

Plan Submission and ISBE Monitoring	
Local Board Approved	11/17/2009
Submitted	12/16/2009
Plan Resubmitted	
ISBE Monitoring Completed	01/05/2010

PRELIMINARY INFORMATION

RCDT Number:	250330100260002		
District Name:	Hamilton Co CUSD 10	School Name:	Hamilton County Jr/Sr High School
Superintendent:	Vincent E Mitchell	Principal:	Jeff Fetcho
District Address:	PO Box 369	School Address:	1 Fox Ln
City/State/Zip:	Mc Leansboro,IL 62859 0369	City/State/Zip:	Mc Leansboro,IL 62859 1149
District Telephone#:	Label 6186432328 Extn: 0	School Telephone#:	6186432328 Extn: 0
District Email:		School Email:	
Is this plan for a Title I School? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.7	Yes	99.7	Yes	71.1		Yes	71.4		Yes			81.6	Yes
White	99.6	Yes	99.6	Yes	71.0		Yes	71.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities	98.1	Yes	98.1	Yes	26.0	36.5	No	34.0	45.3	No		60.0	
Low Income	99.2	Yes	99.2	Yes	68.3		Yes	76.9		Yes			

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 AMAO Report

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

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

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	94.8	95.3	95.8	95.2	94.8	94.5	94.1	94.4
Truancy Rate (%)	0.3	1.1	0.3	0.3	0.7	1.2	1.2	0.5
Mobility Rate (%)	11.3	10.6	14.2	14.4	12.1	10.3	10.9	14.1
HS Graduation Rate, if applicable (%)	84.9	91.4	86.5	98.9	95.8	92.3	93.0	81.6
HS Dropout Rate, if applicable (%)	4.8	4.0	2.3	1.8	2.9	2.1	3.7	2.5
School Population (#)	638	623	582	579	580	569	580	547
Low Income (%)	15.5	23.3	27.7	31.4	27.6	28.6	32.9	36.7
Limited English Proficient (LEP) (%)	-	-	0.2	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	99.1	98.6	99.1	98.6	98.3	98.1	97.9	97.6
Black, non-Hispanic (%)	0.9	1.1	0.3	0.3	0.5	0.5	0.5	0.2
Hispanic (%)	-	-	-	0.3	0.3	0.7	0.9	0.7
Asian/Pacific Islander (%)	-	0.3	0.5	0.5	0.5	0.5	-	0.4
Native American or Alaskan Native(%)	-	-	-	0.2	0.3	0.2	0.3	0.5
Multiracial/Ethnic (%)	-	-	-	-	-	-	0.3	0.5

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

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2002	99.1	0.9	-	-	-	-
	2003	98.6	1.1	-	0.3	-	-
	2004	99.1	0.3	-	0.5	-	-
	2005	98.6	0.3	0.3	0.5	0.2	-
	2006	98.3	0.5	0.3	0.5	0.3	-
	2007	98.1	0.5	0.7	0.5	0.2	-
	2008	97.9	0.5	0.9	-	0.3	0.3
	2009	97.6	0.2	0.7	0.4	0.5	0.5
D I S T R I C T	2000	98.8	0.9	0.1	0.2	-	-
	2001	98.7	1.0	0.1	0.2	-	-
	2002	98.9	0.8	-	0.2	-	-
	2003	98.8	0.9	-	0.3	-	-
	2004	99.2	0.5	-	0.3	-	-
	2005	98.2	0.2	0.2	0.2	0.1	1.1
	2006	98.3	0.2	0.3	0.2	0.2	0.7
	2007	97.9	0.3	0.8	0.4	0.1	0.6
	2008	97.9	0.3	0.7	0.2	0.2	0.8
	2009	97.7	0.2	0.6	0.3	0.3	0.9
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-

S T A T E	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2002	-	15.5	95.0	94.8	11.3	2	0.3	4.8	84.9
	2003	-	23.3	98.0	95.3	10.6	7	1.1	4.0	91.4
	2004	0.2	27.7	99.5	95.8	14.2	2	0.3	2.3	86.5
	2005	-	31.4	98.3	95.2	14.4	2	0.3	1.8	98.9
	2006	-	27.6	98.4	94.8	12.1	4	0.7	2.9	95.8
	2007	-	28.6	98.2	94.5	10.3	7	1.2	2.1	92.3
	2008	-	32.9	94.8	94.1	10.9	7	1.2	3.7	93.0
	2009	-	36.7	94.9	94.4	14.1	3	0.5	2.5	81.6
D I S T R I C T	2000	-	30.5	97.2	95.4	13.9	31	2.3	5.7	78.6
	2001	-	33.1	98.5	94.6	17.0	12	0.9	3.8	85.0
	2002	-	30.9	97.5	95.0	13.4	12	0.9	4.8	84.9
	2003	-	35.3	97.5	95.2	15.7	19	1.5	4.0	91.4
	2004	0.1	37.2	98.7	95.6	17.4	16	1.3	2.3	86.5
	2005	-	40.9	98.7	94.8	19.6	20	1.6	1.8	98.9
	2006	-	38.1	99.0	94.9	16.8	14	1.2	2.9	95.8
	2007	-	36.5	98.7	94.3	15.2	37	3.1	2.1	92.3
	2008	-	37.3	97.1	94.5	12.8	35	3.0	3.7	93.0
2009	-	40.3	97.0	94.6	16.6	34	2.9	2.5	81.6	
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2

S T A T E	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2002	638	-	-	-	100	98	126
	2003	623	-	-	-	101	97	105
	2004	582	-	-	-	94	97	94
	2005	579	-	-	-	101	89	99
	2006	580	-	-	-	98	99	93
	2007	569	-	-	-	99	95	96
	2008	580	-	-	-	100	104	81
	2009	547	-	-	-	87	101	90
D I S T R I C T	2000	1,337	-	-	-	-	-	-
	2001	1,335	93	98	104	98	97	111
	2002	1,299	92	92	94	100	98	126
	2003	1,304	108	91	91	101	97	105
	2004	1,243	99	110	94	94	97	94
	2005	1,231	90	100	106	101	89	99
	2006	1,212	97	84	97	98	99	93
	2007	1,187	76	96	81	99	95	96
	2008	1,185	76	71	91	100	104	81
	2009	1,159	90	76	71	87	101	90
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

S T A T E	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	91	19	39,994	53	46	17	20	-	-
	2001	89	19	41,141	53	46	17	20	-	-
	2002	92	18	42,713	54	45	16	18	-	-
	2003	92	17	42,685	59	40	16	18	-	-
	2004	83	18	44,814	53	46	19	18	-	-
	2005	79	18	45,428	51	48	21	16	-	-
	2006	80	17	46,282	55	44	20	17	-	-
	2007	83	15	45,533	58	41	19	16	-	-
	2008	84	13	45,859	56	43	19	16	-	-
2009	84	14	48,981	54	45	18	16	-	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1	

	2009	133,017	13	61,402	44	56	18	18	1	1
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	73.2	82.9	75.3	82.6	72.7	79.6	77.0	83.4	81.9	77.1
White	-	-	-	-	-	-	-	-	73.9	82.5	74.2	82.4	72.2	79.1	78.5	83.4	81.6	76.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	25.9	23.1	31.6	36.4	-	36.8	34.8	52.4	40.0	30.4
Low Income	-	-	-	-	-	-	-	-	68.6	70.0	66.6	72.7	70.0	63.9	67.6	76.9	58.6	67.8

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	61.6	47.9	59.1	46.3	33.8	50.0
White	61.6	48.5	59.7	46.2	33.8	51.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-

Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	7.1	-	-	-	18.8
Low Income	35.7	36.7	45.0	32.0	33.3	47.4

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

Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	79.4	87.9	84.1	86.0	60.4	66.0	74.7	84.4	81.1	83.5
White	-	-	-	-	-	-	-	-	79.2	87.6	84.5	85.9	61.6	66.3	75.2	84.4	80.8	83.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	48.1	92.3	68.4	36.4	-	31.6	31.8	42.9	35.0	47.8
Low Income	-	-	-	-	-	-	-	-	82.9	83.4	82.3	84.1	50.0	48.6	70.6	82.0	66.7	81.4

PSAE - % Meets + Exceeds for Mathematics for Grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	61.5	44.9	50.0	38.8	35.1	42.2
White	61.5	44.2	50.6	38.5	35.1	43.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-

**Hamilton County Jr/Sr High School
School Improvement Plan 2009**

LEP	-	-	-	-	-	-
Students with Disabilities	-	14.3	-	-	6.7	12.5
Low Income	46.5	23.3	35.0	28.0	28.6	36.8

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

Section I-A Data & Analysis - Report Card Data

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

Hamilton County Jr/Sr High School did not make AYP in 2009 and has been placed on the state's "Academic Early Warning"list. (Hamilton County Jr/Sr High School is not Title I funded.) Specifically, students with disabilities did not make AYP or Safe Harbor in Reading or Math in 2009.

State Assessments - ISAT 2008 - 2009:

Grade 7 Reading 82.6% met or exceeded the standards while 17.4% were below standards.
Grade 8 Reading 77.1% met or exceeded the standards while 22.9% were below standards
Grade 7 Mathematics 86.0% met or exceeded the standards while 14.0% were below standards
Grade 8 Mathematics 83.5% met or exceeded the standards while 16.5% were below standards

- *ISAT overall math scores increased from 2008 to 2009 from 74.7 to 83.5
- *ISAT math scores for low income students increased from 2008-2009 from 70.6 to 81.4
- *ISAT math scores for students with disabilities increases from 2008-2009 from 31.8 to 47.8
- *ISAT reading scores have decreased in the low income category from 2008 to 2009 from 36.8 to 30.4
- *ISAT reading scores for low income students have slightly increased from 2008-2009 from 67.6 to 67.8
- *ISAT reading scores for students with disabilities have decreased from 2008-2009 from 36.8 to 30.4

State Assessments - PSAE 2008 -2009:

Grade 11 Reading 50.0% met or exceeded the standards
*PSAE reading scores have increased for all students including low income students and students with disabilities since 2004. However, only 18.8% of students with disabilities and 47.4% of low income students met or exceeded standards in reading.
Grade 11 Mathematics 42.2% met or exceeded the standards
*2009 PSAE math scores showed an increase over 2008 scores, but only 12.5% of students with disabilities and only 36.8% of low income students met or exceeded state standards in math.

Other Data:

2008-2009 Graduation rate was 81.6% which was a significant drop from previous years.
2008-2009 Drop out rate was 2.5% compared to a state average of 3.5%

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National Assessments - ACT 2008 - 2009:

The average score in Reading was 17.5

The average score in Mathematics was 17.6

*ACT scores have declined from 2005-2009 from 20.5 to 17.5

In reviewing and analyzing the School Report Card student performance data for Hamilton County Jr/Sr High School, the following are areas of weakness:

1. The school has improved in the areas of Reading and Mathematics but has failed to make AYP in either category.
2. Students with disabilities did not make AYP or Safe Harbor Targets in Reading or Math.
3. ACT scores have steadily declined over the past five years (2005 - 2009).
4. Graduation rate was lower than in previous years.

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

1. Increase in poverty and low income students (2007 was 28.6%, in 2009 was 36.7%)
2. Increased mobility rate (2007 was 10.3%, in 2009 was 14.1%)
3. The district has not finalized a comprehensive K-12 reading program or a 7-12 articulated math/science sequence.
4. Teachers may need professional development in teaching students with disabilities in the regular education classroom.
5. Curriculum and instruction may not be meeting the needs with students with disabilities.
6. Teachers may not have the skills needed to teach reading across the content areas.
7. The current schedule may not be optimal for maximum instructional time.
8. Student apathy may result in a lack of effort on the test.
9. Rtl has not been fully implemented.
10. PSAE prep class may not be meeting the needs of all students.
11. Jr. High Students may not be sufficiently prepared to enter a high school math sequence preparing them to take the ACT.

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

Based on the data and contributing factors, there is a need to:

1. Increase during and after school support and assistance for at-risk students.
2. Increase the number of junior high/high school articulation meetings
3. **Develop a district comprehensive K-12 reading program and a 7-12 articulated math/science sequence/program**
4. Increase departmental opportunities for vertical and horizontal articulation
5. **With the RTI initiative, we have begun to progress monitor students at the junior high level. This will need to be extended into the high school level. Data will need to be analyzed and used to guide instruction.**
6. **Students who are scheduled to graduate need to be closely monitored in order to ensure that they are on track for graduation.**
7. **Align curriculum and instruction to the state standards.**
8. Provide professional development on reading across the curriculum, differentiated instruction, co-teaching, and data analysis.
9. Review the current schedule in order to determine if there are opportunities to increase instructional time.
10. Identify and implement methods to increase student motivation.
11. Review PSAE prep class for potential revisions.
12. Jr. High students will be reviewed for class placement into high school math. The goal will be to reduce the number of students being placed into Pre-Algebra during their Freshman year.

Section I-B Data & Analysis - Local Assessment Data

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

*Used AIMSweb testing last year in the middle school to identify students who are at-risk. Will continue using AIMSweb testing this year as a progress/monitor tool.

*High school employs the EXPLORE, PLAN, and ASSET tests. In the spring semester freshman students take the EXPLORE, sophomore students take the PLAN, and some juniors take the ASSET.

Data:

1. Hamilton County Junior High just started using AIMSweb testing at the end of the 2008-2009 school year. Therefore, trend data does not exist. We will continue using AIMSweb testing as a data collection tool and will use to make decisions on individual instruction.
2. The EXPLORE test for the 2008-2009 school year showed that Hamilton County High School students outperformed the national average in all categories. The categories include English, mathematics, reading, and science. The average composite score was 17.2 compared to the national average of 16.1.
3. The PLAN results for the 2008-2009 school year showed that Hamilton County High School students were barely below the national average in every category except science. Hamilton County's average composite score was 17.6 compared to the national average of 17.8.

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

1. Not all students are able to demonstrate their learning on standardized tests.
2. Not all students are proficient in essential content and skills in reading and math.
3. Teachers may not have the skills needed to teach reading across the content areas.
4. Teachers may need professional development in teaching special education students in the regular classroom.
5. The current schedule may not be optimal for maximum instructional time.
6. The district has not finalized a comprehensive K-12 reading program or a 7-12 articulated math sequence.
7. Student apathy may result in a lack of effort on the test.
8. At this time, insufficient data to drive individual student instruction exists from AIMSWeb. However, continued use of it will allow for data driven decisions.

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

Based on the data and contributing factors, there is a need to:

1. Increase during and after school support and assistance for at-risk students
2. Increase the number of junior high/senior high articulation meetings.
3. Develop a district comprehensive K-12 reading program and a 7-12 articulated math/ science sequence program
4. Increase departmental opportunities for vertical and horizontal articulation
5. With the RtI initiative, we have begun to progress monitor students at the junior high level, this will need to be extended into the high school level.
6. Provide professional development in teaching reading across content areas.
7. Provide professional development for teaching students with disabilities in the regular classroom.
8. Determine ways to motivate students to put forth more effort on standardized testing.

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9. Review the current schedule to determine if changes are needed.
10. Align curriculum and instruction to the state standards.
11. AIMSWeb assessment will need to be expanded to include Jr. High students.

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

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

Hamilton County Unit #10 has one senior high school and one junior high school.

The current junior/senior high building was opened in the 2001 school year and serves approximately 580 students.

The Hamilton County Junior/Senior High administration includes one principal, one assistant principal, one full time guidance counselor, one half-day guidance counselor, and one athletic director.

Hamilton County Junior/Senior High strives daily to meet their mission statement: " Through a student, family, school and community partnership, students will be confident, caring, lifelong learners. Hamilton County Junior/Senior High students will demonstrate basic competencies in communication, problem solving, and technological skills. As a result, students will take their places as productive citizens in our global society."

In striving to meet the needs of all students the attributes of Hamilton County Junior/Senior High include:

- * Staff-to-student ratio is 16/1.
- * Dual Credit and dual enrollment classes are available with Rend Lake College
- * Summer school courses are available for credit recovery
- * 43% of all staff have a master's degree or higher
- * Attendance Policy to promote good attendance
- * Student of the Month rewards
- * High tech science technology that is utilized in all science courses
- * Four science classrooms with advanced equipment

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- * Senior High has an in-house tutor, Junior High offers after school tutoring by certified classroom teachers
 - * A PSAE incentive to promote high achievement during testing
 - * PBIS quarterly awards
 - * Honors Program
 - * Offer advanced and weighted courses in math and science
 - * Cooperate with members of the community to provide Career Fair, Health Fair, and Teen Wellness Clinic
 - * ACHIEVE class that supports students who are at risk
 - * A complete and up-to-date library system
 - * Rtl services are utilized
 - * Nursing program offered in conjunction with Hamilton Memorial Hospital
 - * Hamilton County Junior/Senior High currently receives a grant to reduce drug use and abuse
- * District provides a Grandparents Raising Grandkids support group that meets monthly

There are many opportunities available for students, teachers, and parents. Despite the following challenges, Hamilton County Junior/Senior High strives for increased academic achievement for all students.

The following challenges facing Hamilton County Junior/Senior High include the state-aid funding formula, a declining enrollment, and a weakening economy that has caused budgetary restrictions. Other challenges include:

- * Many students have limited computer access at home
- * There is a need for increased involvement from positive community role models
- * There is a high rate of absenteeism with special education students
- * The mobility rate seems to be on an uphill trend, causing changes in the community
- * There is a high level of poverty in the community

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

1. A lack of involvement in extracurricular school activities may lead to a disconnect for students, particularly those with disabilities.
2. Student achievement is negatively affected by absenteeism.
3. Positive results have been seen with current RTI interventions. There is an expectation that full implementation of Rtl will help remedy some of the challenges faced with increased mobility - new students in need of extra support will be identified early.
4. Positive results have been seen with PBIS. There is an expectation that this will improve attendance.

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

1. Increase the early identification of at-risk students through the analysis of test data and provide them with interventions that will enable them to be successful in school.
2. Identify students who are not involved in clubs and activities at school. Assign a staff member to encourage them to become involved in an extracurricular activity in order to build a connection to the school.
3. Continue to implement PBIS and other programs that promote positive behavior and attendance.
4. Expand tutoring opportunities for students.

Section I-C Data & Analysis - Other Data

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

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

All teachers at Hamilton County Junior/Senior High are either highly qualified or will be highly qualified by the end of the 2009-2010 school year. The teacher to student ratio is 16/1. All staff is required to attend the Mt. Vernon Conference. The conference allows teachers a wide-variety of professional development. In addition, the staff is encouraged to engage in supplemental professional development opportunities.

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

1. Regular education teachers have received insufficient professional development in the area of teaching students with disabilities. This could be contributing to the low achievement of students with disabilities.
2. Teachers have received insufficient professional development in teaching reading across the content areas, differentiated instruction, and co-teaching.
3. Teachers have not been trained in data analysis and data driven instruction.
4. Collaboration time is insufficient.

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

1. Professional development needs to be targeted to address students with disabilities in the regular education classroom.
2. Professional development needs to be provided for teaching reading across the curriculum, differentiated instruction, and co-teaching.
3. Teachers need to be trained in data analysis and data driven instruction.
4. Time for collaboration needs to be identified and provided.

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

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

Currently, data has not been collected regarding parent involvement other than through attendance at Open House Night and Parent Teacher Conferences. However, through the school's new information system, Lumen, data is capable of being tracked to determine the number of times parents log in to view student grades.

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

Attendance at Parent Open House, as well as Parent Teacher Conferences, seems to reflect mostly higher achieving students. Staff members report that there is a lack of attendance at school functions by parents of low achieving students.

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

1. With the full implementation of Lumen, data will be tracked to determine what parents are gaining access to students' grades. With that data, we will be able to identify parents who are not gaining access to students' grades and will work to get them involved.
2. The school will use the Parent Involvement Analysis Tool to identify and implement methods for increased parental involvement.
3. Review the possibility of conducting parent training workshops.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Conclusions for school improvement planning:

- Incorporate EXPLORE, PLAN, Work keys for Freshmen, Sophomores, and Juniors.
- Provide opportunities for quarterly meetings with math and reading departments to stay aligned with IL Learning Standards and current ACT information.
- Implement strategies for reading across the curriculum.
- Provide time for collaboration.
- Complete the Parent Involvement Analysis Tool and implement methods to increase meaningful parent involvement.
- Increase during and after school support and assistance for at-risk students.

- Develop a district comprehensive K-12 reading program and a 7-12 articulated math/science sequence/program.
- Increase departmental and grade level opportunities for vertical and horizontal articulation.
- Fully implement RtI throughout all grades. Data will need to be analyzed and used to guide instruction.
- Students who are scheduled to graduate need to be closely monitored in order to ensure that they are on track for graduation.
- Align curriculum and instruction to the state standards.
- Provide professional development on reading across the curriculum, differentiated instruction, co-teaching, and data analysis.
- Provide professional development for teaching students math and reading to students with disabilities in the regular classroom.
- Review the current schedule in order to determine if there are opportunities to increase instructional time.
- Review PSAE prep class for potential revisions.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Students with disabilities will make AYP by meeting or exceeding standards in reading by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.	1,
2	Students with disabilities will make AYP by meeting or exceeding standards in math by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.	2,

The following deficiencies have been identified from the most recent AYP Report for your school.

- 1. Students with disabilities are deficient in Reading Meets and Exceeds
- 2. Students with disabilities are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Students with disabilities will make AYP by meeting or exceeding standards in reading by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

Objective 1 Description

All students will make AYP in reading. The main focus will be on increasing the achievement of students with disabilities. This will be accomplished through the fulfillment of the strategies outlined for students, staff, and parents in the school improvement plan.

This objective addresses the following areas of AYP deficiency:

- b 1. Students with disabilities are deficient in Reading Meets and Exceeds
- e 2. Students with disabilities are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 1 Title :

Students with disabilities will make AYP by meeting or exceeding standards in reading by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students will be taught using reading curriculum that is aligned to the Illinois Learning Standards.	08/18/2009	06/01/2011	During School	Other	0
2	Students with disabilities will be taught using a more rigorous curriculum aligned to the Illinois Learning Standards. Students who are mainstreamed will receive instruction using strategies aimed at helping them succeed in the regular classroom. Students in self-contained classrooms will receive instruction using strategies aimed at helping them achieve state standards for reading.	01/04/2010	06/01/2011	During School	Other	0
3	All students will be assessed using a universal screener. Identified students will receive appropriate RtI Tier 2 and Tier 3 interventions. Data will be gathered from progress monitoring tools to determine if student achievement is increasing and appropriate adjustments will be made based on data.	08/23/2010	06/01/2011	During School	Local Funds	1,500
4	Students who are scheduled to graduate will be closely monitored in order to ensure that they are on track for graduation. The goal will be to decrease the dropout rate by 50%.	08/18/2009	06/01/2011	During School	Other	0
5	All students will receive instruction using best practices in reading, including reading across the curriculum, differentiated instruction, and co-teaching.	08/23/2010	06/01/2011	During School	Other	0

6	Students will be surveyed and research will be reviewed to determine methods to motivate students to achieve. Students will be surveyed to determine which methods are most effective.	04/05/2010	04/30/2010	During School	Other	500
7	Students will receive revised instruction in the 1402 Study Skills (PSAE prep class) in order to better prepare them. Increased student achievement will measure success.	08/18/2009	06/01/2011	During School	Other	0
8	Students who are not involved in school-related activities, including clubs and associations, will be assigned a staff member to encourage them to become involved in an extracurricular activity. The goal will be to involve 30% of those who are not involved. This is expected to help students build connections to school and relationships with staff in an effort to improve student achievement.	01/04/2010	06/01/2011	During School	Other	0
9	Students will continue to be involved in PBIS. Decreases in office referrals are expected.	08/18/2009	06/01/2011	During School	Other	0

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

Objective 1 Title :

Students with disabilities will make AYP by meeting or exceeding standards in reading by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	A district comprehensive K-12 reading program will be developed in order to better instruct students and improve reading skills.	08/23/2010	06/01/2011	After School	Local Funds	3,000
2	Staff will conduct the Surveys of Enacted Curriculum in order to align their curriculum and instruction of reading-based classes, including language arts, science, and social studies, to the Illinois Learning Standards. Opportunities for horizontal and vertical articulation will be provided. It is expected that all curriculum and instruction will be aligned to the Illinois Learning Standards in order to improve student achievement.	09/11/2009	06/01/2011	After School	Other	0

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3	All staff will be trained in RtI for reading, including the use of universal screeners, progress monitoring tools, data analysis, and intervention strategies. Providing staff with training will allow RtI to be expanded through all grades.	01/15/2010	06/01/2011	During School	Local Funds	1,000
4	Professional development will be provided in reading instruction for special education students, reading across the curriculum, differentiated instruction, and co-teaching. It is expected that teachers will use strategies from these professional development activities to incorporate into their daily instruction. Teachers will be expected to discuss successes and challenges of using strategies and show evidence of their use.	08/23/2010	06/01/2011	During School	Local Funds	2,500
5	Staff will review the 1402 Study Skills class (PSAE prep class) to determine if revisions are needed in order to better prepare students for the assessment. Any approved revisions will be implemented in order to increase student achievement.	05/03/2010	05/31/2010	After School	Local Funds	0
6	Staff will use information from research based practices on increasing motivation and student surveys on what they feel would increase their motivation to create a plan for academically motivating students. The expected outcome would be increased motivation to demonstrate effort on ISAT and PSAE.	04/01/2010	04/30/2010	After School	Local Funds	500
7	A team of staff members will review the current schedule in order to determine if changes could be made to increase instructional time. Potential changes will be reviewed by the principal and superintendent and shared with the board of education. The board of education will make any decisions regarding changes to the daily schedule.	01/04/2010	03/31/2010	During School	Other	0
8	Staff will be assigned students who have been identified as uninvolved in extracurricular activities. These staff will talk to students about their interests and attempt to pair them up with an activity that would best fit their needs. Staff will encourage students to participate in an extracurricular activity and will follow up with the student on a monthly basis. Data will be kept regarding the involvement of these students to determine if their assessment scores increase.	01/04/2010	06/01/2011	During School	Other	0

9	Staff members will continue to implement PBIS and other programs that promote positive behavior and attendance. Data will be analyzed in order to determine ways to improve behavior and attendance. A reduction in truancy, suspensions, and expulsions of 10% will be the goal.	08/18/2009	06/01/2011	During School	Other	500
10	Teachers will be provided with time for collaboration in order to analyze data, review curriculum and instruction, and incorporate professional development strategies into the classroom.	01/15/2010	06/01/2011	During School	Other	0

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

Objective 1 Title :

Students with disabilities will make AYP by meeting or exceeding standards in reading by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Data will be tracked using the new Lumen system in order to determine which parents are using the system to access students' grades. Parents who are not accessing grades will be contacted in order to encourage them to begin using the system. An increase of 30% will be the target.	10/29/2009	06/01/2011	During School	Other	0
2	The school will use the Parent Involvement Analysis Tool and implement suggested methods for increased parental involvement. The goal will be to implement at least two new methods.	04/01/2010	04/30/2010	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 1 Title :

Students with disabilities will make AYP by meeting or exceeding standards in reading by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

1. Hamilton County Junior/Senior High Administration is ultimately responsible for the implementation of all activities.
2. The School Improvement Plan Committee will review progress during quarterly meetings.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Jeff Fetcho	Principal
2	Mark Scott	Assistant Principal
3	Vince Mitchell	Superintendent

Section II-A Action Plan - Objectives

Objective 2

Students with disabilities will make AYP by meeting or exceeding standards in math by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

Objective 2 Description

All students will make AYP in math. The main focus will be on increasing the achievement of students with disabilities. This will be accomplished through the fulfillment of the strategies outlined for students, staff, and parents in the school improvement plan.

This objective addresses the following areas of AYP deficiency:

- 1. Students with disabilities are deficient in Reading Meets and Exceeds
- 2. Students with disabilities are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 2 Title :

Students with disabilities will make AYP by meeting or exceeding standards in math by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Jr. High students will have class placements reviewed and adjusted in order to reduce the number of students being placed into Pre-Algebra during their Freshmen year. The purpose of this is to ensure students receive a math sequence that prepares them for the PSAE. The goal is to decrease the number of Freshmen enrolling in Pre-Algebra by 30%.	03/01/2010	04/30/2010	During School	Other	0
2	All students will be taught using math curriculum that is aligned to the Illinois Learning Standards.	08/18/2009	06/01/2011	During School	Other	0
3	Students with disabilities will be taught using a more rigorous curriculum aligned to the Illinois Learning Standards. Students who are mainstreamed will receive instruction using strategies aimed at helping them succeed in the regular classroom. Students in self-contained classrooms will receive instruction using strategies aimed at helping them achieve state standards for reading. Data will be gathered from progress monitoring tools to determine if student achievement is increasing.	01/04/2010	06/01/2011	During School	Other	0
4	Students who are scheduled to graduate will be closely monitored in order to ensure that they are on track for graduation. The goal will be to decrease the dropout rate by 50%.	08/18/2009	06/01/2011	During School	Other	0
5	Students will be surveyed and research will be reviewed to determine methods to motivate students to achieve. Students will be surveyed to determine which methods are most effective.	04/01/2010	04/30/2010	During School	Local Funds	500
	Students will receive revised instruction in the 1402 Study Skills Class					

6	(PSAE prep class) in order to better prepare them. Increased student achievement will measure success.	08/18/2009	06/01/2011	During School	Other	0
7	Students will continue to be involved in PBIS. Decreases in office referrals are expected.	01/04/2010	06/01/2011	During School	Local Funds	
8	Students who are not involved in school-related activities, including clubs and associations, will be assigned a staff member to encourage them to become involved in an extracurricular activity. The goal will be to involve 30% of those who are not involved. This is expected to help students build connections to school and relationships with staff.	01/04/2010	06/01/2011	During School	Other	0
9	All students will have access to scientifically research based materials and instruction for math.	08/23/2010	06/01/2011	During School	Other	0
10	All students will be assessed using a universal screener. Identified students will receive appropriate RtI Tier 2 and Tier 3 interventions. Data will be gathered from progress monitoring tools to determine if student achievement is increasing and appropriate adjustments will be made based on data.	08/23/2010	06/01/2011	During School	Local Funds	1,500

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

Objective 2 Title :

Students with disabilities will make AYP by meeting or exceeding standards in math by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	The school will develop a 7-12 articulated math/science sequence/program. This will ensure students are building upon skills and knowledge from prior classes and are appropriately prepared for the ISAT and PSAE.	08/23/2010	06/01/2011	After School	Local Funds	2,000
	Staff will conduct the Surveys of Enacted Curriculum in order to align their math curriculum and instruction with the Illinois Learning					

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2	Standards. Opportunities for horizontal and vertical articulation will be provided. It is expected that all curriculum and instruction will be aligned to the Illinois Learning Standards in order to improve student achievement.	09/11/2009	06/01/2011	During School	Other	0
3	All staff will be trained in RtI for math, including the use of universal screeners, progress monitoring tools, data analysis, and intervention strategies. Providing staff with training will allow RtI to be expanded through all grades.	01/15/2010	06/01/2011	During School	Local Funds	1,000
4	Professional development will be provided on strategies to increase achievement of special education students in math. This professional development will be provided for both special education teachers and regular classroom math teachers. It is expected that teachers will use strategies from these professional development activities to incorporate into their daily instruction. Teachers will be expected to discuss successes and challenges of using strategies and show evidence of their use.	08/23/2010	06/01/2011	During School	Local Funds	2,500
5	Staff will review the 1402 Study Skills Class (PSAE prep class) to determine if revisions are needed in order to better prepare students for the assessment. Any approved revisions will be implemented in order to increase student achievement	05/03/2010	05/31/2010	During School	Other	0
6	Staff will use information from research based practices on increasing motivation and student surveys on what they feel would increase their motivation to create a plan for academically motivating students. The expected outcome would be increased motivation to demonstrate effort on ISAT and PSAE.	04/01/2010	04/30/2010	During School	Local Funds	500
7	Staff will be assigned students who have been identified as uninvolved in extracurricular activities. These staff will talk to students about their interests and attempt to pair them up with an activity that would best fit their needs. Staff will encourage students to participate in an extracurricular activity and will follow up with the student on a monthly basis. Data will be kept regarding the involvement of these students to determine if their assessment scores increase.	01/04/2010	06/01/2011	During School	Other	0

8	Staff members will continue to implement PBIS and other programs that promote positive behavior and attendance. Data will be analyzed in order to determine ways to improve behavior and attendance. A reduction in truancy, suspensions, and expulsions of 10% will be the goal.	08/18/2009	06/01/2011	During School	Local Funds	500
9	Teachers will be provided with time for collaboration in order to analyze data, review curriculum and instruction, and incorporate professional development strategies into the classroom.	01/15/2010	06/01/2011	During School	Other	0

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

Objective 2 Title :

Students with disabilities will make AYP by meeting or exceeding standards in math by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Data will be tracked using the new Lumen system in order to determine which parents are using the system to access students' grades. Parents who are not accessing grades will be contacted in order to encourage them to begin using the system. An increase of 30% will be the target.	10/29/2009	06/01/2011	During School	Other	0
2	The school will use the Parent Involvement Analysis Tool and implement suggested methods for increased parental involvement. The goal will be to implement at least two new methods.	04/01/2010	04/30/2010	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 2 Title :

Students with disabilities will make AYP by meeting or exceeding standards in math by achieving 77.5% for 2009-2010 and 85% for 2010-2011, or at least safe harbor.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

1. Hamilton County Junior/Senior High Administration is ultimately responsible for the implementation of activities.
2. The School Improvement Committee will review progress during quarterly meetings.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Jeff Fetcho	Principal
2	Mark Scott	Assistant Principal
3	Vince Mitchell	Superintendent

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

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

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

Section III - Development, Review and Implementation Part B. Stakeholder Involvement

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

The School Improvement Team members met three times as a group to discuss, review, evaluate, and create a school improvement plan that addresses the strengths and weaknesses of Hamilton County Junior/Senior High and strategies that needed to be implemented in order to make AYP. The team will continue to meet on a quarterly basis to monitor the plan and make necessary revisions if they are needed to increase progress.

	Name	Title
1	Jeff Fetcho	Principal
2	Connie Lueke	Sr. High Guidance Counselor
3	Thelma Vaupel	Jr. High Guidance Counselor
4	Frances Palmer	Special Education
5	Mike Johnson	English Dept.
6	Brian Ward	Math Dept.

7	Fred Vallowe	Science Dept.
8	Jason Hall	Science Dept.
9	Lisa Fetcho	Science Dept.
10	Cindi Cox	Math Dept.
11	Lori Given	RESPRO
12	Chris Howton	Parent
13	Cherri Webb	Parent

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

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

1. The Hamilton County Junior/Senior High School Improvement Plan was peer reviewed by School Improvement Team members from Mt. Vernon Township High School. They made suggestions and recommendations to the plan.
2. The local RESPRO reviewed the plan several times throughout it's development and provided feedback.

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

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

All first and second year teachers new to the district or building will be engaged in a teacher mentoring program at Hamilton County Junior/Senior High. This may continue for non-tenured faculty for a third year as well. The program will accomplish the following items:

- * Familiarize teachers with policies, procedures, and expectations as a professional.
- * Offer a support system to ensure career satisfaction and growth as a professional.
- * Provide a consistent method of discussion regarding important components of school life.

These goals will be accomplished through administration and other peer mentors who will be assigned to a mentee. The peer mentor will informally observe the mentor once per semester and will offer feedback, not as an evaluator, but as an experienced colleague. Mentors and mentees will be assigned by the building principal. Evaluation of the program will occur at the end of each school year. The results will be used as an instrument to improve the mentoring program.

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

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

- The district administrative team monitors the school improvement plan process. The district is responsible for ensuring faculty and parent access to data and guidance in analyzing data. This data will be used to drive curriculum and instruction decisions. The district is responsible for identifying professional development needs and facilitating

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professional development opportunities directly related to areas of school improvement status.

- The plan is presented to the School Board for final approval.
- The administration will make necessary revisions of the school's budget to ensure implementation of the school improvement plan and will ensure Title funds are used to supplement, not supplant.
- A bi-annual review of the SIP will be completed using a monitoring checklist. Action plan progress will be noted for each goal and a summary of necessary adjustments for continual progress will be identified.

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

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school;
- Appointment of an outside expert to advise the school.

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

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - governance and management, and/or
 - financing and material resources, and/or
 - staffing.

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

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

Consultation, coaching, and technical assistance have been provided by local RESPRO during the development of the school improvement plan. Professional development opportunities are provided through RESPRO and the local Regional Office of Education. The State Board of Education provides technical assistance, report card data on IIRC, and written guidance for school improvement plan development and implementation.

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

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board: **11/17/2009**

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No

Have the areas of low achievement been clearly identified? [C]

Yes No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

Yes No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

Yes No

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

Yes No N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes No N/A

Do these local assessment results add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes No N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Yes No N/A

Do the other data add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

Yes No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes No Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES

Yes No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes No N/A Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes No Are the strategies and activities measurable? [C]

Yes No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes No N/A Is professional development aligned with the strategies and activities for students? [C]

Yes No N/A Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

Yes No N/A Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

Yes No N/A

Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

Yes No

Are timelines reasonable and resources coordinated to achieve the objectives? [C]

MONITORING

Yes No

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]

Yes No

Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

January 5, 2010

The area RESPRO has completed the review of this plan: please implement this plan with their assistance.

Do not hesitate to contact me. Best wishes during implementation. Carol Diedrichsen ISBE Innovation and Improvement cdiedric@isbe.net

RESPRO area comments:

The plan provides a thorough analysis of report card data; current gathering of local assessment data will allow trend data to be gathered and analyzed; strategies and objectives are clearly identified and measurable; effective implementation of strategies is likely to improve student achievement.

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

Yes No N/A

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

STAKEHOLDER INVOLVEMENT

Yes No

Does the plan describe how stakeholders have been consulted? [C]

Yes No

Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

Yes No

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

TEACHER MENTORING PROCESS

Yes No

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

DISTRICT RESPONSIBILITIES

Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

Yes No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

Yes No N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS

It is clear that there has been great stakeholder involvement in the development of this plan.

The in-area RESPRO review has been completed. The Hamilton County Jr/Sr High School Improvement Plan is recommended for implementation with the assistance of your area RESPRO. No further updates to your improvement plan are necessary at this time.

If you choose to revise or update your plan, you may request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record.