DEA testing, principal will print comparative growth charts for each teacher. Data will be assessed and instructional decisions will be made based on students success or challenge areas.

Assigned to | Start Date 11/01/2013 | End Date 05/30/2014 | Timeline

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments

Task Completed

Implement

Percent Tasks Completed 0%

Objective Status

			Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Objective Met 09/12/2013

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Our newly developed leadership team has not addressed this specifically, however the process manager maintains this data for all grade levels. As individual grade levels, we assess data to guide instruction and plan interventions. Some grade levels engage in vertical planning while others do not.	

Plan

1	Assigned To	Donna Moody
2	How it will look when fully met:	All teachers will file student testing data in a binder that will be located in the principal's office. Data may include ISEL, DEA, SRI, Kindergarten Quarterly assessments, Everyday Math assessment and ISAT scores and DIBELS. Progress monitoring is administered to Title I students only and their data will be housed separately in the Title I teacher's room in a filing cabinet marked Title. Data will be divided by grade level. Teachers will compile this data every quarter. Donna Moody and Kathy Pitzer will monitor this objective.
3	Target Date:	10/28/2013

4 Tasks

An assessment forms binder for Summit School will be created and housed in the building principal's office for easy access to all certified staff members.

Assigned to	Donna Moody	Start Date	02/20/2013	End Date	03/27/2013	Timeline

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	3/27/2013 The form has been developed. Team reviewed and finalized the form. It is in a binder in the office ready for staff use.
Task Completed	03/21/2013

Templates for each grade level will be created with the pertinent assessments for each individual grade level. The creator will strive to keep the document at one page per quarter.

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The assessment forms will be able to be entered electronically and stored on the P drive. The files will be backed up to a removable disk.

Assigned to	Donna Moody	Start Date	02/22/2013	End Date	03/27/2013	Timeline	

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	3/27/2013 The template has been developed and meets all specifications outlined in the description. It will be housed in the office.
Task Completed	03/27/2013

All teachers will enter data from selected assessments following the completion of that assessment period. Ex. Quarterly, annually, twice a year.

Assigned to	Donna Moody	Start Date	03/27/2013	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	3/27/2013 The template has just been finalized and is ready for the first data entry period for the school year beginning 2013-2014. 4/22/2013 All materials are prepared for this task to be initiated in the Fall of 2013. 9/12/13 Teachers have entered beginning of the year assessments on the specified form. This practice will continue throughout the remainder of the school year.
Task Completed	09/12/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 09/12/2013
Experience	09/12/2013 3/27/2013 The template has just been finalized and is ready for the first data entry period for the school year beginning 2013-2014. 4/22/2013 All materials are prepared for this task to be initiated in the Fall of 2013. 9/12/13 Teachers have entered beginning of the year assessments on the specified form. This practice will continue throughout the remainder of the school year.

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Sustain	09/12/2013 Teachers will continue to enter the assessment data in the binder kept in the office on the specified form. Forms are available on the P:drive and can be modified from year to year as necessary.
Evidence	09/12/2013 Complete binder and forms are housed in the office.

			Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Instruction is guided by textbooks. There is no district curriculum to which we can align.	

Plan

Assigned To	Not yet Assigned

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Julie Haake Julie Haake	Date: 10/28/2013
Superintendent Signature:	Dr. Robert Green	Date: ~~10/28/2013~~ 11/18/13
Board President Signature:	Gary Peccola	Date: ~~10/28/2013~~ 11/18/13

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Full Implementation 09/12/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All district vacancies are advertised via the internet. Applicants are screened by the human resources director, all certifications are checked to ensure that candidates are highly qualified for the positions for which they apply. All candidates are interviewed by an administrative team, and each member completes and interview rubric on each candidate. Upon being hired, all new employees receive a one day in-district training headed by the central administrative team. In addition, all new employees participate in the district's two year mentor program.

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 10/12/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal sets the climate of high expectations for student achievement and sees that teams function effectively. The principal is highly visible in classrooms by making short, regular observations. Data recorded in the classroom observations is provided to the classroom teacher within 24 hours. In addition, the principal regularly collaborates with teachers, students and parents.

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			Status
IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Full Implementation 10/12/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal sets the climate of high expectations for student achievement and sees that teams function effectively. The principal is highly visible in classrooms by making short, regular observations. Data recorded in the classroom observations is provided to the classroom teacher within 24 hours. In addition, the principal regularly collaborates with teachers, students and parents.

			Status
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Full Implementation 11/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Professional development is driven by the district and school's improvement goals, as well as individual teacher written SMART goals. Routine classroom observations are completed using the Charlotte Danielson frameworks. Based on Charlotte Danielson framework the teachers are collaboratively developing ideas for professional development.

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			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most grade levels at Twin Echo are provided a shared planning time at least two times a week. Collaboration is not required, but happens frequently during these times. Some teachers utilize this time to work together to develop standards-aligned units of instruction. In addition, each grade level has an assigned co-teacher, who works with them to differentiate activities for all students, and in particular, students with disabilities. The district provides grade-level appropriate text and support materials to all district teachers.	

Plan

Assigned To	Not yet Assigned

			Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	In Plan 2 of 4 (50%) tasks completed

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most grade levels at Twin Echo are provided a shared planning time at least two times a week. Collaboration is not required, but happens frequently during these times. Some teachers utilize this time to work together to assess strengths and weakness of the curriculum and instructional strategies. In addition, after the Universal Screening subs are secured for the Title One teacher, the principal and grade level teachers analize scores and then design student groups and curriclum.	

Plan

1	Assigned To	Stephanie Pulse
2	How it will look when fully met:	1. Instructional teams will be determined. 2. Professional development will be provided to access and analyze data. 3. Instructional teams will implement common formative assessments to add to summative data sources. 4. Teams will use formative assessment data to drive instruction.
3	Target Date:	05/15/2015
4	Tasks	

1 Instructional teams will be determined.

Assigned to		Start Date	04/22/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	09/12/13 All faculty are assigned to professional instructional teams.
Task Completed	09/12/2013

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2

Professional development will be provided to access and analyze data.

Assigned to		Start Date	04/22/2013	End Date	12/20/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	09/12/13 All staff was provided with professional development on collaboration, analyzing data, and creating formative assessments. All teachers received the book 25 Quick Formative Assessments for the Differentiated Classroom. Support will be ongoing as needed.
Task Completed	09/12/2013

3

Instructional teams will implement common formative assessments to add to summative data sources.

Assigned to	Jennifer Keene	Start Date	04/22/2013	End Date	05/15/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	09/12/13 Professional teams have just begun meeting weekly to assess data. Teams will eventually begin writing common formative assessments. 10/28/13 Professional teams continue to meet weekly. The district curriculum council will be provided additional professional development on writing formative assessments. At that time each team will be assigned a common core standard for which they will write a formative assessment.
Task Completed	

4

Teams will use formative assessment data to drive instruction.

Assigned to	Stephanie Pulse	Start Date	04/22/2013	End Date	05/15/2015	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

09/12/13 Professional teams have just begun meeting weekly to assess data. Teams will eventually begin writing common

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Comments	formative assessments. 10/28/13 Professional teams continue to meet weekly. The district curriculum council will be provided additional professional development on writing formative assessments. At that time each team will be assigned a common core standard for which they will write a formative assessment.
Task Completed	

Implement

Percent Tasks Completed	50%
Objective Status	

			Status
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Full Implementation 10/12/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	A variety of assessments are utilized by all teachers, and the results are recorded and maintained by the classroom teacher. Diagnostic - Prescriptive Assessments: Unit tests provided by the district provided textbooks, quizzes or assessments designed by classroom teachers, DIBELS progress monitoring (for Tier 2 and Tier 3 students) Embedded Assessments: Classroom activities used by teachers to check mastery within the context of instruction Periodic Assessments: Discovery Education Assessments are given 3 or 4 times a year to all students. The DIBELS oral reading fluency is given to all students in grades 2 - 4 at least three times a year. The ISEL (Illinois Snapshot of Early Literacy) is given to all students in grades K-2 three times a year. Annual Assessments: All students in grades 3-4 take the ISAT (Illinois Standards Achievement Test) once a year.

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			Status
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	All students participate in a universal screening assessment and are then assigned to RtI groups based on challenge areas. Programs and materials are selected to focus on student's specific challenge areas. Many teachers have started utilizing small groups and guided reading in their reading instruction. In addition, the district approved math program includes specific differentiation activities for each lesson. However, many of the differentiated activities focus on the lower-level students, and not on enrichment activities for higher achieving students.	

Plan

1	Assigned To	
2	How it will look when fully met:	Teachers will meet weekly in collaborative teams. These teams will create formative assessments that will be used with all students. The teams will analyze the data from these assessments and design learning activities for students of all ability levels. Team minutes and documents will be saved.
3	Target Date:	05/31/2014
4	Tasks	

Professional development will be provided to establish collaborative data teams. These teams will meet weekly to create formative assessments. After giving these assessments, teams will analyze student results and differentiate activities for all student ability levels.

Assigned to		Start Date	01/10/2013	End Date	05/31/2014	Timeline	

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Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

1

Comments: 3/7/13 Professional Development has continued at monthly faculty meetings. Powerpoint presentations, along with team tasks, are completed at these meetings. The content of the professional development focuses on effective collaborative teams, and how to create common formative assessments by grade level. CUSD 10 has negotiated weekly meetings for this purpose which will begin in the 2013-2014 school year. 4/22/13 No additional progress noted on this task. 09/12/13 Professional teams have just begun meeting weekly to assess data. Teams will eventually begin writing common formative assessments. 10/28/13 Professional teams continue to meet weekly. The district curriculum council will be provided additional professional development on writing formative assessments. At that time each team will be assigned a common core standard for which they will write a formative assessment.

Task Completed

After the faculty and staff have received professional development on differentiated instruction, collaborative teams will be established to focus on defining the standards for each grade level, identifying what it looks like when students master the concept, and identify how to assist those that do not master the concept.

Assigned to | Start Date: 08/01/2013 | End Date: 05/31/2014 | Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

2

Comments: 3/7/13 Monthly faculty and curriculum meetings have focused on providing professional development on Spencer Kagan's cooperative learning. At the current time, we have covered the need for cooperative learning, positive outcomes, six key concepts, three schools of cooperative learning, teams, and management. After providing the content to the faculty, tasks are assinged to assist teachers with using the information within their lessons. CUSD 10 has negotiated weekly meetings which will begin in the 2013-2014 school year. At this time, teachers will begin to focus on defining the standards for each grade level, identifying what it looks like when students master the concept, and identifying how to assist those that did not master the concept. 4/22/13 Established a partnership with Dr. James from SIUE regarding professional development for 2013-14 school year focused on Differentiated Instruction. On April 24th a final professional development session will be conducted to train general education staff on the use of guided reading in the classroom. At the conclusion of that training 100% of the general educuation teachers will have been trained in this practice. Teachers are also being trained on the use of IPADS to further differentiate instruction. 09/12/13 Professional teams have just begun meeting weekly to assess data. Teams will eventually begin writing common formative assessments. 10/28/13 Professional teams continue to meet weekly. The district curriculum council will be provided additional professional development on writing formative assessments. At that

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		time each team will be assigned a common core standard for which they will write a formative assessment. After administering the formative assessments, teams will identify how to assist those students who did not master the concept.
	Task Completed	

After collaborative teams have been established and trained on formative assessment and individualizing instruction, teams will meet regularly to create formative assessments, analyze data and create student action plans.

Assigned to	Start Date	08/01/2013	End Date	05/31/2014	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

3	Comments	3/7/13 Professional Development has continued at monthly faculty meetings. Powerpoint presentations, along with team tasks, are completed at these meetings. The content of the professional development focuses on effective collaborative teams, and how to create common formative assessments by grade level. CUSD 10 has negotiated weekly meetings for this purpose which will begin in the 2013-2014 school year. 4/22/13 All initiatives noted above are ongoing. 09/12/13 Professional teams have just begun meeting weekly to assess data. Teams will eventually begin writing common formative assessments. 10/28/13 Professional teams continue to meet weekly. The district curriculum council will be provided additional professional development on writing formative assessments. At that time each team will be assigned a common core standard for which they will write a formative assessment. Following the administration of the formative assessment, the teams will analyze data and create student action plans.
	Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

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			Status
IIIA35	Students will be engaged and on task. (1161)	SP	Objective Met 09/12/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Twin Echo School currently utilizes the IPI (Instructional Practices Inventory) to regularly collect data measuring student engagement. After each collection the data is analized and presented to the staff. The staff then discusses how to increase student engagement in upcoming lessons. The most recent data collection day was 9-19-12. The summary of the total observations is as follows: Level 6 - Student Active Engaged Learning - 8% Level 5 - Student Learning Conversations - 7% Level 4 - Teacher -Led Instruction - 51% Level 3 - Student Work with Teacher Engaged - 33% Level 2 - Student Work with Teacher not Engaged - 1% Level 1 - Complete Disengagement - 0%	

Plan

1	Assigned To	Laurie Hubble
2	How it will look when fully met:	Students are attentive to teacher-led instruction and are engaged in higher-order thinking and developing deeper understanding through analysis, problem solving, critical thinking, creativity, and/or synthesis. Examples of classroom practices associated with this are: cooperative and collaborative learning, research and discovery learning, reflective journaling and self-assessment. Students will have higher-order responses to higher-order questions. IPI data will be collected quarterly and retained by the IPI team.
3	Target Date:	05/31/2014
4	Tasks	
	An IPI team will collect data quarterly.	

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Assigned to		Start Date	01/10/2013	End Date	05/31/2014	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

1

Comments	3-17-13 The team collected third quarter data on February 6, 2013. 4-22-13 The team collected fourth quarter data on April 9th, 2013. The team will continue to collect data for the 2013-2014 school year with the addition of more staff members to the data collection team.
Task Completed	04/22/2013

IPI team will analyze and present data to faculty following data collection days.

Assigned to	Laurie Hubble	Start Date	01/10/2013	End Date	05/31/2014	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

2

Comments	3-7-13 The IPI team did a data collection day on February 3, 2013. The data was presented to the faculty on February 11th. At that time there were examples given on how to raise the level of student engagement, and teams discussed current lessons and strategies to increase student engagement. The principal put samples and descriptions of higher level student engagement activities on the Weekly Notes given to all faculty and staff. 4-22-13 The IPI team collected data on April 9th, 2013. The data was presented at a faculty meeting on April 15th, 2013. Comparisons were made from the previous year and the current year. An increase in student engagement was noted.
Task Completed	04/22/2013

Professional development will be provided for all faculty and staff. This will include activities reinforcing the IPI framework as well as cooperative and collaborative learning strategies.

Assigned to		Start Date	01/10/2013	End Date	05/31/2014	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

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	3	Comments	3-7-13 The IPI team did a data collection day on February 3, 2013. The data was presented to the faculty on February 11th. At that time there were examples given on how to raise the level of student engagement, and teams discussed current lessons and strategies to increase student engagement. The principal put samples and descriptions of higher level student engagement activities on the Weekly Notes given to all faculty and staff. In addiiton, monthly faculty and curriculum meetings have focused on providing professional development on Spencer Kagan's cooperative learning. At the current time, we have covered the need for cooperative learning, positive outcomes, six key concepts, three schools of cooperative learning, teams, and management. After providing the content to the faculty, tasks are assinged to assist teachers with using the information within their lessons. 4-22-13 At monthly faculty meetings presentations on class building and team building were shared. The remainder of the chapters will be covered through the end of the 2012-13 school year. Teachers also received a copy of the Silly Sports and Goofy Game team building book by Spencer Kagan.
		Task Completed	04/22/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 09/12/2013
Experience	09/12/2013 3-7-13 The IPI team did a data collection day on February 3, 2013. The data was presented to the faculty on February 11th. At that time there were examples given on how to raise the level of student engagement, and teams discussed current lessons and strategies to increase student engagement. The principal put samples and descriptions of higher level student engagement activities on the Weekly Notes given to all faculty and staff. In addition, monthly faculty and curriculum meetings have focused on providing professional development on Spencer Kagan's cooperative learning. At the current time, we have covered the need for cooperative learning, positive outcomes, six key concepts, three schools of cooperative learning, teams, and management. After providing the content to the faculty, tasks are assigned to assist teachers with using the information within their lessons. 4-22-13 The team collected fourth quarter data on April 9th, 2013. The team will continue to collect data for the 2013-2014 school year with the addition of more staff members to the data collection team. The data from the April 9th collection was presented at a faculty meeting on April 15th, 2013. Comparisons were made from the previous year and the current year. An increase in student engagement was noted. At monthly faculty meetings presentations on class building and team building were shared. The remainder of the chapters of the Kagan Cooperative Learning book will be covered through the end of the 2012-13 school year. Teachers also received a copy of the Silly Sports and Goofy Game team building book by Spencer Kagan.
Sustain	09/12/2013 The IPI Team will continue to collect quarterly data and share findings with the faculty and staff.
Evidence	09/12/2013 Meeting agendas and minutes are in the Rising Star binder and IPI collection data can be found on school's P:/ drive.

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			Status
IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Full Implementation 10/12/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Twin Echo School utilizes a standards based report card. These are issued four times a school year, and include a rubric of the specific skills required for mastery. Parents receive the report card and the rubric.

			Status
IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	In Plan 1 of 2 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Twin Echo school uses a variety of methods for calling on students along with a variety of methods for students to respond. Additionally, teachers utilize the Kagan Learning Strategies to engage all students. Also, teachers utilize activboards and activotes to engaged student learning.	

Plan

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1	Assigned To	
2	How it will look when fully met:	Teachers will used collaborative and cooperative learning strategies in daily lessons and activities. This will be reflected in teacher's lesson plans and through observation data collected by the building principal.
3	Target Date:	05/31/2014
4	Tasks	

Professional development will be provided for teachers focusing on Kagan's cooperative learning strategies. All teachers will receive a copy of Spencer Kagan's Cooperative Learning book.

Assigned to		Start Date	01/11/2013	End Date	05/31/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1								0

Comments	3-7-13 All faculty have received a copy of Spencer Kagan's Cooperative Learning. Professional Development has continued at monthly faculty and curriculum meetings. At the current time, we have covered the need for cooperative learning, positive outcomes, six key concepts, three schools of cooperative learning, teams, and management. After providing the content to the faculty, tasks are assigned to assist teachers with implementing the structures within their lessons. 4-22-13 Professional Development has continued at monthly faculty and curriculum meetings. At the current time, we have covered classbuilding and team building. All staff members have received a copy of the cooperative learning book as well as the Silly Sports and Goofy Games book by Spencer Kagan.
Task Completed	04/22/2013

Teachers will utilize cooperative learning strategies when designing activities during their collaborative data team meetings each week. These meetings focus on the "next step" after a formative assessment.

Assigned to		Start Date	01/11/2013	End Date	05/31/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2								0

	3/7/13 CUSD 10 has negotiated weekly meetings which will begin in the 2013-2014 school year. At this time, teachers will begin to focus on defining the standards for each grade level, identifying what it looks like when students master the

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Comments	concept, and identifying how to assist those that did not master the concept. All teachers will have received training on Kagan's cooperative learning and will utilized those structures when focusing on the "next step" after a formative assessment. 4/22/13 Staff has been trained on the Kagan cooperative learning strategies. The 2013-2014 school calendar will include weekly team meetings. 09/12/13 Professional teams have just begun meeting weekly to assess data. Teams will eventually begin writing common formative assessments. 10/28/13 Professional teams continue to meet weekly. The district curriculum council will be provided additional professional development on writing formative assessments. At that time each team will be assigned a common core standard for which they will write a formative assessment. After administering the assessment, teams will create student action plans which include cooperative learning strategies.
Task Completed	

Implement

Percent Tasks Completed	50%
Objective Status	

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 10/12/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school's compact is divided into three areas: school responsibilities, parent responsibilities and student responsibilities. Under each area there are goals listed with specific expectations related to each goal.

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			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 10/12/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Twin Echo's Title One teacher distributes the School's Compact to all teachers, school personnel, parents and students every year.

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 11/07/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Twin Echo's evidence of "ongoing conversation" is as follows: At registration parent/guardians are given a district handbook as well as a handbook for Twin Echo. In these handbooks parents/guardians will find district and school policies and expectations. Each student at Twin Echo receives a School-Parent Compact letter that must be signed and returned to school. This compact outlines how the parent, the entire school staff, and the students will share the responsibility for improved student academic achievement and by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. Twin Echo holds and open house at the beginning of the school year in which parents are invited to meet the teacher, explore the school and interact with various other activities offered within the school environment. Twin Echo has an active Parent Teacher organization. This group plans activities for parents, students and staff to encourage community interaction and support. Additionally, parents are informed of activities and learning standards covered by way of the school newsletter and individual classroom newsletter. Collinsville School district has in place an automated SchoolReach system which enables the school to communicate an automated message to parent/guardians. Other modes of communication utilized within Twin Echo are teacher's email addresses are shared with all parents, teachers send home daily agendas with reminders and homework expectations, along with daily behavior reports.

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IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Newsletters are sent regularly that provide practical guidance to encourage their child's regular reading habits at home. Parents are given opportunities to meet with teachers to discuss their children's progress in school, their children's homework, reading habits, and learning standards and expectations. Report cars have recently included rubrics outlining reading skills expected at all grade levels (K-4) as well as general guidelines covering math skills at each grade level. Assessment results are shared with parents during Parent/Teacher conferences. Some students have access to the following technology services from home: Everyday Math, RAZ Kids, ScootPad, and Spelling City. Additionally, teachers send home the Everyday Math newsletter, Houghton Mifflin Reading Home/Connection newsletter.	

Plan

Assigned To	Not yet Assigned

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Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Twin Echo School has a thorough and complete crisis manual in place. This manual is located in every classroom and reviewed yearly with the faculty and staff. In addition, regular student drills are held throughout the school year. At least one drill each year is held with the fire department and one with the police department. After each of these, the administrator reviews the process and procedures with the local authorities. The building is locked at all times, and visitors use a camera and buzz in system to enter the building. All visitors must present a state issued drivers' license or identification card which is run through the RAPTOR system to screen for sex offenders. All volunteers must complete district paperwork, present evidence of a negative TB test, and complete a state and DCFS background check. Two way radios are utilized by staff that supervise students outside on the playground. The building principal participates in the District's crisis team, which is a collaborative team of local police and fire officials. Emergency drill procedures and maps are posted in every room, and all entry/exit doors have a posted exterior number. The building principal and designated staff greet students each morning upon arrival. In addition, the building principal and staff supervise students at dismissal time and often have friendly, informal conversations with parents at that time. Parents are invited to participate in monthly family activities (some sponsored by the school, others by the PTA). Student work is displayed throughout the classrooms and the school. Twin Echo utilizes the PBIS system of introducing school rules twice a year (the first week of each semester). In addition, we have school wide rules and grade level consistent consequences.

			Status
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Twin Echo currently has an instructional team in place. This team is focusing on increasing student engagement in all classrooms. The data are collected using IPI (Instructional Practice Inventory). This team meets regularly to analyze data and to plan school-wide curriculum meetings and professional development for all faculty. A school improvement team has been formed to lead our efforts with the Rising Star program. In addition, Twin Echo has a PTA which assists with matters that relate to the home-school connection.

			Status
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	Objective Met 10/28/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A system is currently in place to gather those items in a central location in the main office, but not consistently adhered too. Some designated items, but not all, have been maintained. Some of the listed items are available in hard copy and others in electronic format.	

Plan

1	Assigned To	
2	How it will look when fully met:	A binder will be created that will include agendas, work products, and minutes. Binder will be kept in a central location.
3	Target Date:	10/14/2013
4	Tasks	
	Create a binder.	

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1	Assigned to		Start Date	09/12/2013	End Date	10/14/2013	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	The binder is complete and includes agendas, work products and minutes from all Rising Star meetings. As the year continues, the binder will be kept up-to-date.
Task Completed	10/14/2013

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 10/28/2013
Experience	10/28/2013 All minutes and agendas are organized.
Sustain	10/28/2013 Organization will need to be maintained throughout the remainder of the school year.
Evidence	10/28/2013 See binder in the principal's office.

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal meets regularly with the entire Instructional Team and the entire PTA board. While the school improvement team is newly formed, the team will follow the meeting format followed by teams in the past.

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			Status
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS	Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal meets regularly with the entire Instructional Team and the entire PTA board. The instructional team leads monthly curriculum meetings focusing on data generated fom classroom observations of instructional practices. These observations generate building level professional development.

			Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The current practice at Twin Echo is as follows: Student engagement has been a building wide focus. All classroom teachers routinely review data regarding student engagement. The leadership team is uncertain wheather the same occurs with academic data. At the classroom level, many teachers use data to assess their classroom lessons and to drive instruction. However, there is no evidence that this practice is fully implemented in all classrooms. At the student level, regular standardized assessments are used in all grades. Data from those assessments are analyzed by grade level teams (including the reading specialist and principal) and used for instructional grouping.	

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Plan

1	Assigned To	Michelle Rydgig
2	How it will look when fully met:	School teams will regularly look at student performance data to guide decisions about school improvement and professional development.
3	Target Date:	05/20/2014

4 Tasks

1 Teachers will meet weekly in professional teams to analyze student assessment data.

Assigned to		Start Date	09/12/2013	End Date	05/20/2014	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	10/28/13 - Teachers meet in grade levels weekly to analyze student assessment data. These meetings are scheduled to continue weekly throughout the remainder of the school year.
Task Completed	

2 Based on these meetings areas of need will be identified and professional development will be sought out.

Assigned to		Start Date	09/12/2013	End Date	05/20/2014	Timeline

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	10/28/13 - As of today's date, teacher's have attended professional development focusing on common core and math computation fluency. All teachers attended a peer observation in District 118 on student engagement. Teachers will continue to seek out opportunities based on identified areas of need.
Task Completed	

Professional texts will be selected to use as resources to address areas of deficit.

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Assigned to		Start Date	09/12/2013	End Date	05/20/2014	Timeline

Budget & Funding Sources($)

3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	The following texts have been purchased: Whole Brain Teaching Common Core Lesson Book (Reading) Common Core Lesson Book (Writing) 25 Common Formative Assessments Cafe Book Daily 5 Marzano's Vocabulary for the Common Core These have been provided to all teachers. Additional text may be purchased as the need arises.
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Units of instruction are already established at each grade level. With the implementation of Common Core this year, all units of instruction are being reassessed for alignment with the Common Core. In addition, many units will need to be enhanced or modified to include differentiated activities.

Plan

Assigned To	Not yet Assigned

			Status
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district utilizes the Schoolmaster software package to maintain data and upload that information to SIS. As a companion to the Schoolmaster package, the district has also adopted the Tyler Pulse program. Each evening, Tyler Pulse uploads information from Schoolmaster and organizes the data into charts and graphs by school. Information organized in the program includes: attendance, discipline, enrollment, ISAT scores, and ACCESS scores.

			Status
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	Twin Echo's instructional team has set a goal to increase student engagement this school year. This is measured by quarterly data collection. Research indicates a correlation between student engagement and student achievement. Historically, the leadership team has used data to generate data goals annually.

			Status
IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD	Full Implementation 10/04/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Twin Echo's instructional team has set a goal to increase student engagement this school year. This is measured by quarterly data collection. This data is regularly shared with faculty and staff. The faculty then analyzes the data to look for growth and challenges.

			Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	At the current time, the district does not have a written curriculum to aligning standards, instruction and assessment.
Plan	
Assigned To	Not yet Assigned

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Local Board Action Report

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 New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
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/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):	Kevin Stirnaman	Date: 10/28/2013
Superintendent Signature:	Dr. Robert Green	Date: ~~10/28/2013~~ 11/18/13
Board President Signature:	Gary Peccola	Date: ~~10/28/2013~~ 11/18/13

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Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status Not Assessed

IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Instructional improvement and student learning outcomes are achieved within feedback from collaborative teams and analysis of Discovery Education Assessment. Feedback from collaborative teams is cross-referenced with testing results. Principal encourages learning despite co-existing behavioral difficulties. Students are aware of need for continuous learning. Principal assures via communications that collaborative teams are meeting. Principal communicates growth to staff via emails and verbal communication.	

Plan

Assigned To	Not yet Assigned

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IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Status Full Implementation 11/14/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal monitors curriculum and classroom instruction regularly. The administration is using the Charlotte Danielson Framework to assure that classroom instruction is being monitored regularly using a research based approach.

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) **Title I Expectations:** A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, the principal does observe and assess teachers as part of the evaluation system. Strengths and weaknessas are assessed. There is a pre- and post-meeting. The professional development link to the evaluation system is limited. First and second year teachers observe peers. Mentors observe their first and second year mentees. Aside from the mentoring program no other peer observations occur. Educators feel that peer observation is needed between general and special education teachers. Educators within a K-4 building feel observation of 5th grade and higher buildings would be beneficial. The principal holds regular essential domain meetings to educate staff in the new evaluation system.	

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Plan

Assigned To	Not yet Assigned

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This indicator is being looked at and developed at the distict level. Teachers from Webster are on the committee and are beginning to address the issue. Grade level teams are meeting in collaborative groups to begin looking at common core alligned units for instruction.	

Plan

1	Assigned To	Laura Bauer
2	How it will look when fully met:	A curriculum will be in place. Students will master the core based objectives.
3	Target Date:	05/15/2015
4	Tasks	
	Laura Bauer will continue to serve as a liason between the Elementary Curriculum Council and our Rising Star Leadership team. She will share minutes from the meetings with the team.	

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Assigned to	Laura Bauer	Start Date	12/11/2012	End Date	05/14/2014	Timeline	

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	4/16/13 Mrs. Bauer serves on both teams. She has shared information from the curriculum council with building level administration and with her PLC. Her next step is to share with the Rising Star Leadership Team.
Task Completed	

Instructional teams will unpack the Common Core Standards to determine the level of rigor at which the standards need to be taught and assessed.

Assigned to	Laura Bauer	Start Date	04/16/2013	End Date	03/14/2014	Timeline	

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

Develop instructional units to address the Next Generation Science Standards.

Assigned to	Laura Bauer	Start Date	04/16/2013	End Date	05/15/2015	Timeline	

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	
Task Completed	

Implement

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Percent Tasks Completed	0%
Objective Status	

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status In Plan 1 of 3 (33%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This varies depending on grade level. Educators see a discrepancy in testing and what is actually being taught. Series reallignment to common core in not in allignment with testing. Instructional teams are using relevant data as available. DEA (K-2) is not helpful with a common core focus. Classroom units may be presented out of order to assure content for testing purposes is covered.	

Plan

1	Assigned To	Kevin Stirnaman
2	How it will look when fully met:	Professional Learning Communities will meet weekly to collaboratively examine data (academic, attendance, behavioral) in order to make curriculum and instructional decisions. The meetings will be held at a time specifically set aside by district policy for these purposes. Evidence of meetings will be provided through agendas and minutes. These will be provided to building level administration.
3	Target Date:	05/15/2014
4	Tasks	

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1

PLC teams will meet weekly at a designated time.

Assigned to	Kevin Stirnaman	Start Date	04/16/2013	End Date	12/19/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	PLC's meet weekly on Wednesdays from 2:00 - 3:00.
Task Completed	08/22/2013

2

The PLC teams will review and analyze data.

Assigned to	Kevin Stirnaman	Start Date	04/16/2013	End Date	03/14/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

3

Agendas and minutes will be submitted to building level administration reflecting specific curriculum and instructional adjustments made by each team based upon data analysis.

Assigned to	Kevin Stirnaman	Start Date	04/16/2013	End Date	05/15/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	
Task Completed	

Implement

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Percent Tasks Completed	33.3333%
Objective Status	

			Status
IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Objective Met 08/28/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers vary with evaluation methods and frequency. Benchmark assessments are in place with Discovery Education Assessment, ISAT, and ISEL. Teachers regularly administer post tests following units of instruction. Formal pre-tests are not routinely administered prior to instruction. Teachers use quarterly assessment data to form tiered instruction groups.	

Plan

1	Assigned To	Susan Gallacci
2	How it will look when fully met:	Discovery Education Assessment is given 3 - 4 times a year for 1st - 4th grades and two times a year for Kindergarten. ISEL is administered twice a year to K-2. ACCESS is administered annually to students with limited English proficiency. The ISAT is administered to 3rd and 4th graders annually.
3	Target Date:	05/15/2013
4	Tasks	

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1

A schedule will be developed to give all classes the necessary time to complete the Discovery Education Assessment.

Assigned to	Susan Gallacci	Start Date	12/11/2012	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	The schedule is developed and shared with staff electronically two weeks before the testing window begins.
Task Completed	02/19/2013

2

Test schedule will be built for 3rd and 4th grade to ensure consistent testing enviornment for ISAT. Data will be collected and analyzed when provided by the state.

Assigned to	Susan Gallacci	Start Date	12/11/2012	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	2/19/13 The test schedule was developed through collaboration with 3rd and 4th grade staff. Data will be provided by Pearson at the beginning of the 2013-2014 school year and will be analyzed by the entire staff and by the Rising Star team. 4/16/13 A schedule was developed and a consistent environment was provided. We are awaiting ISAT test results.
Task Completed	03/05/2013

3

ISEL schedule is provided by testing coordinator in August and April. Results will be analyzed on a building level by K-2 classroom teachers and TITLE teachers collaboratively.

Assigned to	Susan Gallacci	Start Date	12/11/2012	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	2/19/13 Schedule is provided by TITLE Coordinator. Results are distributed to administrators and classroom teachers. TITLE teachers use the results to build RTI groups. 4/16/13 Results have been given to teachers. TITLE staff will be meeting with teachers to analyze data.

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	Task Completed	04/26/2013					
4	ACCESS test will be administered in the 3rd quarter and results will be analyzed by ELL teacher and department and shared with appropriate staff.						
	Assigned to: Susan Gallacci	Start Date: 12/11/2012	End Date: 12/16/2013	Timeline:			
	Budget & Funding Sources($)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
	Comments	2/19/13 ACCESS was administered (ending date February 15, 2013). 4/16/13 We are awaiting the results of ACCESS which will be received August, 2013.						
	Task Completed	08/28/2013					

Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 08/28/2013
Experience	08/28/2013 Schedules were developed to ensure that all students had appropriate time to complete the tests successfully. Data is analyzed at weekly PLC meetings and by individual staff throughout the year.
Sustain	08/28/2013 Schedules will be collaboratively developed between staff and administration. Spreadsheets of data will be compiled and analyzed at weekly PLC meetings.
Evidence	08/28/2013 Spreadsheets containing testing information. Schedules saved and on file in office. PLC minutes and agendas documenting data analysis.

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) **Title I Expectations:** Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status In Plan Objective not assigned

Assessment

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Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Schoolwide, differentiation occurs via RTI; Everyday Math enrichment activities,literacy work stations. All teachers are part of the benchmarking process whereby individual students are chosen for tiered instruction.	

Plan

Assigned To	Not yet Assigned

IIIA35	Students will be engaged and on task. (1161)	SP	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal is in classrooms regularly. Using a researched based evaluation tool, the principal has determined that students are engaged with varying degrees of success on a daily basis.	

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Plan

Assigned To	Not yet Assigned

			Status
IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) **Title I Expectations:** The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Full Implementation 11/14/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Webster is currently meeting the criteria through parent teacher/student conferences, report cards, midterm progress reports, classroom newsletters, and assignment notebooks.

			Status
IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Webster School has a diverse student population. Teachers look for opportunities to reach all students. Webster staff is collaborative by nature. Teachers seek advice from other teachers when needed. Using a researched based evaluation tool, the principal has determined that teachers strive to engage all students on a daily basis.

Plan

Assigned To	Not yet Assigned

			Status
IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Full Implementation 11/14/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Currently, compacts are sent home at the beginning of the school year. Parents and students are asked to read, sign, and return the compact. "Home Connection" sheets are made available online which address some of the essential components of the compact.

			Status
IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Full Implementation 11/14/2012

Assessment

Level of Development	Initial: Full Implementation

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Evidence that this indicator has been fully and effectively implemented:	The school's Compact is annually distributed to all necessary persons. Updates are necessary to the current compact including Common Core terminology and frequency of Discovery Education Results.

			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 11/14/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	"Ongoing conversation" occurs via Open House, Learning Compact, Kindergarten Orientation, Parent Teacher/student conferences, PTA activities, after school activities(Math Night, Reading Night, etc.), and teacher/parent phone/email conversations. Many opportunities for parents to volunteer are given. Overall turnout for all school activities is strong. Teachers and parents talk frequently in person.

			Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Current level of development or implementation:	Newsletters are regularly sent home from classroom teachers. Reinforcement of reading in the home is regularly communicated through conversations and written suggestions. Family reading night and math night activities help to communicate the value of family involvement.

Plan

Assigned To	Not yet Assigned

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Reports - Comprehensive Report

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Status Full Implementation 10/09/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The physical, social, emotional, and behavioral aspects of the school environment have been addressed yearly and progress has been made in all areas.

ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) **Title I Expectations:** Conduct a comprehensive needs assessment.	SS,SD,SW	Status In Plan 2 of 3 (66%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A leadership team has been chosen. We have begun meeting. We are in the process of developing a clear vision. In time, the SI team will be a team structure that is officially incorporated into the school improvement plan. There is a team structure in place that incorporates grade level teams in the building level decision making process.	

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Plan

1	Assigned To	Angie Frey
2	How it will look when fully met:	1) The Rising Star team will consist of members from each PLC to ensure that communication of school goals occurs during PLC meetings. 2) Minutes and agendas from the PLC meeting will include School Imrovement goals and information discussed as necessary. 3) Agendas and minutes will be provided weekly to administration and will be kept on file in the office.
3	Target Date:	05/09/2014
4	Tasks	

1) The Rising Star team will consist of members from each PLC to ensure that information is passed on to everyone in the building.

Assigned to	Angie Frey	Start Date	08/29/2013	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	The Rising Star team has a member from each building level PLC to ensure that information is dissimenated.
Task Completed	10/08/2013

2) Minutes and agendas from the PLC meeting will include School Imrovement goals and information discussed as necessary.

Assigned to	Angie Frey	Start Date	08/29/2013	End Date	05/09/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	
Task Completed	

3) Agendas and minutes will be provided weekly to administration and will be kept on file in the office.

Assigned to	Angie Frey	Start Date		End Date		Timeline	

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	3	Budget & Funding Sources($)						
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
									0
		Comments	Agendas and minutes record sheets were developed at the district level. They are turned in electronically to administration weekly and are kept on file in the office.						
		Task Completed	10/08/2013						

Implement

Percent Tasks Completed	66.6667%
Objective Status	

ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We maintain historical records. Agendas and minutes from grade level meetings are compiled monthly and sent to principal to be kept on file in office.	

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Plan

Assigned To	Not yet Assigned

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) **Title I Expectations:** Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status In Plan 2 of 3 (66%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	At this time, the committee has been formed. One half day school improvement period has been scheduled. The first meeting will last approximately three hours. Our team does consist of principal, teachers, and other key staff as recommended in the indicator. Currently members of the leadership teams meet with grade level teams once per month.	

Plan

1	Assigned To	Paige Kuykendall
2	How it will look when fully met:	The Rising Star Leadership team will consist of the Principal and at least one member of each PLC to ensure that information from the meetings is passed along to all staff members. The team will be regularly so that tasks can be developed, monitored and shared with staff at the weekly PLC meetings.
3	Target Date:	05/09/2014
4	Tasks	

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1) The Rising Star Leadership team will consist of the Principal and at least one member of each PLC so communication of team meeting outcomes can be clearly communicatted to the staff.

Assigned to	Kevin Stirnaman	Start Date		End Date		Timeline	

Budget & Funding Sources($)

1

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	The team consists of the Principal and at least one member of each PLC so that information can be shared with the staff in a timely manner.
Task Completed	10/08/2013

The team will meet regularly so that tasks and objectives can be communicated to the staff in a timely manner.

Assigned to	Kevin Stirnaman	Start Date		End Date		Timeline	

Budget & Funding Sources($)

2

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0

Comments	
Task Completed	

Meetings and agendas will be submitted and kept on file in the office.

Assigned to	Kevin Stirnaman	Start Date		End Date		Timeline	

Budget & Funding Sources($)

3

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Minutes and agendas are submitted electronically and kept on file in the office.
Task Completed	10/08/2013

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Implement

Percent Tasks Completed	66.6667%
Objective Status	

			Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Objective Met 02/19/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	A leadership team has been formed that will serve as a conduit of communication to the faculty and staff. The leadership team has discussed documentation which could be provided to faculty and staff but no final decision has been made.	

Plan

1	Assigned To	Kevin Stirnaman
2	How it will look when fully met:	Minutes from each leadership team meeting will be provided to each collaborative team to ensure continuity of information shared. Members from each collaborative team are included on the leadership team. These members will serve as the conduit of information for their teams. The principal will continue to assume responsibility for all building wide information.
3	Target Date:	05/15/2013

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4 Tasks

1

Leadership for each collaborative team will be identified.

Assigned to	Kevin Stirnaman	Start Date	12/11/2012	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	A member from each collaborative team is now a member of the Rising Star Team.
Task Completed	02/19/2013

2

Each collaborative team leader will provide the principal with the agenda and minutes from each collaborative meeting.

Assigned to	Kevin Stirnaman	Start Date	12/11/2012	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Each leadership team provides an agenda and minutes for their monthly meetings. They are filed in the principal's office.
Task Completed	02/19/2013

3

Consistent meeting dates will be set for collaborative team meetings.

Assigned to	Kevin Stirnaman	Start Date	12/11/2012	End Date	05/15/2013	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	Meeting dates were turned in to Principal by middle of September, 2012.
Task Completed	09/12/2012

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Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 02/19/2013
Experience	02/19/2013 The Rising Star team was developed using a member from each collaborative team (8 teams). Each team develops monthly meeting times and turns in agenda and minutes to administration. The agenda reflects the district goals for school improvement.
Sustain	02/19/2013 The members of the Rising Star team will share the minutes from our meetings with their collaborative teams. Teams will share on a monthly basis.
Evidence	02/19/2013 Monthly agendas and minutes serve as evidence that the objective has been fully and effectively implemented.

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) **Title I Expectations:** Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	TITLE One services continually track assessment data across grade levels. ISEL Baseline data for all students is collected at the beginning of the year. This data is reassessed at the end of the year and comparisons are made. DIBELS and ISEL scores are reported to principal and classroom teachers. RTI intervention progress monitoring data is provided monthly using Six Minute Solution. Teachers supervise quarterly administrations of the Discovery Education Assessment. Scores are printed, made available to principal, and sent home. A data analysis team meets to analyze ISAT scores to identify school wide strengths and areas needing improvement.	

Plan

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Assigned To	Not yet Assigned

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There is no district curriculum. The district is in the process of forming an elementary curriculum council that will be developing an elementary curriculum based on the common core standards. Units currently being taught are predominately based on district purchased textbooks.	

Plan

Assigned To	Not yet Assigned

			Status
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Full Implementation 10/09/2012

Assessment

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	SchoolMaster is utilized districtwide. It is the central database for student variables. The district uses a companion piece to SchoolMaster called Tyler Pulse. Tyler Pulse uses information from SchoolMaster and houses assessment data that can provide reports at the building level.

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status In Plan Objective not assigned

Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There are currently no written learning goals set by the leadership team that utilizes student data.	

Plan

Assigned To	Not yet Assigned

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			Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Objective Met 08/22/2013

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The data team has been monitoring ISAT and DEA data. Data is being monitored in the grade level collaborative teams. Through ongoing data analysis, teachers know where students are functioning academically in reading and math. This informs their practice and assists them in educational decision making. Further development is necessary in the area of program evaluation.	

Plan

1	Assigned To	Amanda Biggs
2	How it will look when fully met:	School level reading data will routinely be analyzed by the leadership team. To facilitate this process, a spreadsheet will be developed focusing on individual student data. The data will help us identify the academic strengths and deficits of individuals as well as groups of students thus enabling us to utilize appropriate interventions.
3	Target Date:	05/14/2014
4	Tasks	

A spreadsheet will be developed to display all available reading data.

Assigned to	Amanda Biggs	Start Date	12/11/2012	End Date	05/14/2013	Timeline	

Budget & Funding Sources($)

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	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1		0	0	0	0	0	0	0

Comments	2/19/13 The spreadsheet is developed quarterly and contains multiple data points in Reading (Star, DIBELS, Discovery Education, ISEL). The spreadsheet is shared with staff and administration so that decisions can be made regarding RtI groupings and interventions. This is an ongoing process throughout the school year. 4/16/13 The Spring ISEL and Discovery Ed. Test 4 results were added. A system has been put into place to add data as tests are completed throughout each school year.
Task Completed	04/16/2013

Spreadsheet is updated quarterly with appropriate assessment data and analyzed by TITLE staff.

Assigned to	Amanda Biggs	Start Date	12/11/2012	End Date	12/13/2013	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2		0	0	0	0	0	0	0

Comments	4/16/13 The spreadsheet has been updated with appropriate testing results. A system has been put into place to add data as tests are completed throughout each school year.
Task Completed	04/16/2013

RtI intervention list is created. A schedule is created so that students will receive the appropriate Tier 2/Tier 3 interventions.

Assigned to	Amanda Biggs	Start Date	12/11/2012	End Date	05/14/2014	Timeline	

Budget & Funding Sources($)

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
3		0	0	0	0	0	0	0

Comments	2/19/13 List is created in collaboration with Title staff, classroom teachers and administration. Interventions are administered until the next round of data. Data is then analyzed and discussed, with any appropriate changes made. This is an ongoing process throughout the school year and into the summer. 4/16/13 List is updated after appropriate data is collected. A system has been put into place to update the list throughout each school year.
Task Completed	04/16/2013

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Implement

Percent Tasks Completed	100%
Objective Status	Objective Met - 08/22/2013
Experience	08/22/2013 Spreadsheets have been developed with student data and shared with staff. The spreadsheets are used to form RtI groups and appropriate groupings within the classroom.
Sustain	08/22/2013 Continued monitoring of student data presented to teaching staff and administration.
Evidence	08/22/2013 Yearly data spreadsheets provided by Title I staff to administration and teachers. Spreadsheets shared with staff. Appropriate RtI groupings by data provided to administration.

			Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There is no document outlining specific curriculum implementation other than the textbooks. Teachers use what is in the textbooks as a guide. There are discrepencies within grade levels and between buildings. The challenge is implementing a consistent plan which includes sharing and collaborating among teachers.	

Plan

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Assigned To	Not yet Assigned

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10.2. Approval of Tax Levy

ITEM: 10.2
EXH: E-10.2

BOARD AGENDA
November 18, 2013

TO: **Dr. Robert E. Green, Superintendent of Schools**

FROM: **Uta Robison, Director of Business Affairs**

DATE: **November 14, 2013**

RE: **2013 Tax Levy**

Attached is the recommended tax levy based on the assessment of the current calendar year. The budget committee met on November 12, 2013 and agreed with the superintendent and the business manager to advocate this scenario. Unfortunately the EAV is not expected to increase over last year's values, most likely it will be stagnant. Only after December 31, 2013, can the actual and final EAV number be obtained from the Tax Assessor's office; therefore the district needs to estimate EAV higher than expected.

A zero increase in EAV would expose the district to the risk of losing funds; therefore, the increase factor for EAV will be set at 2.84%. This value calculates a tax rate increase of 4.9902%, which is less than 5%, and the district will not be obligated to provide a Truth and Taxation Law hearing. All funds are levied at maximum level with the exception of the IMRF, Social Security and Tort levies. The IMRF and Social Security are in Fund 50 and levied each at $850,000 totaling $1,700,000. These are the estimate expenditures needed in this fund, leaving the district with a slightly lower fund balance than in past years. The tort fund (80) will be levied at $1,900,000, which is slightly more than needed to increase the ending fund balance. As calculated the overall tax rate will increase as stated by 5.93 cents. However, the effective estimated rate increase will be closer to 8.62 cents.

The board needs to approve the following suggested motion regarding the 2013 Tax Levy:

> "I move that the Certificate of Tax Levy (2013) for Collinsville Unit #10 as presented in Exhibit 10.2 be approved."

ss

Attachment

					levy year 2013	
IMRF Fund 50	FY11	FY12	FY13	FY14	FY15	
Fund Balance Beginning	$ 1,494,778	$ 1,676,158	$ 1,477,699	$ 1,357,178	$ 1,128,445	
Revenues	$ 1,882,716	$ 1,625,969	$ 1,721,305	$ 1,670,190	$ 1,700,000	
Expenditures	$ 1,701,336	$ 1,824,428	$ 1,841,826	$ 1,898,923	$ 1,957,790	
						Target at 50%
Fund Balance End	$ 1,676,158	$ 1,477,699	$ 1,357,178	$ 1,128,445	$ 870,655	$ 978,895
						Target at 30%
Expenditure increase	7.24%	0.95%	3.10%	3.10%		$ 587,337
					levy year 2013	
Tort Fund 80	FY11	FY12	FY13	FY14	FY15	
Fund Balance Beginning	$ 1,210,967	$ 1,101,136	$ 1,006,651	$ 669,647	$ 73,265	
Revenues	$ 917,610	$ 973,221	$ 1,095,008	$ 1,079,618	$ 1,900,000	
Expenditures	$ 1,027,441	$ 1,067,706	$ 1,432,012	$ 1,676,000	$ 1,700,000	
						Target at 50%
Fund Balance End	$ 1,101,136	$ 1,006,651	$ 669,647	$ 73,265	$ 273,265	$ 850,000
						Target at 30%
Expenditure increase	3.92%	34.12%	17.04%	1.43%		$ 510,000

Below is a comparison of the 2012 tax extensions with amounts recommended for the 2013 tax levies:

Notes; for FY13, use
Total extension after Tif and EZ
enterprise zone for both counties.
use from St. Clai county.

Assessed Valuation	2012		Estimated Assessed Valuation for 2013 Tax Levy
Madison County	$636,910,448	87%	
St. Clair County	95,552,976	13%	
			2.84%
	$732,463,424		$753,265,385 *

	2012		2013 ESTIMATED TAX RATES/TAX LEVY				
			TAX LEVY BASED ON % EAV INCREASE*			RECOMMENDED TAX LEVY	
	Tax Rate	Extension (Rounded) Total	Tax Rate	Tax Levy	Percentage Increase	Tax Levy	
Education	$2.5500	$18,677,817	$2.5500	$19,208,267	2.84%	$19,208,267	
O&M	0.5000	$3,662,317	0.5000	$3,766,327	2.84%	$3,766,327	
Transportation	0.2000	$1,464,927	0.2000	$1,506,531	2.84%	$1,506,531	
Working Cash	0.0500	$366,232	0.0500	$376,633	2.84%	$376,633	
Municipal Retirement	0.1065	$780,074	0.1128	$850,000	8.96%	$850,000	
Social Security	0.1065	$780,074	0.1128	$850,000	8.96%	$850,000	
Fire Prev. & Safety	0.0500	$366,232	0.0500	$376,633	2.84%	$376,633	
Tort Immunity	0.1846	$1,352,127	0.2522	$1,900,000	40.52%	$1,900,000	
Special Education	0.0400	$292,985	0.0400	$301,306	2.84%	$301,306	
Facilities Lease	0.0500	$366,232	0.0500	$376,633	2.84%	$376,633	use this number for Truth & Taxation without Bonds
Sub-Total	$3.8376	$28,109,017	$3.9179	$29,512,330	4.992%	$29,512,330	
Bond & Interest	0.4934	$3,613,975	0.4723	$3,557,970	-0.015496787 **	3,557,970	
Total	**$4.3310**	**$31,722,992**	**$4.3903**	**$33,070,300**	**4.25%**	**$33,070,300**	
Dollar Change		$33,309,141.60	increase by	$1,347,308			
Projected Tax Rate Change			**$0.0593**	$0.0425			

**Includes General Obligation Bonds ($25 million) issued June 2001, Working Cash Bonds ($1,200,000) issued November 2001, and General Obligation Bonds ($14 million) issued February 2003.

10.3. Presentation of Board Policy Changes

11. **Closed Session**

12. **Personnel (Employment, Resignation and Post Position)**

12.1. Non-Certified Employee Resignation

12.2. Motion to Post Position

12.3. Consultant Recommendation for Employment

12.4. Recommendation for CMS Coach

13. **Student Discipline**

13.1. Student Discipline - Expulsion

13.2. Student Discipline - Expulsion

14. **Adjourn**