

PRELIMINARY INFORMATION

RCDT Number	220291760260000		
District Name	AVON CUSD 176	Superintendent	Dan Oakley
District Address	320 E WOOD ST	Telephone	3094653708
City/State/Zip	AVON,IL,61415 9448	Extn:	0
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Is this for a Title I District ? Yes

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

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

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

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	72.8		Yes	81.6		Yes	94.9	Yes	100.0	Yes
White	100.0	Yes	100.0	Yes	72.6		Yes	81.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***

3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007. ** Safe Harbor Targets of 62.5% or above are not printed. *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

This district is not accountable for AMAO data for 2008

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

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	95.0	95.1	94.6	90.2	95.5	95.0	95.0	94.9
Truancy Rate (%)	1.3	2.1	0.4	0.0	0.0	0.0	0.0	0.0
Mobility Rate (%)	14.0	11.1	11.6	11.6	8.0	8.2	9.8	10.7
HS Graduation Rate, if applicable (%)	75.0	96.7	90.5	100.0	100.0	100.0	95.8	100.0
HS Dropout Rate, if applicable (%)	4.6	0.0	3.4	0.0	0.0	1.2	2.4	1.3
District Population (#)	331.0	332.0	315.0	306.0	297.0	273.0	265.0	254.0
Economically Disadvantaged (%)	33.2	34.9	38.7	44.4	43.4	47.6	36.2	37.8
Limited English Proficient (LEP) (%)	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)								
White, non-Hispanic (%)	99.7	99.1	99.4	99.3	99.0	99.3	98.9	99.2
Black, non-Hispanic (%)	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic (%)	0.0	0.6	0.3	0.3	0.7	0.0	0.0	0.0
Asian/Pacific Islander (%)	0.0	0.3	0.3	0.3	0.3	0.7	0.0	0.0
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	-	-	0.0	0.0	1.1	0.8

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

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

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
D I S T R I C T	1999	99.2	0.0	0.5	0.3	0.0	-
	2000	100.0	0.0	0.0	0.0	0.0	-
	2001	99.7	0.3	0.0	0.0	0.0	-
	2002	99.1	0.0	0.6	0.3	0.0	-
	2003	99.4	0.0	0.3	0.3	0.0	-
	2004	99.3	0.0	0.3	0.3	0.0	-
	2005	99.0	0.0	0.7	0.3	0.0	0.0
	2006	99.3	0.0	0.0	0.7	0.0	0.0
	2007	98.9	0.0	0.0	0.0	0.0	1.1
	2008	99.2	0.0	0.0	0.0	0.0	0.8
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7

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

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

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
D I S T R I C T	1999	0.0	28.2	97.0	94.6	8.4	3	0.9	2.4	91.2
	2000	0.0	23.0	88.6	94.8	24.8	0.0	0.0	0.0	90.3
	2001	0.0	33.2	89.5	95.0	14.0	4	1.3	4.6	75.0
	2002	0.0	34.9	73.9	95.1	11.1	7	2.1	0.0	96.7
	2003	0.3	38.7	95.6	94.6	11.6	1	0.4	3.4	90.5
	2004	0.0	44.4	92.3	90.2	11.6	0.0	0.0	0.0	100.0
	2005	0.0	43.4	97.7	95.5	8.0	0.0	0.0	0.0	100.0
	2006	0.0	47.6	97.2	95.0	8.2	0.0	0.0	1.2	100.0
	2007	0.0	36.2	97.9	95.0	9.8	0.0	0.0	2.4	95.8
	2008	0.0	37.8	100.0	94.9	10.7	0.0	0.0	1.3	100.0
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

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

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

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
D I S T R I C T	1999	372	-	-	-	-	-	-
	2000	339	-	-	-	-	-	-
	2001	331	-	-	-	-	-	30
	2002	332	28	23	26	33	24	20
	2003	315	17	26	23	24	31	17
	2004	306	24	16	25	19	25	18
	2005	297	20	26	12	23	16	23
	2006	273	11	17	23	24	21	19
	2007	265	17	11	20	12	24	25
	2008	254	-	-	-	-	-	-
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	-	-	-	-	-	-
2008	2074167	-	-	-	-	-	-	

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

**Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data, Staff Capacity and Professional Development**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	35	14	30778	80	20	16	10	-	-
	2000	35	13	30084	74	26	13	9	-	-
	2001	33	12	30969	79	21	16	7	-	-
	2002	32	12	32076	68	32	16	8	0.0	0.0
	2003	29	13	33386	72	28	15	9	0.0	1
	2004	30	12	32252	74	27	12	12	0.0	0.0
	2005	29	10	32318	76	24	12	12	0.0	0.0
	2006	28	12	35420	71	29	12	10	0.0	0.0
	2007	27	13	36789	67	33	12	11	0.0	0.0
	2008	27	12	36707	62	38	12	11	0.0	0.0
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	75.1	62.5	79.0	100.0	76.5	61.3	-	-	-	70.6	90.9	82.3	56.5	68.0	76.9	73.9	77.8	-
White	75.1	62.5	79.0	100.0	76.5	61.3	-	-	-	70.6	90.9	82.3	56.5	68.0	75.0	73.9	77.8	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	58.3	-	-	81.8	58.3	-	-	-	-	-	83.4	-	-	-	66.7	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	94.5	72.2	72.2	-	-	-	73.0	75.0	72.3	75.0	80.0	82.4	85.0	84.6	81.3
White	-	-	-	94.1	72.2	72.2	-	-	-	73.0	72.7	72.3	75.0	80.0	82.4	84.2	84.6	80.0
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	50.0	-	-	57.1	-	-	-	-	-	
PSAE - % Meets + Exceeds for Reading for Grade 11																			
Groups	2003	2004	2005	2006	2007	2008													
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5													
All	56.3	72.2	68.0	58.6	55.0	46.2													
White	56.3	70.6	68.0	58.6	55.0	46.2													
Black	-	-	-	-	-	-													
Hispanic	-	-	-	-	-	-													
Asian/Pacific Islander	-	-	-	-	-	-													
Native American	-	-	-	-	-	-													
Multiracial/Ethnic	-	-	-	-	-	-													
LEP	-	-	-	-	-	-													
Students with Disabilities	-	-	-	-	-	-													
Economically Disadvantaged	-	-	81.8	40.0	-	-													

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	100.1	79.2	84.2	100.0	88.2	76.7	-	-	-	88.3	90.9	100.0	73.9	76.0	92.3	91.3	94.4	-
White	100.1	79.2	84.2	100.0	88.2	76.7	-	-	-	88.3	90.9	100.0	73.9	76.0	91.7	91.3	94.4	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	83.3	-	-	91.0	66.7	-	-	-	-	-	100.0	-	-	-	91.7	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	-	-	-	94.5	94.2	83.4	-	-	-	76.9	83.3	77.8	48.5	64.0	58.8	80.0	88.0	87.6
White	-	-	-	94.1	94.2	83.4	-	-	-	76.9	81.8	77.8	50.0	64.0	58.8	79.0	88.0	86.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	70.0	-	-	35.7	-	-	-	-	-
PSAE - % Meets + Exceeds for Mathematics for Grade 11																		
Groups	2003	2004	2005	2006	2007	2008												
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5												
All	43.8	55.6	60.0	51.7	40.0	38.5												
White	43.8	52.9	60.0	51.7	40.0	38.5												
Black	-	-	-	-	-	-												
Hispanic	-	-	-	-	-	-												
Asian/Pacific Islander	-	-	-	-	-	-												
Native American	-	-	-	-	-	-												
Multiracial/Ethnic	-	-	-	-	-	-												
LEP	-	-	-	-	-	-												
Students with Disabilities	-	-	-	-	-	-												
Economically Disadvantaged	-	-	54.5	40.0	-	-												

Section I-A Data & Analysis - Report Card Data

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

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

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

Section I-B Data & Analysis - Local Assessment Data

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

Assessment data shows that the district continues to make AYP in all areas.

The data shows that there are concerns at the high school level in meeting AYP, with mathematics already below and reading barely skimming by.

Although the subgroup of students with disabilities is not large enough to get quality data on an annual basis, general trends indicate that students with disabilities perform at lower levels than their peers without disabilities.

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

1. District curriculum, instruction and assessments are aligned to state standards
2. The district monitors the curriculum and instructional standards to make sure that the curriculum is being implemented as planned at each grade level
3. The district reading curriculum is explicit and systematic in addressing the five components of proper reading skills
4. The district mathematics curriculum addresses the math content standards for all of the four essential domains of mathematics
5. Avon CUSD 176 communicates its standards for students, academically, behaviorally and socially, at all academic levels, sets high expectations, and provides supports for students where there are roadblocks to the learning process

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

The school district plans to implement a Response to Intervention (RtI) plan to provide a means to address the needs of any student as soon as a student shows a gap between expectations and achievement as described in the RtI plan, both academically and behaviorally.

The district plans to investigate PBIS, particularly in regard to its relationship to the implementation of RtI.

The district is in the process of implementing universal screening of students and their assessment data to determine which students will benefit from being "slammed" with intensive, research-based interventions put into place for the purpose of targeting skill deficits.

The district is in the process of putting a full range of interventions at the elementary school level, and is beginning to train staff for expansion into the higher grade levels.

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

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

Avon schools benefit directly from a small student population and a good relationship between faculty, students, parents and the community. The district is not experiencing concerns with transient populations at this time.

With the small number of students, there are no alternatives for a student who does not work well with any individual teacher. The small number of students makes challenging students much more difficult. The student population is strongly split on economic lines, with very few in the middle of the scale. Student population has been dwindling for the past several years due to a lack of employment opportunities in the area.

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

The lack of ability to offer higher level and enrichment programs, as well as the economic issues in many homes and the small class sizes, reinforce the need to support the teaching of basics instead of broadening horizons, academically, socially and culturally.

Small class sizes provide a poor basis for statistical analysis, as a change of one student can have a great impact on scores and whether the district achieves AYP or not.

The small number of students who do not fit community norms do not have a support group locally and sometimes have little interest in continuing schooling once in high school.

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

The key to school improvement is early attention and intervention on an individual level. The RtI program will address this in a strong, scientifically-based method.

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

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

All staff members are highly qualified in their areas of concentration. 40-50% of teachers have obtained a master's degree, and 5% are National Board certified.

The district has had quite a bit of turnover in staff over the past several years, especially with older, more experienced teachers leaving to be replaced with younger, less experienced teachers. Staffing in the areas of math and science have been difficult to accomplish. The district has had to rely on distance learning opportunities in areas that are less than opportune for this modern of education. Certified support staff have been extremely difficult to hire, as the district does not need full-time personnel in these areas and must rely on agreements with other agencies. Professional development has been limited over the past several years, but has been opened more over the past year. The district does not have enough students to support its own self-contained or specific disability special education programs.

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

District staff are highly dedicated and work hard to support student achievement, as has been shown in keeping scores at the levels recently shown. The turnover rate, introduction of less experienced teachers, and reliance on distance learning have brought inconsistencies to expectations of students and therefore have impacted student achievement. Lack of certified support staff in the district mean that students who need specific helps must wait, and therefore achievement is delayed, at best. Students who need special education support beyond inclusion or minor pull-out programs must be transported to programs outside the district, forcing the district to rely on staff who are not hired by the district for the educational program. The lack of available professional development has limited staff in learning about new approaches to identifying student needs and deficits, including Rtl.

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

The district will continue to strive to stabilize staff to minimize turnover rate. The district will continue to strive to form long-lasting partnerships with other agencies to provide stability in certified support staff and special education programs for students who must be placed outside the district boundaries. The district will implement professional development on Rtl for all staff.

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

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

Avon school district maintains a high level of parent contact through newsletters, emails, and online communications. In addition, there is a very high level of participation at parent/teacher conferences and there is a PTA for the entire district. The available data show that parents are interested in the progress of their students. Staff and administration receive feedback in a variety of modes, both formal and informal (verbal, email, notes, surveys, etc.), regarding how they see the

district's programs.

The district has the results of parent surveys that reveal perceived strengths and weaknesses.

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

The district's philosophy indicates a dependence upon the support of parents, guardians, and the community as a whole for student academic success.

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

The district will need to develop a comprehensive plan to inform parents and community about the Rtl program and practices. Parents will be informed and invited to participate as soon as their children begin tiered supports. They have been informed of their right to request a special education evaluation at any time during the Rtl process.

Section I-D Data & Analysis - Key Factors

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

The key to school improvement is early attention and intervention on an individual level. The Rtl program will address this in a strong, scientifically-based method.

The district will continue to strive to stabilize staff to minimize turnover rate.

The district will continue to strive to form long-lasting partnerships with other agencies to provide stability in certified support staff and special education programs for students who must be placed outside the district boundaries.

The district will implement professional development on Rtl for all staff.

The district will need to develop a comprehensive plan to inform parents and community about the Rtl program and practices. Parents will be informed and invited to participate as soon as their children begin tiered supports. They have been informed of their right to request a special education evaluation at any time during the Rtl process.

Section II-Action Plan

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

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

This district is not accountable for AMAO for this year

Section II-A Action Plan - Objectives

Objective 1 Title :

Indicator 13 Objective

Objective 1 Description :

The Avon Community Unit School District #176 was found to need assistance for Indicator 13 because 0% of youth aged 16 and above had an IEP that did not include coordinated, measurable, annual IEP goals or transition services that would enable the student to meet his/her post secondary goals. Our objective is to be at 100% compliance thus remedying the above concern and meeting the state measurable and rigorous target.

Section II-B Action Plan - Student Strategies and Activities

Objective 1 Title : Indicator 13 Objective

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The Avon Community Unit School District #176 will access the NSTTAC information on evidence based transition practices to implement student strategies	10/16/2008	5/29/2009	Before School	Local Funds	
The Avon Community Unit School District #176 will assist students in accessing the Career Cruising website. Information provided will be used to develop individualized post secondary education, employment, and training goals.	10/16/2008	5/29/2009	During School	Local Funds	
Cognitively Impaired students will be given the Reading Free Interest Inventory to assist staff in the development of individualized post secondary education, employment and training goals.	10/16/2008	5/29/2009	During School	Other	1000
The Avon Community Unit School District #176 will provide the Illinois Indicator 13 Checklist for all IEP meetings where transition planning is required with protocol for completion protocol for completion of inputting Indicator 13 data.	10/16/2008	5/29/2009	During School	Local Funds	

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
Tenth grade students will be provided the opportunity to attend Delabar Vocational System on days open to non-enrolled students to gain an understanding of needed post-secondary education and training necessary for specific areas of interest.	10/16/2008	5/29/2009	During School	Local Funds	
The Avon Community Unit School District #176 will utilize data gathered via ISAT, PSAE, ASVAB or any other formal or informal assessment, as well as vocational assessments to assist students in developing post secondary education, employment and training goals.	10/16/2008	5/29/2009	During School	Local Funds	
West Central Illinois Special Education Cooperative will purchase AIMSweb for all member school districts in grades K-3 for the purpose of universal screening.	8/1/2007	5/30/2009	During School	Other	240
Avon Elementary School will conduct universal screenings for all students in grades K-5 using the AIMSweb benchmarks.	8/1/2008	5/30/2009	During School	Local Funds	200
Students identified as not meeting the specified targets will be provided increasingly intense scientifically researched interventions to address individual student deficits. Interventions will occur in addition to the core district curriculum.	8/1/2008	5/30/2009	During School	Local Funds	5000
West Central Illinois Special Education Cooperative will provide technical assistance to districts in the form of an RTI specialist. The RTI Coordinator will assist districts in the implementation of the RTI process, data analysis, the development of problem solving teams, etc.	8/1/2008	5/30/2009	During School	Other	55000
Avon district administrators will investigate the use of the PBIS system for the use of addressing student behaviors in the RTI model.	1/1/2009	5/30/2009	During School	Local Funds	
Avon High School administrators and staff will form building level RTI teams to investigate and guide the RTI implementation process at the secondary levels.	1/1/2009	5/30/2009	After School	Local Funds	

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

Objective 1 Title : Indicator 13 Objective

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The Avon Community Unit School District #176 in cooperation with the West Central Illinois Special Education Cooperative will provide inservice training for teachers in member districts on developing transition focused IEPs.	9/29/2008	4/30/2009	During School	Other	2000
The West Central Illinois Special Education Cooperative will continue to distribute materials to staff in regards to developing measurable transition goals and objectives.	9/29/2008	5/29/2009	During School	Other	1000
The Avon Community Unit School District #176 in cooperation with the West Central Illinois Special Education Cooperative will disseminate and train appropriate staff in regards to the relevant transition information from the NSTTAC website.	9/29/2008	5/29/2009	During School	Other	500

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The Avon Community Unit School District #176 will receive technical assistance from the West Central Illinois Special Education Cooperative in the gathering and reporting of Indicator 13 data.	9/29/2008	6/1/2009	During School	Other	500
The Avon Community Unit School District #176 will send at least one staff member to the State Wide Transition Conference.	9/27/2008	9/29/2008	During School	Local Funds	200
The Avon Community Unit School District #176 will access the FACTS instructions for Indicator 13 input, the Illinois Indicator 13 checklist and the Harrisburg resources to provide training for district staff responsible for inputting the FACTS data.	10/1/2008	7/1/2009	During School	Local Funds	
The West Central Special Education Cooperative will hold three meetings for District Representatives and Administrators to disseminate information and provide additional training in regards to meeting the requirements for Indicator 13.	10/23/2008	4/23/2009	During School	Other	600
West Central Illinois Special Education Cooperative, in conjunction with Western Illinois University, will provide college coursework in regards to Tier 2 and Tier 3 research based interventions in the area of reading at the elementary level.	6/1/2008	7/31/2009	During School	Other	10000
West Central Illinois Special Education Cooperative, in conjunction with Western Illinois University, will provide college coursework in regards to Tier 2 and Tier 3 research based interventions in the area of reading at the secondary level.	6/1/2008	7/31/2009	During School	Other	10000
West Central Illinois Special Education Cooperative will provide Administrator Academies to develop administrator understanding regarding the RTI process and the legal issues surrounding the implementation of RTI.	7/1/2008	5/30/2009	During School	Other	5000
All district staff involved in the universal screening process will receive training in the administration of the screening tool and the use of the AIMSweb system.	7/1/2008	5/30/2009	After School	Local Funds	
RTI Coordinator of the West Central Illinois Special Education Cooperative will work with district staff in the development of district level RTI supports and interventions.	8/1/2008	5/30/2009	During School	Local Funds	
District level RTI/data coaches will receive additional training in regards to the use of AIMSweb and the interpretation of the data.	1/1/2009	1/31/2009	During School	Other	2500

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

Objective 1 Title : Indicator 13 Objective

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The Avon Community Unit School District #176 will encourage parental attendance at all transition planning meetings.	8/19/2008	5/29/2009	During School	Other	
The Avon Community Unit School District #176 will provide to parents and students information about agencies and resources that are available in the community and within the state.	8/19/2008	5/29/2009	During School	Other	

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
The Avon Community Unit School District #176 will access the Western Regional Transition Planning Committee Website to develop a list of post-secondary resources, service agencies and contact information for use with parents.	8/19/2008	5/29/2009	During School	Other	
The Avon Community Unit School District #176 will inform parents of the Western Regional Transition Planning Parent Night for the purpose of dissemination from regional service agencies.	1/1/2009	2/28/2009	During School	Other	100
Avon district administrators will investigate the use of the PBIS system for the use of addressing student behaviors in the RTI model.	1/1/2009	5/30/2009	During School	Other	
Avon school district will communicate with parents regarding the implementation of the RTI process.	8/1/2008	5/30/2009	During School	Local Funds	200
Avon school district will communicate with parents regarding their child's response to the interventions implemented.	8/1/2008	5/30/2009	During School	Local Funds	200
Avon school district will ensure that all parents have been provided a copy of district policies and procedures in regards to the implementation of RTI and their parental rights.	8/1/2009		During School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 1 Title : Indicator 13 Objective

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

District special education personnel are responsible for the completion of the strategies/activities noted herein.

In order to monitor the effectiveness of the strategies and activities, district special education personnel are to:

- Complete all activities on the timelines provided
- Keep records and evidences of completion of strategies and activities
- Keep records and evidences of the effectiveness of the strategies and activities
- Ensure that the 100% objective for transition planning is reached
- File quarterly written reports with the building principals regarding the progress made toward completing the strategies and activities
- File a final written report indicating successful completion of each strategy and activity

Note: The following persons should be included in the list below:

Alice King, Elementary Principal
 Martin Pio, High School Special Education Teacher
 Lynn Anderson, Elementary School Special Education Teacher (grades 6-8)
 Jim Armstrong, Vocational Coordinator, West Central Illinois Special Education Cooperative

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

Name	Title
Dan Oakley	Superintendent
Tina Stier	High School Principal
Bill Pumo	Director, West Central Illinois Special Education Cooperative
Dan Oakley	Superintendent
Tina Stier	High School Principal
Bill Pumo	Director, West Central Illinois Special Education Cooperative

Section II-A Action Plan - Objectives

Objective 2 Title :

Implement Response to Intervention throughout the school district.

Objective 2 Description :

The effectiveness of this goal will be considered to be accomplished when evidence of the following is demonstrated/documentated:

- Teachers involved in RTI have received necessary training in:
 Universal Screening, use of AIMSweb
 RTI process and implementation
 Research-based interventions
- Parent communication activities outlined have occurred.
- All students have been screened, and assessment data is used to determine what students require additional interventions.
- Progress monitoring of non-responders is occurred.

Section II-B Action Plan - Student Strategies and Activities

Objective 2 Title : Implement Response to Intervention throughout the school district.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
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Section II-C Action Plan - Professional Development Strategies and Activities

Objective 2 Title : Implement Response to Intervention throughout the school district.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
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Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title : Implement Response to Intervention throughout the school district.

StrategiesActivities	StartDate	EndDate	TimeLine	FundSource	Amount
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Section II-E Action Plan - Monitoring

Objective 2 Title : Implement Response to Intervention throughout the school district.

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

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

Name	Title
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Section III - Plan Development, Review and Implementation

A. Stakeholder Involvement

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

Avon district administration has worked with staff of the West Central Illinois Special Education Cooperative to develop a plan to meet the ISBE requirements for the implementation of RTI. Staff members have attended professional development workshops and college courses provided by the cooperative. Building administrators and teaching staff have communicated with parents regarding the district's responsibilities and efforts in the implementation of RTI.

The district RTI implementation team includes:

Tina Stier, Avon High School Principal

Alice King, Avon Elementary School Principal

Dan Oakley, Avon District Superintendent

Martin Pio, high school special education instructor

Lynn Anderson, elementary school special education instructor

Michelle Dunbar, elementary school special education instructor

Alicia Rogers, elementary school instructor

Robyn Olson, elementary school instructor

Alyssa Cabrera, district social worker

Deanne Clark, WCISEC RTI Coordinator

Marlene Abbott, parent

Section III - Plan Development, Review and Implementation

B. District Responsibilities

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

Avon school district is a member of West Central Illinois Special Education Cooperative. The district has utilized professional development opportunities provided by the cooperative to train staff in a variety of issues surrounding the implementation of RTI. The cooperative also provides the district with AIMSweb

K-3, with the district providing for grades 4-5, to assist staff with the universal screening process and the management of student data, and the progress monitoring of students. Additionally, the cooperative provides an RTI coordinator to assist the district with implementation of RTI at the district level.

Section III - Plan Development, Review and Implementation

C. State Responsibilities

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

The district has utilized resources available on the ISBE web site.

Section IV-A Local Board Action

Date Approved by Local Board: 12/17/2008

A. Assurances

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

B. Superintendent's Certification

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

ISBE Monitoring - Part I

ANALYSIS OF DATA

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

LOCAL ASSESSMENT DATA

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

OTHER DATA

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

IDENTIFICATION OF KEY FACTORS

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

CLARITY OF OBJECTIVES

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

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

MONITORING

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

Part I Comments

ISBE Monitoring - Part II

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

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

DISTRICT RESPONSIBILITIES

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

STATE RESPONSIBILITIES

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

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