

Local Board Approved	11/16/2011
Initial Submission	12/01/2011
Plan Resubmitted	
ISBE Monitoring Completed	

Section I-A Data & Analysis - Report Card Data
Item 1 - 2011 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	2011-12 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Watch Status Year 4

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
Student Groups	%	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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	65.1		No	57.8		No			84.5	Yes
White	100.0	Yes	100.0	Yes	65.1	68.6	No	59.4	64.2	No			84.9	
Black														
Hispanic														
Asian														

American Indian													
Two or More Races													
Native Hawaiian/Pacific Islander													
LEP													
Students with Disabilities													
Economically Disadvantaged													

Four Conditions Are Required For Making Adequate Yearly Progress(AYP)

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 85% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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 - 2011 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	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	93.2	92.9	92.6	92.3	93.0	93.3	92.3	92.8
Truancy Rate (%)	1.2	1.6	1.1	3.1	1.4	0.9	1.9	1.0
Mobility Rate (%)	4.6	11.4	11.3	19.9	21.6	8.8	8.5	9.8
HS Graduation Rate, if applicable (%)	85.3	87.3	90.3	91.6	88.8	88.0	82.4	84.5
HS Dropout Rate, if applicable (%)	4.3	2.1	1.8	2.5	3.1	2.7	2.7	2.7
School Population (#)	911	904	901	902	863	817	809	866
Low Income (%)	20.1	20.1	12.8	25.8	28.5	26.2	29.2	26.0
Limited English Proficient (LEP) (%)	0.1	0.0	0.0	0.1	0.3	0.1	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	16.4	17.7
White, non-Hispanic (%)	95.5	93.7	94.5	91.1	90.7	90.6	90.6	90.9
Black, non-Hispanic (%)	2.2	3.0	3.0	3.8	3.9	3.8	2.8	2.8
Hispanic (%)	0.8	1.5	1.1	1.6	2.0	1.7	1.7	0.7
Asian (%)	1.4	1.3	0.8	0.9	1.0	0.7	1.1	0.8
American Indian(%)	0.1	0.1	0.0	0.0	0.3	0.1	0.1	0.5
Two or More Races (%)	-	0.3	0.7	2.7	2.0	3.1	3.6	4.4
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	-	-	0.0

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 (%)	American Indian (%)	Two Or More Races (%)	Native Hawaiian/ Pacific Islander (%)
S C H O O L	2000	96.3	1.7	1.1	0.7	0.1	-	-
	2001	95.2	2.4	0.5	1.8	0.1	-	-
	2002	95.9	2.1	0.7	1.0	0.2	-	-
	2003	96.1	1.4	0.9	1.4	0.2	-	-
	2004	95.5	2.2	0.8	1.4	0.1	-	-
	2005	93.7	3.0	1.5	1.3	0.1	0.3	-
	2006	94.5	3.0	1.1	0.8	-	0.7	-
	2007	91.1	3.8	1.6	0.9	-	2.7	-
	2008	90.7	3.9	2.0	1.0	0.3	2.0	-
	2009	90.6	3.8	1.7	0.7	0.1	3.1	-
	2010	90.6	2.8	1.7	1.1	0.1	3.6	-
2011	90.9	2.8	0.7	0.8	0.5	4.4	-	
D I S T R I C T	2000	95.4	2.8	0.9	0.8	0.1	-	-
	2001	94.6	3.2	0.8	1.3	0.1	-	-
	2002	95.0	3.0	0.9	1.0	0.1	-	-
	2003	94.8	2.8	1.2	1.1	0.1	-	-
	2004	94.3	3.2	1.2	1.2	0.1	-	-
	2005	93.0	3.3	1.4	1.2	0.1	0.9	-
	2006	93.2	2.9	1.4	1.0	0.1	1.4	-
	2007	91.9	3.0	1.4	1.0	0.2	2.4	-
	2008	91.0	3.6	1.8	1.0	0.3	2.4	-
	2009	91.0	3.1	1.7	1.0	0.2	3.0	-
	2010	90.6	2.8	1.7	1.3	0.2	3.4	-

	2011	90.3	3.2	1.2	1.1	0.5	3.6	-
S T A T E	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	-
	2009	53.3	19.1	20.8	4.1	0.2	2.5	-
	2010	52.8	18.8	21.1	4.2	0.2	2.9	-
	2011	51.4	18.3	23.0	4.1	0.3	2.8	0.1

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 (%)
S C H O O L	2000	-	12.7	73.5	92.1	17.5	6	0.6	3.3	84.2
	2001	0.1	16.8	98.0	92.6	19.7	7	0.7	3.5	87.5
	2002	0.1	18.1	97.0	92.4	7.1	12	1.3	4.3	85.8
	2003	0.1	18.2	98.0	92.8	8.3	13	1.5	2.6	92.6
	2004	0.1	20.1	96.0	93.2	4.6	11	1.2	4.3	85.3
	2005	-	20.1	100.0	92.9	11.4	14	1.6	2.1	87.3
	2006	-	12.8	100.0	92.6	11.3	10	1.1	1.8	90.3
	2007	0.1	25.8	100.0	92.3	19.9	27	3.1	2.5	91.6
	2008	0.3	28.5	100.0	93.0	21.6	12	1.4	3.1	88.8
	2009	0.1	26.2	100.0	93.3	8.8	7	0.9	2.7	88.0
	2010	-	29.2	100.0	92.3	8.5	15	1.9	2.7	82.4
2011	-	26.0	100.0	92.8	9.8	8	1.0	2.7	84.5	
D I S T R I C T	2000	-	19.5	89.5	94.2	16.3	36	1.2	3.3	84.2
	2001	-	23.5	99.2	94.4	15.0	33	1.1	3.5	87.5
	2002	0.3	24.7	98.4	94.4	14.1	33	1.1	4.3	85.8
	2003	0.2	25.8	98.3	94.4	12.6	65	2.2	2.6	92.6
	2004	0.3	29.5	97.8	94.9	11.1	22	0.8	4.3	85.3
	2005	0.4	30.2	99.8	94.6	13.8	106	3.7	2.1	87.3
	2006	0.4	27.6	99.8	94.6	12.2	34	1.2	1.8	90.3
	2007	0.4	31.4	99.8	94.5	16.9	34	1.2	2.5	91.6
	2008	0.5	33.9	100.0	94.6	13.1	18	0.7	3.1	88.8
	2009	0.3	35.2	100.0	94.8	9.4	17	0.6	2.7	88.0
	2010	0.5	37.6	100.0	94.3	13.9	20	0.7	2.7	82.4
2011	0.5	36.2	99.6	94.6	10.3	17	0.6	2.7	84.5	

S T A T E	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
	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
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8
	2011	8.8	48.1	96.0	94.0	12.8	63,067	3.2	2.7	83.8

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	2000	978	-	-	-	-	-	-
	2001	967	-	-	-	-	-	-
	2002	955	-	-	-	-	-	241
	2003	925	-	-	-	-	-	224
	2004	911	-	-	-	-	-	208
	2005	904	-	-	-	-	-	233
	2006	901	-	-	-	-	-	228
	2007	902	-	-	-	-	-	217
	2008	863	-	-	-	-	-	210
	2009	817	-	-	-	-	-	204
	2010	809	-	-	-	-	-	202
	2011	866	-	-	-	-	-	198
D I S T R I C T	2000	3,166	-	-	-	-	-	-
	2001	3,017	226	238	223	249	233	238
	2002	3,083	224	218	217	247	250	241
	2003	2,993	227	220	220	225	245	224
	2004	2,952	218	218	223	240	215	208
	2005	2,922	245	216	219	222	230	233
	2006	2,902	213	244	208	217	212	228
	2007	2,859	184	208	237	221	212	217
	2008	2,881	211	192	203	196	215	210
	2009	2,776	212	217	187	227	185	204
	2010	2,853	207	216	227	209	223	202
	2011	2,849	213	204	213	181	204	198
	2000	1,983,991	-	-	-	-	-	-

S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	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
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919
	2011	2,074,806	153,516	153,301	154,241	153,981	153,986	151,059

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)	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	2000	194	17	39,593	36	64	19	21	-	-
	2001	196	17	40,782	36	64	18	20	-	-
	2002	192	16	42,395	38	63	19	20	-	-
	2003	191	17	44,700	35	65	19	20	1	-
	2004	185	16	44,576	35	65	20	20	-	3
	2005	181	16	45,498	36	64	19	23	1	-
	2006	179	15	46,068	36	64	20	23	1	-
	2007	187	15	45,983	40	60	18	22	1	1
	2008	184	15	47,897	39	61	19	22	1	-
	2009	189	15	48,475	39	61	18	19	-	1
	2010	180	15	50,336	37	63	20	20	-	-
2011	167	16	51,346	38	62	20	23	-	-	
	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

S T A T E	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
	2010	132,502	13	63,296	42	57	18	18	1	1
	2011	128,262	13	64,978	40	60	19	19	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)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0
All	61.4	54.4	72.8	63.5	61.6	64.4
White	61.1	56.8	72.7	62.9	63.3	64.8
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	58.3
LEP	-	-	-	-	-	-
Students with Disabilities	22.8	28.5	48.0	14.7	10.0	30.0
Low Income	41.0	34.7	59.1	44.1	39.2	44.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

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)

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0
All	49.1	45.6	62.7	53.3	56.3	57.2
White	49.0	47.4	65.7	53.4	57.4	59.2
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	41.6
LEP	-	-	-	-	-	-
Students with Disabilities	11.4	8.1	12.0	14.7	3.3	13.3
Low Income	30.8	20.4	43.2	23.5	33.4	37.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

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?

Strengths:

*Charleston High School tested 100% of its students in both the "All" and "White" group.

*CHS has a graduation rate of 84.5% in th "All" group and 84.9% in the "White" group.

*In the "White" subgroup of mathematics, CHS made AYP by reaching Safe Harbor with 65.1% of the students meeting and exceeding.

*In the "White" subgroup of Reading, CHS made AYP by reaching Safe Harbor with 64.2% of the students meeting and exceeding.

Weaknesses:

Charleston High School did not make the minimum AYP target of 85% in reading and mathematics in the "All" groups.

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

Changes in demographic factors may have contributed to these results.

The following factors could have had a negative effect on student achievement:

*The dropout rate was 2.7% in 2009, 2010 and 2011.

*The school's percentage of chronic truants increased from 0.9% in 2009 to 1.9% in 2010. It dropped to 1.0% in 2011. The number of chronic truants more than doubled from 7 in 2009 to 15 in 2010 to 8 in 2011. The attendance rate saw a decline from 93.3 in 2009 to 92.3 in 2010. In 2011 it was 92.8%.

*The school's mobility rate increased from .8% in 2010 to 9.8% in 2011.

These factors could have had a positive effect:

*The percentage of teachers with Master's Degrees is from 60%.

*Interviews with students indicated that many students took the PSAE seriously.

*Teachers are preparing students in all grades with practice in WorkKeys problems for mathematics and practice ACT and WorkKeys reading tests in English, Science, and Social

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

There must be a concentrated effort on improvement of student achievement across the board. Faculty/staff must work to make early identification of students who are at-risk of academic failure by utilizing the Teacher Collaboration Team (TCT) and Response to Intervention (RtI) strategies. It is especially important that we work directly with the middle school to identify these students prior to the time they enter CHS so that we can plan early academic interventions.

Another focus must be to improve the achievement of our "Students with Disabilities" and "Economically Disadvantaged" subgroup. The school continues to offer co-taught classes in all subjects. Co-taught classes increase the support systems for all students in all subject areas in which they are offered.

The school's percentage of chronic truants in 2011 was 1.0%. The attendance rate was 92.8% means that there must continue to be a focus on increasing attendance. The dropout rate of 2.7% and the decrease in the graduation rate are also concerns.

Section I-B Data & Analysis - Local Assessment Data (Optional)

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?

CHS began giving the EXPLORE test to freshmen every fall in 2005. Results from this assessment provide baseline data for future comparisons. CHS sophomores are administered the PLAN test annually. Data from these assessments is used to determine student needs and to predict student scores on the PSAE. In April, CHS juniors take the PSAE. The result from this assessment are analyzed to determine how well CHS is meeting the students' curricular needs.

CHS Mean Trend Data of 9th Grade Performance on EXPLORE Assessment

Year	English	Math	Reading
2010-2011	17.7	17.9	17.4
2009-2010*	17.3	18.4	17.2
2008-2009	16.7	17.1	16.5
2007-2008	16.8	16.8	16.1
2006-2007	16.2	16.9	15.7
2005-2006	17.2	17.5	17.1

*During the 2009-2010 school year, CHS moved from a fall administration of the EXPLORE test to a spring administration of the test. This was also done with PLAN. The rationale behind this change was to have a more accurate assessment of the students' growth over a one year period. The spring test administration also helps to get students accustomed to taking a nationally normed test every year.

Over the past five school years, EXPLORE scores have fluctuated in all three subjects (English, Math, and Reading). However, the Spring 2011 scores showed improvement in English

and reading. In fact these mean scores are the best that have ever been achieved by a CHS freshman class taking the EXPLORE test. This is hopefully a good predictor that we can expect these students who will be taking the PSAE in Spring 2012 to exceed the performance of students in prior years.

CHS Mean Trend Data of 10th Grade Performance on PLAN Assessment

Year	English	Math	Reading
2010-2011	18.6	20.1	19.6
2009-2010*	18.6	19.2	18.7
2008-2009	18.7	19.0	17.9
2007-2008	18.8	23.0	21.0
2006-2007	18.7	19.0	18.3
2005-2006	18.5	18.3	17.7
2004-2005	18.4	18.9	19.3

Mean scores on the English portion of the PLAN have not fluctuated more than .2 over the seven years of test administration. The fluctuations in math and reading have been more dramatic with a spike in scores during the 2007-2008 school year which was not followed by a similar spike in PSAE scores by this same cohort of students the following year. The 2010-2011 scores showed no change in English with a .9 increase in math and in reading.

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

Changes in demographic factors may have contributed to these results.

The following factors could have had a negative effect on student achievement:

*The percentage of economically disadvantaged students increased from 26.2% in 2009 to 29.2% in 2010. The number of Charleston High School students falling into the “Economically Disadvantaged” category increased making it a reportable subgroup for the first time in CHS history. This indicates an increase in the number of students whose

families are experiencing economic hardship. This situation brings with it many impediments to student achievement including the reality that many of our students are now having to work part-time jobs to help support their families. This obviously cuts down on the amount of time these students have to devote to academics.

*The dropout rate was 2.7% in both 2009 and 2010.

*The school's percentage of chronic truants increased from 0.9% in 2009 to 1.9% in 2010. The number of chronic truants more than doubled from 7 in 2009 to 15 in 2010. The attendance rate also saw a decline from 93.3 in 2009 to 92.3 in 2010.

These factors could have had a positive effect:

*The mobility rate decreased slightly from 8.8% in 2009 to 8.5% in 2010.

*There were 0 students in the LEP category in 2010.

*The percentage of teachers with Master's Degrees increased from 61% to 63%.

*Interviews with students indicated that many students took the PSAE more seriously.

*Teachers are preparing students in all grades with practice in WorkKeys problems for mathematics and practice ACT and WorkKeys reading tests in English, Science, and Social Studies classes.

*Literacy and numeracy coaches are assisting students to improve their reading and math skills and are assisting teachers in developing more effective instructional strategies.

*Students were offered incentives such as preferential parking and exemption from final exams for meeting or exceeding on the PSAE.

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

There must be a concentrated effort on improvement of student achievement across the board. Faculty/staff must work to make early identification of students who are at-risk of academic failure by utilizing the Teacher Collaboration Team (TCT) and Response to Intervention (RtI) strategies. It is especially important that we work directly with the middle school to identify these students prior to the time they enter CHS so that we can plan early academic interventions.

Charleston High School continues to offer a transition program for incoming freshmen called Link Crew. Link Crew is a mentoring program between upperclassmen from the high school and incoming freshmen. Upperclassmen promote positive school attitudes and behavior by assisting freshmen with the transition process to the high school. This program has shown evidence of improved attendance among freshmen who are active participants in Link Crew. This program must be continued and strengthened.

Another focus must be to improve the achievement of our “Students with Disabilities” and “Economically Disadvantaged” subgroup. The school continues to offer co-taught classes in all subjects. Co-taught classes increase the support systems for all students in all subject areas in which they are offered.

The increase in the school's percentage of chronic truants from 0.9% in 2009 to 1.9% in 2010 coupled with the number of chronic truants more than doubling and the attendance rate declining 1% from 93.3% to 92.3% means that there must be a focus on increasing attendance. The dropout rate of 2.7% and the decrease in the graduation rate are also concerns.

Section I-C Data & Analysis - Other Data (Optional)
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?

Charleston High School is a comprehensive high school serving 834 students in grades 9-12 in Charleston Community Unit School District #1 which provides educational services to students residing in Charleston, Lerna, Ashmore, and rural areas surrounding those three east central Illinois communities, which are located in Coles and Cumberland Counties.

The vast majority of CHS students are White (90.9%), with very small Black (2.8%), Hispanic (0.8%), Asian (.8%), Native American (.5%), and Multiracial/ethnic (4.4%) populations. The data documents a 26.0% “Economically Disadvantaged” rate for families with students enrolled at Charleston High School and a mobility rate of 8.5%. A number of group homes for the developmentally disabled as well as residential facilities for drug/alcohol rehabilitation and domestic violence victims exist in the community. Of particular note is the population of CHS students who have IEP’s or Section 504 accommodations. Currently 123 CHS students (approximately 14.7%) have IEP’s and 8 students have Section 504 plans.

A professional certified faculty of 58 district employees and 1 half-time certified employee of the Eastern Illinois Area Special Education (EIASE) cooperative provide and supervise services to CHS students. All classroom teachers are licensed by the State of Illinois and are highly qualified in their content areas. Special educators provide a full continuum of services for students with disabilities including: resource and self-contained classes for students in cross-categorical, learning disabilities, emotional disturbance, hearing and visually impaired programs. All para-professional staff members at CHS have met federal criteria for being “highly-qualified.”

Students may take courses for high school credit from nearby Lake Land College or Eastern Illinois University as long as the course is not a required course at CHS. CHS dual credit offerings include: agriculture, business, English, and Family Consumer Sciences.

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

The rise in the percentage of students from economically disadvantaged homes and the mobility rate of our students has had a direct impact on their academic success. These factors may be affected by the number of group homes for the developmentally disabled as well as residential facilities for drug/alcohol rehabilitation and domestic violence victims that exist in the community. Without a doubt, the percentage of students with disabilities poses challenges. With a diverse range of student disabilities (e.g. visual and hearing impairments, autism, emotional disorders) it is always a challenge for the faculty to be able to meet the academic needs of each of these students.

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

There must be a concentrated effort on improvement of student achievement across the board. Faculty/staff must work to make early identification of students who are at-risk of academic failure by utilizing the Teacher Collaboration Team (TCT) and Response to Intervention (RtI) strategies. It is especially important that we work directly with the middle

school to identify these students prior to the time they enter CHS so that we can plan early academic interventions.

Charleston High School continues to offer a transition program for incoming freshmen called Link Crew. Link Crew is a mentoring program between upperclassmen from the high school and incoming freshmen. Upperclassmen promote positive school attitudes and behavior by assisting freshmen with the transition process to the high school. This program has shown evidence of improved attendance among freshmen who are active participants in Link Crew. This program must be continued and strengthened.

Another focus must be to improve the achievement of our “Students with Disabilities” and “Economically Disadvantaged” subgroup. The school continues to offer co-taught classes in all subjects. Co-taught classes increase the support systems for all students in all subject areas in which they are offered.

Section I-C Data & Analysis - Other Data (Optional)
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?

Educators are considered for employment at CHS only if they meet the criteria for state teacher certification or the state's criteria for paraprofessionals. Consequently, they are highly qualified when they are hired. A formal system of teacher observation and evaluation is used to improve student instruction and provide meaningful dialogue about instruction between teachers and administrators. If instructional weaknesses arise, there are efforts on behalf of both teachers and administrators to address them and improve instruction.

Surveys completed by the faculty and staff have proven to be instrumental in providing insight and promoting activities for professional growth and development. Staff development opportunities and workshops have been conducted which address the areas of Response to Intervention (RtI) techniques and strategies, differentiated instruction implementation in the classroom, and in the improved use of technology in instructional methods. CHS employs both a literacy and a numeracy coach to provide additional support to improve their skills in the areas of English, reading and mathematics. The school has implemented co-teaching in several classes in various subjects. The implementation of co-teaching has been done with the purpose of increasing the support system for "Students with Disabilities" and improving the overall quality of instruction for "All" students. **Every member of the faculty participates in departmental professional development sessions which are centered around school improvement activities.** These sessions are a means for faculty to engage in meaningful professional collaboration that addresses the CHS school improvement goals as they apply to each content area. Several teachers have attended state and national level conferences. These opportunities have allowed them to bring back and share new strategies for school improvement.

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

All faculty and staff members (both certificated and paraprofessional) are "highly qualified". They are actively involved in ongoing professional development activities. These qualifications contribute to the academic success of CHS students. The capacity of both the certificated faculty and paraprofessional staff as they have determined the professional development opportunities they need to effectively serve the student population of CHS.

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

CHS faculty and staff members must continue to help determine the types of professional development that they need and to actively participate in school improvement and professional development activities. We must continue to search for methods of improving instruction that offer appropriate services and academic interventions for all students.

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

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

There are few quantifiable data on parental involvement at CHS due to the diversity of school activities available for parent participation and no systematic way of measuring parental attendance. However, at the beginning of the current school year (2010-2011), parental attendance at the freshman orientation session for parents reached an all time high 84%. Parental involvement in the Teacher Collaboration Team (TCT) meetings has increased since the inception of this team in 2007-2008. The TCT is utilized to plan and implement interventions for RtI students. Parents have gone from 4 parent-requested TCT meetings in 2007-2008 to 27 parent-requested meetings during the 2009-2010. Parental participation in parent-requested TCT meetings during the 2009-2010 school year was 100%. Parental participation in staff-requested TCT meetings during the 2009-2010 school year was 62%. Parental involvement in IEP meetings is 100% because parents who are unable to attend in person participate via teleconferences.

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

CHS parents show a high level of interest in their students' co-curricular and extracurricular activities. CHS parents whose students are having difficulty in school are becoming more involved through TCT and IEP meetings. This is in part due to them becoming more aware of the TCT and what it can do to help their student. The academic achievement levels of students whose parents attend TCT and IEP meetings appears to increase although we do not currently have a systematic way of quantifying this.

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

As a faculty we must explore more ways to actively involve parents in the academic achievement of their parents. We need to develop systems for tracking parental involvement data. **Parents should be included in this planning.**

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?

The factors that are within the school's ability to control include: 1) use of a Teacher Collaboration Team (TCT) for early identification of students at-risk of academic failure and designing/implementing appropriate academic interventions for them (Response to Intervention); 2) Using differentiated strategies to be able to meet the learning needs of all students especially those with disabilities and insure that all students are receiving instruction in the general ed curriculum and at appropriate grade levels; 3) continuing to involve all faculty and staff in school improvement and professional development activities focused on improving the academic achievement of all students; 4) continuing to employ and utilize a numeracy coach and a literacy coach to work with students and staff in order to improve students' performance in math and reading; 5) adopting the Measures of Academic Progress (MAP) testing - given three times a year - as a universal screener and a progress monitoring tool; 6) continuing to offer co-taught classes in English, math, science, and social studies; 7) continuing to align the special and general education curricula; 8) continuing to integrate timed readings for the PSAE tests in all core classes; 9) integrating a series of core vocabulary words in English and other classes; 10) altering the school schedule for two weeks prior to PSAE testing to allow more time per class period to focus on PSAE preparation; 11) implementing an Academic Literacy course beginning the fall semester 2010, which is a requirement for entering freshmen not meeting the state standards in reading; 12) implementing an Academic Numeracy course beginning the fall of 2010 for freshman not meeting the state standards in math; 13) requiring all students, except for cognitively impaired, to complete Algebra 1 by the end of their freshman year; and 14) finding more ways to actively involve parents in the academic achievement of their students.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Improve student achievement in reading for all groups of students.	1,3,
2	Improve student achievement in mathematics for all student groups.	2,4,

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

- ⓑ 1. School is deficient in Reading Meets and Exceeds
- ⓑ 2. School is deficient in Mathematics Meets and Exceeds
- ⓑ 3. White students are deficient in Reading Meets and Exceeds
- ⓑ 4. White students are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Improve student achievement in reading for all groups of students.

Objective 1 Description

Charleston High School will improve the achievement of its students in reading by increasing the percentage of All students and the White subgroup so that will make AYP on the 2012 test.

This objective addresses the following areas of AYP deficiency:

- ⓑ 1. School is deficient in Reading Meets and Exceeds
- ⓔ 2. School is deficient in Mathematics Meets and Exceeds
- ⓑ 3. White students are deficient in Reading Meets and Exceeds
- ⓔ 4. White students are deficient in Mathematics Meets and Exceeds

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

Objective 1 Title :

Improve student achievement in reading for all groups of students.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	10th and 11th grade students not currently achieving at AYP level as identified through the student' EXPLORE and/or PLAN results will work with the CHS literacy coach or building interventionists. This will take place during study halls and/or tutorial.	09/01/2011	05/18/2012	During School	Local Funds	0
2	11th grade students will complete PSAE Coach activities in their English classes	08/22/2011	05/18/2012	During School	Local Funds	0
3	11th grade students will participate in PSAE timed reading practice testing.	08/22/2011	05/18/2012	During School	Local Funds	0
4	Incoming 9th grade students not achieving AYP levels as identified through 8th grade ISAT and MAP scores will be required to take an Academic Literacy course.	08/22/2011	05/18/2012	During School	Local Funds	0

5	Continue to implement District Literacy Curriculum Map at 9th, 10th, 11th, and 12th grades	08/18/2011	05/18/2012	During School	Local Funds	0
6	Continue to use MAP testing as a universal screener and progress monitoring tool in grades 9, 10, and 11.	08/18/2011	05/18/2012	During School	Local Funds	0
7	Continue to utilize EIU teacher education practicum students to assist in delivering reading interventions in the classrooms.	09/01/2011	05/04/2012	During School	Local Funds	0
8	English, Math, Science, and Social Studies will continue to intergrate core vocabulary words including a study of root words. prefixes, and suffixes.	08/22/2011	05/18/2012	During School	Local Funds	0
9	Continue a two week prior to PSAE concentrated PSAE prep for 11th graders.	04/09/2012	04/24/2012	During School	Local Funds	0
10	Offer online recovery(APEX) for 1th and 12th grade students behind in credits	08/22/2011	05/18/2012	During School	Local Funds	0

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

Objective 1 Title :

Improve student achievement in reading for all groups of students.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Departments and individual teachers will continue to engage in professional development that addresses literacy and reading in their content areas.	08/18/2011	05/18/2012	During School	Local Funds	0
2	The Literacy Coach will continue to update the school wide literacy plan and provide PSAE prep activities to teachers in all core content areas.	08/18/2011	05/18/2012	During School	Local Funds	0

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

Objective 1 Title :

Improve student achievement in reading for all groups of students.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be notified of student programs and activities through CHS Press in the local newspaper, Parent Link, mailings, and the CHS website.	08/18/2011	05/18/2012	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 1 Title :

Improve student achievement in reading for all groups of students.

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?)

Each CHS department and the High School Curriculum Council will meet at the beginning of each school year to review our building school improvement plan. At the first faculty meeting after student achievement data is available, the faculty will review that data and plan professional development activities for the year. In addition to the meetings of these groups, the entire faculty will do a semi-annual review of the SIP plan by using the ISBE monitoring checklist to review the plan and assess progress toward reaching the identified goals and consider possible revisions of the plan.

The success/effectiveness of the Academic Literacy course will be measured by the improvement of the enrolled students on the MAP, EXPLORE, and PLAN tests, as well as by their English 1 course grades.

APEX (the current online credit recovery system) success/effectiveness will be evaluated by the decreasing number of credits that students are behind for graduation.

The success/effectiveness of the new district writing curriculum map will be measured by the Environmental Scale for Assessing Implementation Levels (ESAIL) document provided through the Arkansas Comprehensive Literacy Model.

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	Diane Hutchins	Principal
2	Trevor Doughty	Assistant Principal
3	Todd Vilardo	Assistant Superintendent
4	Marci Miller	SSOS Consultant

Section II-A Action Plan - Objectives

Objective 2

Improve student achievement in mathematics for all student groups.

Objective 2 Description

Charleston High School will improve the achievement of its students in mathematics by increasing the percentage of All students who meet or exceed state standards as measured by the PSAE so that they make AYP on the 2012 test.

This objective addresses the following areas of AYP deficiency:

- Ⓔ 1. School is deficient in Reading Meets and Exceeds
- Ⓕ 2. School is deficient in Mathematics Meets and Exceeds

- e 3. White students are deficient in Reading Meets and Exceeds
- b 4. White students are deficient in Mathematics Meets and Exceeds

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

Objective 2 Title :

Improve student achievement in mathematics for all student groups.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	11th grade students will complete PSAE Coach activities in their math classes.	08/22/2011	05/18/2012	During School	Local Funds	0
2	11th grade students will be instructed in WorkKeys types of problems in math classes & will complete timed assessments that are similar to Workkeys.	08/22/2011	05/18/2012	During School	Local Funds	0
3	11th graders will participate in PSAE practice testing in their math classes.	08/22/2011	05/18/2012	During School	Local Funds	0
4	10th and 11th grade students not currently achieving AYP levels as identified through the students' EXPLORE or PLAN tests will work with the CHS numeracy coach or building interventionist during study halls and/or tutorial.	09/06/2011	05/18/2012	During School	Local Funds	0
5	Continue to use the MAP testing as a universal screener and progress monitoring tool for grades 9, 10, & 11.	09/06/2011	05/18/2012	During School	Local Funds	0
6	Utilize EIU practicum students to assist in delivering math interventions in the classrooms.	08/22/2011	05/18/2012	During School	Local Funds	0
7	Continue 2 week prior to PSAE concentrated PSAE prep for 11th grade students.	04/09/2012	04/20/2012	During School	Local Funds	0
8	Offer online credit recovery(currently APEX) for 11th and 12th grade students behind in credits.	08/22/2011	05/18/2012	During School	Local Funds	0

9	Require all 9th grade students (except cognitively impaired) to take Algebra I.	08/17/2011	05/18/2012	During School	Local Funds	0
10	Incoming 9th graders not achieving AYP through their 8th grade MAP and ISAT scores will be required to take Academic Numeracy.	08/11/2011	05/18/2012	During School	Local Funds	0
11	Continue to implement District Mathematics Curriculum Map at the 9th, 10th, 11th & 12th grades. This will allow us to more thoroughly teach Illinois Learning Standards.	08/11/2011	05/18/2012	During School	Local Funds	0

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

Objective 2 Title :

Improve student achievement in mathematics for all student groups.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Departments will meet during school improvement days and engage in professeional development activities addressing numeracy in their content area.	08/18/2011	05/18/2012	During School	Local Funds	0
2	The Numeracy Coach will continue to update the numeracy plan and provide PSAE prep activities to teachers in all core content areas.	08/18/2011	05/18/2012	During School	Local Funds	0
3	High School mathematics teachers will participate in the District Mathematics Curriculum Mapping to be led by the Numeracy Coach.	08/18/2011	05/18/2012	During School	Local Funds	0

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

Objective 2 Title :

Improve student achievement in mathematics for all student groups.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be notified of student programs and activities through CHS Press in the local newspaper, mailings, Parent Link, and the CHS website.	08/18/2011	05/18/2012	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 2 Title :

Improve student achievement in mathematics for all student groups.

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?)

Each CHS department and the High School Curriculum Council will meet at the beginning of each school year to review our building school improvement plan. At the first faculty meeting after student achievement data is available, the faculty will review that data and plan professional development activities for the year. In addition to the meetings of these groups, the entire faculty will do a semi-annual review of the SIP plan by using the ISBE monitoring checklist to review the plan and assess progress toward reaching the identified goals and consider possible revisions of the plan.

The success/effectiveness of the Academic Numeracy course will be measured by the improvement of the enrolled students on the MAP, EXPLORE, and PLAN tests, as well as by their Algebra 1 course grades.

APEX (the current online credit recovery system) success/effectiveness will be evaluated by the decreasing number of credits that students are behind for graduation.

The Algebra 1 freshman requirement will be deemed to be successful/effective by the number of students (not cognitively impaired) who have successfully completed Algebra 1 by the end of their freshman year.

The success/effectiveness of the district mathematics curriculum map will be measured by a scale adapted to mathematics from the Environmental Scale for Assessing Implementation Levels (ESAIL) document provided through the Arkansas Comprehensive Literacy Model.

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	Diane Hutchins	Principal
2	Trevor Doughty	Assistant Principal
3	Todd Vilardo	Assistant Superintendent
4	Marci Miller	SSOS Consultant

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.*)

CHS communicates with parents/families in a variety of ways including written, electronic, and spoken communication. Examples of school/teacher communications with parents include: email, weekly written communications, phone and voice mail, an annual open house, posting of the morning announcements on the CHS website, progress reports, and mass phone messages via the district's Parent Link system.

Parents may request weekly written progress reports and/or communication with teachers via the student's daily planner. Parents and community members are included on several district committees including the special education, school improvement planning committee, the calendar committee (which establishes the district calendar for year), the Charleston Autism Team (ChAT), and the discipline committee (which reviews all school handbooks prior to Board approval).

CHS also effectively utilizes a Teacher Collaboration Team (TCT) which meets on an as needed basis to evaluate individual student performance. These collaboration meetings involve teachers, parents, administrators, and other school personnel and are conducted with the purpose of providing appropriate intervention techniques to promote student success.

The 2011 school report card indicated that there was 100% parental involvement during the school year.

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.

Charleston High School was a member of the High Schools That Work (HSTW) initiative directed by the Southern Regional Education Board in Atlanta from 2003 - 2008 until grant

funding for participation expired. Through this affiliation, CHS agreed to make progress on a number of indicators as reflected primarily through the biannual HSTW assessment.

The first HSTW assessment was completed in 2004 and the most recent assessment was completed in 2008. As a benefit of this affiliation, many professional development opportunities existed for faculty members. Two of the most significant of these are the Connections Conference hosted by the Illinois State Board of Education in the spring and the annual Summer Staff Development Conferences held in national venues. Charleston faculty members serve as both presenters and participants at these conferences.

Much data has been generated as a result of these partnerships. Some specific documents containing the data include: the 2004, 2006 and 2008 High Schools That Work assessments; the Technical Assistance Visit reports for the 2004, 2006 and 2007 HSTW visits; the 2003-2004, 2004-2005, and 2006-2007 Center for Prevention and Research Development (CPRD) at the University of Illinois at Urbana-Champaign surveys of students, parents and faculty; and the FY2005, FY2006, and FY2007 Progress Reports for the Lumpkin Family Foundation. Parent input was gained through Roundtables and Open Houses for parents.

Although the school's financial partnership with the Lumpkin Family Foundation (LFF) concluded at the end of the 2006-2007 school year, the LFF provided the seed money to begin the collaboration. Through the financial and logistic support of the foundation, the school was able to embark on the difficult course of true restructuring and reform for an operational high school. Another significant component of the LFF support was the facilitation of a partnership with a neighboring high school (Mattoon). A third external supporter was the HSTW network. When CHS first decided to adopt the HSTW model for reform, one of the primary benefits of that model over others was the demonstrated history of technical assistance provided. The data provided by the HSTW assessment and the technical assistance visits were invaluable "snapshots" as the faculty looked at the school with an eye toward significant improvement. Finally, support from Lake Land College, Eastern Illinois University and the Charleston community undergird the improvement efforts in multiple, on-going ways.

CHS school improvement goals were established as a result of the analysis of the data collected through state testing (PSAE), as well as through the information gained through the CPRD surveys and HSTW initiatives of prior years. Even after affiliation with HSTW ended, the various stakeholder groups were participants in designing strategies to address the goals. Parents were surveyed and invited to participate in roundtable discussions on the needs of their students and the school's ability to meet these needs. **Strategies to meet the SIP goals were developed through departmental and faculty meetings. When the school wrote its Restructuring Plan in (2009-2010), parents were invited to be on the team.** The parent who served on the team also represented Eastern Illinois University's Business Solutions Center which works with high school students to teach about entrepreneurship and its benefits. Marci Miller of RESPRO was also a member of the Restructuring Team. The Action Plan in this School Improvement Plan reflects that of the Restructuring Plan approved by ISBE in 2010.

	Name	Title
1	Diane Hutchins	Principal
2	Trevor Doughty	Assistant Principal
3	Todd Vilardo	Assistant Superintendent
4	Jeanne Dau	Parent/EIU Business Solutions Center
5	Marci Miller	SSOS
6	Ruth Hughes	CHS Literacy Coach
7	Tyler Hanner	CHS Numeracy Coach
8	Leigh Ann Cloud	CHS Media Specialist
9	Kerri Taylor	CHS English Teacher
10	Debbie Thoren	CHS LBS1 Teacher
11	Russe Ann Weber	CHS Family & Consumer Sciences Teacher
12	Tina Winings	CHS English Teacher

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.

The District Peer Review Team met on October 12, 2011 to review each building's school improvement plan using the ISBE-provided School Improvement Plan (SIP) Monitoring Prompt. An opportunity was provided for each plan reviewer to make written suggestions and to discuss school's SIPs. Participants of the SIP Review Team included Chad Burgett, Carl Sandburg Elementary Principal; Trevor Doughty, Charleston High School Acting Principal; Patti Murphy, Charleston Middle School Teacher; Brad Oakley,

Charleston Middle School Principal; Rob Ulm, Jefferson School Acting Principal; and Todd J. Vilardo, CUSD #1 Assistant Superintendent.

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.

The district has partnered with Eastern Illinois University (EIU) to provide a state approved New Teacher Mentor/Induction program. Initial certificate holders have the option to complete online data through the EIU website to obtain their standard certificate. Every new teacher is assigned a mentor who meets with them at least quarterly. The mentor is given guidelines to follow in order to acquaint their assigned new teacher with policies and procedures. Teachers who are new to the district are required to observe at least two tenured teachers. The program also requires mentors and new teachers to complete additional activities that are designed to orient teachers to activities within their building and to strengthen the teacher's ability to effectively implement curriculum.

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 High School Curriculum Council that drives school improvement decisions at CHS. Through its departments, the High School Curriculum Council, and/or the Assistant Superintendent, the school makes an annual presentation to the CUSD #1 Board of Education outlining the plan. This presentation includes the goals, activities, accomplishments and challenges of the school. Tangible support by the district includes the provision of professional development for faculty, support of technological initiatives, and a willingness to work together and to modify school calendars to provide for collaboration among staff members. The staff of the district office shares and participates in the continuation of school improvement efforts.

The process of sharing progress with all stakeholders will be monitored for each revision. Criteria that will also be addressed are: review SIP action plan to ensure that proposed

actions have been carried out, review student achievement data in the SIP, review SIP professional development plan to ensure planned professional development activities have been carried out, and discuss other areas to be reviewed by the SIP team.

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

e 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.

Charleston High School enjoys the support of many “external” sources. The RESPRO services and other support services provided through ROE # 11 are invaluable, as a “first layer” of support. Professional development, answers to technical questions, provision of collaboration forums, etc. are all services provided by our ROE. The ISBE provides a framework for school structure, workshops and ongoing guidance for highly qualified teachers.

	Name	Title
1	Marci Miller	SSOS Consultant
2	Dr. Linda Morford	EIU Professor of Educational Leadership
3	Todd Vilardo	Assistant Superintendent

Section IV-A Local Board Action

DATE APPROVED by Local Board: 11/16/2011

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 (OPTIONAL)

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 (OPTIONAL)

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]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> 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

<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the peer review process described <u>and</u> 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	
<input type="checkbox"/> Yes <input type="checkbox"/> 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 RESPONSIBILITES	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear what support the district will provide to ensure the success of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]
STATE RESPONSIBILITES	
<input type="checkbox"/> Yes <input type="checkbox"/> 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	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The plan indicates the approval date of this plan. [C]

PART II - COMMENTS