

January 2004

**TEMPLATE**  
for a  
**K-8 School Improvement Plan (SIP)**  
aligned to the  
**ISBE SIP Rubric**

**How to Use this Optional Template**

This template is intended as an information organizer and is **not a required format** for SIPs in Illinois. A school improvement team may use any format it chooses. As well, use of the template does not guarantee approval of a SIP.

The components and criteria in the template match the components and criteria in the rubric ISBE uses to approve SIPs. That rubric was published in December, 2003. Because components are interrelated, specific cross-references are provided where appropriate. The same is true for criteria.

It may be useful to have the rubric on hand when using this template. The rubric may be obtained on the web at [www.isbe.net/sos/word/SIPRUBRIC.pdf](http://www.isbe.net/sos/word/SIPRUBRIC.pdf). Italicized text represents the implementation level for each criterion in the rubric.

The text in italics is intended to be informational or instructional only. Please do not submit the italicized text with the SIP. Before completing each component or criterion, remember to delete it.

A school improvement plan (SIP) is a public document and should not contain confidential information about teachers, staff, students, families/parents, or community.

School Improvement Plan  
Cover Sheet  
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: Lake County
2. DISTRICT NAME / NUMBER: LAKE ZURICH CUSD #95
3. SCHOOL NAME: CHARLES QUENTIN ELEMENTARY
4. SCHOOL ADDRESS: 21250 W. SHIRLEY RD.  
PALATINE, IL 60074
5. GRADE LEVELS OF THE SCHOOL: K-5
6. YEARS COVERED BY THE PLAN: 2004-2007
7. CONTACT PERSON: ALEX BARBOUR
8. PHONE NUMBER: (847)438-2420
9. EMAIL ADDRESS: ALEX.BARBOUR@LZ95.ORG
10. Title I  yes                      Non-Title I  \_\_\_\_\_
11. COMPREHENSIVE SCHOOL REFORM:  No     Yes    Model \_\_\_\_\_
- CSR Implementation: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_
12. CURRENT SCHOOL STATUS:            (Check one box.)

Year	Non-Title		Title I	
1		Academic Early Warning		Choice
2		Academic Early Warning		Choice/Supplemental Educational Services
3		Academic Watch		Corrective Action
4		Restructuring Plan		Restructuring
5		Restructuring Implementation		

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## **1.0 Performance Targets**

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### **1.1 AYP INFORMATION FROM THE SCHOOL REPORT CARD**

See Appendix A

## 2.0 School Information

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

<b>2.1 Basic Information</b>	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	96.4	96.2	96.3	96.3	95.9
Truancy rate (%)	0	0	0	0.5	0
Mobility rate (%)	5.9	4.6	4.2	1.6	9/11
Expulsion rate (%)	0	0	0	0	0
Retention rate, if applicable (%)	0	0	0.17	0	0
HS graduation rate, if applicable (%)	N/A	N/A	N/A	N/A	N/A
HS dropout rate, if applicable (%)	N/A	N/A	N/A	N/A	N/A
Teachers working out-of-field (#)*	N/A	N/A	N/A	N/A	N/A
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)	0	0	0	1	0
School Population (#)	609	597	580	454	428
Economically disadvantaged (%)	1.3	0.5	1.2	1.2	1.9
Limited English proficient (LEP) (%)	0.5	2.8	1.5	2.1	1.7
Students with disabilities (%)	N/A	11.3	10.5	13.6	13.1
White, non-Hispanic (%)	94.4	92.3	92.6	91.9	91.8
Black, non-Hispanic (%)	0.5	0.7	0.5	0.2	0.3
Hispanic (%)	0.5	2.0	2.0	2.1	4.3
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	4.6	5.1	4.9	5.9	3.6

## **2.2 SCHOOL CHARACTERISTICS**

*Include extensive information and data on the attributes and challenges of the school that affect student learning, e.g., demographic trends, physical plant, staff size, class size, staffing trends, special students' needs. Describe in narrative form; do not merely list or bullet the attributes and challenges.*

Charles Quentin Elementary School has a school population of approximately four hundred and fifty four students. The school is located in unincorporated Palatine township and it includes the communities of Deer Park, Barrington, Kildeer, Lake Zurich, and unincorporated Palatine. The school services a rapidly growing area and is quoted as one of the fastest growing Chicago metropolitan areas. Recently, due to the rapid growth of the community, Lake Zurich CUSD #95 has undergone the boundary changes for all the schools in the district. This has impacted Charles Quentin Elementary School by reducing the number of students attending and therefore has reduced class sizes. In addition, the changes have reduced the number of the Charles Quentin staff. Charles Quentin Elementary school is a relatively aging building built in approximately 1961. It has undergone many additions and structural remodeling over the last forty years. The school offers special education services, occupational therapy, hearing itinerant, speech, social work, gifted, school psychologist, Title I reading service, and an ESL program.

## **2.3 COMMUNITY CHARACTERISTICS**

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

The student clientele of Charles Quentin Elementary School is based on the population of five different communities including: Deer Park, Barrington, Kildeer, Lake Zurich, and unincorporated Palatine. To be specific, the established small community of Kildeer was recently ranked as one of the top suburbs in which to live. The ranking was based on the following factors: livability, schools, amenities, services, transportation, and low crime rate. The Kildeer police department provides 24 hour police patrol, including traffic control and property patrol. The village contracts police services to the neighboring Village of Deer Park, thus resulting in a low crime rate. The Village of Kildeer has just completed construction of a Village Facility/Community Center. The Shops at Kildeer, a 165,000 square-foot retail center at Rand Road and Long Grove road provide the impetus for quality development/redevelopment of the Rand Road corridor.

As mentioned above, Deer Park is located in the heart of one of the fastest growing areas of the Chicago Metropolitan area. It has provided significant opportunities for growth and development, specifically as it pertains to the Rand Road Corridor. Three recent developments are testimony of strength of the Deer Park market. The recent "Deer Park Town Center" is a new retail "lifestyle" center encompassing 75 acres of land on Rand and Long Grove Roads. This shopping center was approved as an upscale retail complex, along, with "tablecloth" restaurants. Located immediately south of the shopping center construction has begun on the Deer Park Business and office park. The Deer Park center received its third major user with the approval of the Motorola office and research campus.

The average median income of this area is approximately \$143,365.50. Persons of age 25 and older 42.2% are college graduates and 23.9% have graduate or professional degree. The average population of each community is approximately 3,200 with the exception of Lake Zurich. Of this population 97.8% own homes and 2.2% are rental properties. Approximately 1563 residents that are 16 years and older are employed. Of which 924 serve in management profession and related occupations, 92 are in service occupations, 458 are in sales and office occupations, 4 are farming, fishing, and forestry, 35 are construction extraction & maintenance, and 53 are production, transportation, and material moving. All of the previous attributes enhance the ability of students to achieve at a higher standard.

### 3.0 Data Collection and Information

#### 3.1 STATE ASSESSMENT DATA: ISAT

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

Groups	READING 00 MEETS/EXCEEDS			READING 01 MEETS/EXCEEDS			READING 02 MEETS/EXCEEDS			READING 03 MEETS/EXCEEDS			READING 04 MEETS/EXCEEDS			READING 05 MEETS/EXCEEDS		
	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total				85	86		78	88		80	92		90.9	88.9		91.6	82	
Economically disadvantaged				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
LEP				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Students w/disabilities				50	47		20	50		64.3	73.3		70	N/A		80	53.4	
White, Non-Hispanic				85	86		78	88		80	92		90	89		91.9	80.4	
Black, Non-Hispanic				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
American Indian or Alaskan Native				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Asian or Pacific Islander				N/A	N/A			N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Hispanic				N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Multi-racial/ethnic																		

				MATHEMATICS 00 MEETS/EXCEEDS			MATHEMATICS 01 MEETS/EXCEEDS			MATHEMATICS 02 MEETS/EXCEEDS			MATHEMATICS 03 MEETS/EXCEEDS			MATHEMATICS 04 MEETS/EXCEEDS			MATHEMATICS 05 MEETS/EXCEEDS				
Groups	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	9	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr. 3	Gr. 5	Gr. 8	
Total				97	90			93	86		95.1	93		95.5	95.6		95.2	97.8					
Economically disadvantaged				N/A	N/A			N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		
LEP				N/A	N/A			N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		
Students w/disabilities				88	67			80	17		78.6	100		90	N/A		86.7	93.3					
White, Non-Hispanic				97	90			93	86		95.1	93		95	95.1		94.6	97.5					
Black, Non-Hispanic				N/A	N/A			N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		
American Indian or Alaskan Native				N/A	N/A			N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		
Asian or Pacific Islander				N/A	N/A			N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		
Hispanic				N/A	N/A			N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		
Multi-racial/ethnic																							

### 3.2 LOCAL ASSESSMENT DATA

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

The ISAT scores indicate three-fourths of the students per grade level meet or exceed in math and reading. See chart in 3.1.

The Terra Nova scores demonstrate that more than half the students per grade level achieve scores in the upper two quartiles. See chart below.

#### TERRA NOVA TEST DATA

Quartile 1 = 01-25

Quartile 2 = 26-50

Quartile 3 = 51-75

Quartile 4 = 76-99

#### Fall 2004 reported by local percent Grade 2

	Reading	Language	Math
Quartile 1	0.0	0.0	3.6
Quartile 2	8.9	8.9	7.1
Quartile 3	26.8	33.9	30.4
Quartile 4	64.3	57.1	58.9

#### Fall 2004 reported by local percent grade 3

	Reading	Language	Math
Quartile 1	3.8	3.8	1.3
Quartile 2	6.3	11.3	8.8
Quartile 3	21.3	27.5	21.3
Quartile 4	68.8	57.5	68.8

Fall 2004 reported by local percent grade 4

	<u>Reading</u>	<u>Language</u>	<u>Math</u>
Quartile 1	1.7	3.3	6.7
Quartile 2	6.7	20.0	6.7
Quartile 3	41.7	33.3	26.7
Quartile 4	50.0	43.3	60.0

Fall 2004 reported by local percent grade 5

	<u>Reading</u>	<u>Language</u>	<u>Math</u>
Quartile 1	1.2	2.5	0.0
Quartile 2	13.6	12.3	9.9
Quartile 3	39.5	32.1	23.5
Quartile 4	45.7	53.1	66.7

Fall 2003 reported by local percent Grade 2

	<u>Reading</u>	<u>Language</u>	<u>Math</u>
Quartile 1	1.3	1.3	3.8
Quartile 2	10.1	10.1	12.7
Quartile 3	22.8	31.6	16.5
Quartile 4	65.8	57	67.1

Fall 2003 reported by local percent Grade 3

Quartile 1	1.5	3.0	6.1
Quartile 2	7.6	15.2	18.2

Quartile 3	28.8	28.8	24.2
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Quartile 4	62.1	53.0	51.5
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Fall 2003 reported by local percent Grade 4

Quartile 1	4.4	5.5	3.3
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Quartile 2	12.1	15.4	9.9
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Quartile 3	34.1	30.8	27.5
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Quartile 4	49.5	48.4	59.3
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Fall 2003 reported by local percent Grade 5

Quartile 1	3.3	4.3	6.5
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Quartile 2	16.3	8.7	3.3
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Quartile 3	33.7	31.5	26.1
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Quartile 4	46.7	55.4	64.1
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Fall 2002 reported by local percent Grade 1

Quartile 1	4.0	7.1	5.1
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Quartile 2	15.2	27.3	10.1
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Quartile 3	29.3	26.3	23.2
------------	------	------	------

Quartile 4	51.5	39.4	61.6
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Fall 2002 reported by local percent Grade 2

Quartile 1	1.0	7.4	9.5
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Quartile 2	17.7	20	9.5
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Quartile 3	28.1	29.5	31.6
------------	------	------	------

Quartile 4	53.1	43.2	49.5
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Fall 2002 reported by local percent Grade 3

Quartile 1	4.9	3.9	7.0
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Quartile 2	16.7	17.6	15.0
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Quartile 3	29.4	37.3	30.0
------------	------	------	------

Quartile 4	49.0	41.2	48.0
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Fall 2002 reported by local percent Grade 4

Quartile 1	2.7	5.3	2.7
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Quartile 2	13.3	14.2	9.7
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Quartile 3	38.1	34.5	24.8
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Quartile 4	46.0	46.0	62.8
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Fall 2002 reported by local percent Grade 5

Quartile 1	3.0	3.0	3.0
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Quartile 2	14.0	20.0	11.0
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Quartile 3	30.0	27.0	24.0
------------	------	------	------

Quartile 4	53.0	50.0	62.0
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Fall 2001 reported by local percentile Grade 1

Quartile 1	14.6	10.4	8.3
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Quartile 2	19.8	22.9	21.9
------------	------	------	------

Quartile 3	20.8	36.5	30.2
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Quartile 4	44.8	30.2	39.6
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Fall 2001 reported by local percentile Grade 2

Quartile 1	5.8	11.5	7.7
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Quartile 2	14.4	16.3	18.3
------------	------	------	------

Quartile 3	37.5	39.4	19.2
------------	------	------	------

Quartile 4	42.3	32.7	54.8
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Fall 2001 reported by local percentile Grade 3

Quartile 1	3.4	8.4	6.7
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Quartile 2	12.6	18.5	9.2
------------	------	------	-----

Quartile 3	28.6	31.1	28.6
------------	------	------	------

Quartile 4	55.5	42	55.5
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Fall 2001 reported by local percentile Grade 4

Quartile 1	2.0	5.1	1.0
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Quartile 2	19.2	25.3	8.1
------------	------	------	-----

Quartile 3	26.3	16.2	33.3
------------	------	------	------

Quartile 4	52.5	53.5	57.6
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Fall 2001 reported by local; percentile Grade 5

Quartile 1	3.8	1.0	4.8
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Quartile 2	8.7	7.7	12.5
------------	-----	-----	------

Quartile 3	39.4	32.7	20.2
------------	------	------	------

Quartile 4	48.1	58.7	62.5
------------	------	------	------

Fall 2000 reported by local percentile Grade 1

Quartile 1	8.8	20.6	6.9
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Quartile 2	24.5	19.6	23.8
Quartile 3	20.6	33.3	31.7
Quartile 4	46.1	26.5	37.6

Fall 2000 reported by local percentile Grade 2

Quartile 1	6.2	6.3	3.5
Quartile 2	12.4	11.6	13.3
Quartile 3	32.7	27.7	27.4
Quartile 4	48.7	54.5	55.8

Fall 2000 reported by local percentile Grade 3

Quartile 1	5.3	10.5	4.2
Quartile 2	17.9	16.8	15.8
Quartile 3	24.2	30.5	22.1
Quartile 4	52.6	42.1	57.9

Fall 2000 reported by local percentile Grade 4

Quartile 1	0	1.0	3.8
Quartile 2	13.3	14.3	10.5
Quartile 3	22.9	28.6	28.6
Quartile 4	63.8	56.2	57.1

Fall 2000 reported by local percentile Grade 5

Quartile 1	4.7	6.6	5.7
Quartile 2	20.8	10.4	14.2
Quartile 3	31.1	36.8	22.6
Quartile 4	43.4	46.2	57.5

### 3.3 EDUCATOR DATA

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

#### OPTIONAL TABLE FORMAT

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

#### Educator Characteristics and Qualifications

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

	School	District	State
Total Full Time Employees (FTE)	30.5	480.5	
Average Teacher Experience (in years)	11.3	12	
Bachelor's Degree (%)	39%	37%	
Master's degree or higher (%)	61%	63%	
White, non-Hispanic Teachers (FTE)	30.5	476.5	
Black, non-Hispanic Teachers (FTE)	0	0	
American Indian / Alaskan Native Teachers (FTE)	0	0	
Asian or Pacific Islander Teachers (FTE)	0	1	
Hispanic Teachers (FTE)	0	3	
Male Teachers (FTE)	.5	118	
Female Teachers (FTE)	27	362.5	

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

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
30.5	12	5	7	6.5
% attendance rate for teachers	# requesting workshop attendance	# pursuing advanced degrees		
96%	26	0		
Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
2	0	0	0	

Paraprofessional Qualifications (Required by NCLB for any paraprofessional personnel who serves in an instructional assistance capacity and is paid by Title 1 funds or any paraprofessional in a Title 1 school-wide program; paraprofessional personnel hired prior to January 8, 2002 must be certified by January 8, 2006.)

### **3.4 PROFESSIONAL DEVELOPMENT DATA**

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

Professional development opportunities include the following:

- District in-service days
- Reading consultant
- Writing Consultant
- Differentiation training
- Conferences

Evaluations of training include the following:

- Online district in-service surveys
- Conference evaluation forms

### **3.5 PARENT/FAMILY INVOLVEMENT DATA**

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

Parent/Family involvement include the following:

- PTO meetings
- Curriculum nights
- Spring Open House
- Parent Conference
- Taft Parent Meeting
- Orchestra and Band Concerts
- Mother's Day Tea
- Class Plays
- Living Museum
- Science Fair
- Author's Tea
- Be a First Grader Day
- Cultural Arts Programs
- Music programs
- Field Days
- Fifth grade picnic
- Kinder Olympics

In the future, there will be sign in sheets provided for all parent related activities.

### 3.6 ADDITIONAL TYPES OF DATA

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

- ISAT Data
- Terra Nova Data
- District Strategic Plan
- Reading Assessment

### 3.7 DATA QUALITY

*Indicate the validity and reliability of the non-standardized types of data presented in criteria 3.3, 3.4, 3.5, and 3.6. Discuss the representativeness, response rates, and sample sizes of the surveys, interviews, and observational methods used. A separate description is not needed here if data quality is included in each criterion above.*

The validity and reliability of non-standardized types of data include the following:

- A Core Strategic Planning was created at a district wide level. This team was comprised of staff, administration, parents and community members. This team developed District wide strategic objectives based on feedback from all stakeholders. Strategies were then developed to meet these strategic objectives. Implementation of a character education program was one of the strategies to meet a strategic objective.

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## 4.0 Data Analysis

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

### 4.1 SUMMARIES OF DATA FOR DEPENDENT VARIABLES (3.1/3.2)

*Summarize and organize data for dependent variables (e.g., reading, mathematics, test participation rate, and attendance or graduation rate) into gaps, comparisons, and trends.*

- Trend data tells us reading scores at the 5<sup>th</sup> grade level have declined slightly.
- Trend data tells us reading scores at the 3<sup>rd</sup> grade level have increased.
- Trend data tells us math scores at the 3<sup>rd</sup> and 5<sup>th</sup> grade level have increased.
- Trend data tells us science scores at the 4<sup>th</sup> grade level have 100% of students meeting or exceeding state standards.
- Based on Lake Zurich School District #95's strategic plan that was developed by teachers, administrators, parents, and community members a need was established for Character Education.

## **4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)**

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

As explained in the rationale in 4.1 the following targets are being implemented.

Although Charles Quentin has met all AYP targets, trend data tells us reading scores have declined slightly at the 5<sup>th</sup> grade level. Areas of focus will include extended response, comprehension, and vocabulary development.

As a result of District 95's Strategic Plan a need was established for character education. Students, staff, parents, and community members will promote citizenship within the school environment.

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

## **4.3 HYPOTHESES TO EXPLAIN DEPENDENT VARIABLES (4.2)**

*Brainstorm a variety of possible logical explanations (hypotheses) as to why each refined performance target (4.2) was not met. Explain your logic.*

## **4.4 SUMMARIES OF DATA FOR INDEPENDENT VARIABLES (4.3)**

*Summarize and organize the data that support or refute the hypotheses (4.3) into comparisons and trends, e.g. diversity of instruction, teacher absenteeism, class size, time-on-task, classroom behavior, family support, student mobility, student motivation, native language, teacher expertise. Some of these data were presented in 3.3 through 3.6.*

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

*Identify the primary factors that cause low performance as supported by informed professional judgment (4.3) and data (4.4). List the factors. Explain the reasons, as appropriate.*

## **4.6 SELECTION OF STRATEGIES (4.5)**

*Select only one causal factor for each refined target. Make sure this factor is within the school's capacity to change or control. Repeat 4.3 through 4.6 for each target listed in 4.2.*

**TARGET # 1: TO INCREASE THE NUMBER OF STUDENTS IN 3<sup>RD</sup>, 4<sup>TH</sup>, AND 5<sup>TH</sup> GRADE MEETING AND EXCEEDING STATE STANDARDS IN READING TO 90% ON THE ISAT.**

**4.3 HYPOTHESES**

**A focus on balanced literacy and writing on extended response will improve student reading scores on the ISAT.**

**4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES**

**AS INDICATED ON THE ISAT ASSESSMENT, SCORES HAVE DECLINED SLIGHTLY IN THE AREA OF READING AT THE 5<sup>TH</sup> GRADE LEVEL.**

**4.5 CAUSAL FACTORS**

**Reading curriculum was in the process of being evaluated. Staff development was limited in the area of reading.**

**4.6 SELECTION OF STRATEGY**

**IMPLEMENTATION OF A BALANCED LITERACY APPROACH WAS SELECTED BASED ON BEST PRACTICES IN READING WITH A FOCUS ON EXTENDED RESPONSE.**

**5.0 Action Plan for School Name: Charles Quentin**

**School Year: 2005-2006**

**STRATEGY (5.1)**

*Strategy #1 All K-5 teachers, reading specialists, LD resource teachers, and principal will participate in staff development relating to reading strategies.*



**TARGET (4.2)**

**TO INCREASE THE NUMBER OF STUDENTS IN 3<sup>RD</sup>, 4<sup>TH</sup>, AND 5<sup>TH</sup> GRADE MEETING AND EXCEEDING STATE STANDARDS TO 90% IN READING ON THE ISAT.**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 <i>Staff will attend training relating to the implementation of the Houghton Mifflin Reading Program</i>	<i>Spring 2005</i>	<i>K-5 Teachers Reading Specialists LD Resource Teacher Principal</i>	<i>Teacher observation</i>	<i>Representative from Houghton Mifflin</i>
Activity # 2 Staff will attend training relating to components within a balanced literacy framework	<i>September 2005</i>	<i>K-5 Teachers Reading Specialists LD Resource Teacher Principal</i>	<i>Follow-up discussion</i>	<i>In and out of district staff</i>
Activity # 3 Staff will attend training related to individual assessment of student's instructional reading level	<i>October 2005</i>	<i>K-5 Teachers Reading Specialists LD Resource Teacher Principal</i>	<i>Teacher use of Houghton Mifflin Leveled Reading Assessment Kit</i>	<i>Representative from Houghton Mifflin  Houghton Mifflin Leveled Reading Assessment Kits/Building language arts budget</i>

<p>Activity #4</p> <p>Teachers will observe other staff both in and out of district related to guided reading and literacy activities</p>	<p><i>October/ November 2005</i></p>	<p><i>2<sup>nd</sup> through 5<sup>th</sup> grade teachers</i></p>	<p><i>Follow-up discussion</i></p>	<p><i>Substitute teachers</i></p>
<p>Activity #5</p> <p>Staff will attend training relating to extended response in reading</p>	<p><i>December - February</i></p>	<p><i>K-5 teachers Reading Specialist LD Resource Teacher Principal</i></p>	<p><i>Classroom activities related to extended response in reading</i></p>	<p><i>Regional office of education/Title II Grant</i></p>

### STRATEGY (5.1)

*Strategy #2 Students will be provided reading instruction at their instructional level*

### TARGET (4.2)

**TO INCREASE THE NUMBER OF STUDENTS MEETING AND EXCEEDING IN THE AREA OF READING IN 3<sup>RD</sup>, 4<sup>TH</sup> AND 5<sup>TH</sup> GRADE ON THE ISAT TO 90%**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 <i>Each student will be assessed to determine their instructional reading level</i>	October /November	<i>Classroom teachers Reading Specialist LD Resource Teacher</i>	<i>Houghton Mifflin Leveled Reading Assessment Framework</i>	<i>Houghton Mifflin Leveled Reading Assessment Kit</i>
Activity #2 Students will be placed into flexible guided reading groups focusing on vocabulary, comprehension and reading strategies at each students instructional level	<i>November /December</i>	<i>Classroom Teachers</i>	<i>Reading Assessment Framework</i>	<i>N/A</i>
Activity #3 Students will participate in activities focusing on literacy when not in a guided reading group	<i>November/ December</i>	<i>Classroom Teachers</i>	<i>Various forms of formal and informal assessment of literacy activities</i>	<i>Computers, listening centers, teacher generated activities</i>

### STRATEGY (5.1)

*Strategy #3 Students reading below grade level will receive additional support in the area of reading*

### TARGET (4.2)

**TO INCREASE THE NUMBER OF STUDENTS MEETING AND EXCEEDING IN THE AREA OF READING IN 3<sup>RD</sup>, 4<sup>TH</sup> AND 5<sup>TH</sup> GRADE ON THE ISAT TO 90%**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 <i>Reading Specialist will initially assess students having difficulty in the area of reading</i>	<i>August</i>	<i>Reading Specialist LD Resource Teacher</i>	District assessment tool	<i>N/A</i>
Activity #2 Students meeting criteria will receive additional support relating to areas of weakness as identified through the assessment process	<i>September/ June</i>	<i>Reading Specialist</i>	<i>Ongoing assessment to check progress</i>	<i>Leveled reading materials Soar to Success</i>
Activity #3 Reading Specialist and LD Resource teachers will provide additional support relating to implementation of strategies to improve students' writing on extended response questions	<i>September-June</i>	<i>Reading Specialist LD Resource Teacher</i>	<i>ISAT data</i>	<i>N/A</i>

*Strategy # 4 Teachers will implement strategies to improve students' writing on extended-response questions*

**TO INCREASE THE NUMBER OF STUDENTS MEETING AND EXCEEDING IN THE AREA OF READING IN 3<sup>RD</sup>, 4<sup>TH</sup> AND 5<sup>TH</sup> GRADE ON THE ISAT TO 90%**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 <i>Students will use specific instructional strategies in response to a reading passage</i>	<i>December/ June</i>	<i>Classroom Teachers Reading Specialist LD Resource Teacher</i>	Extended Response Rubric	<i>N/A</i>

**TARGET # 2: THE CHARLES QUENTIN COMMUNITY WILL UNDERSTAND , MODEL, AND PROMOTE CORE VALUES ESTABLISHED THROUGH THE LAKE ZURICH DISTRICT #95 STRATEGIC PLAN. A TICKET RECOGNITION SYSTEM WILL BE UTILIZED TO MEASURE STRENGTHS AND WEAKNESSES RELATING TO OUR CORE VALUES.**

**4.3 HYPOTHESES**

**Implementation of the Character Counts program will foster increased core values within the Charles Quentin community.**

**4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES**

**AS INDICATED WITHIN THE DISTRICT STRATEGIC PLAN, A NEED HAS BEEN ESTABLISHED FOR A CHARACTER EDUCATION PROGRAM.**

**4.5 CAUSAL FACTORS**

**A need to strengthen the following core values throughout our district:**

**All people have value.**

**People are responsible and accountable for their actions.**

**The uniqueness of people strengthens and enriches the community.**

**Successful relationships are built upon mutual honesty, respect and trust.**

**Successful communities are the result of people working in partnership toward a common goal.**

**4.6 SELECTION OF STRATEGY**

**The Character Counts program was selected based on best practice and its success within another school in the district.**

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**STRATEGY (5.1)**

*Strategy #1 Staff development relating to Character Counts*

**TARGET (4.2)**

**TARGET # 2: THE CHARLES QUENTIN COMMUNITY WILL UNDERSTAND , MODEL, AND PROMOTE CORE VALUES ESTABLISHED THROUGH THE LAKE ZURICH DISTRICT #95 STRATEGIC PLAN. A TICKET RECOGNITION SYSTEM WILL BE UTILIZED TO MEASURE STRENGTHS AND WEAKNESSES RELATING TO OUR CORE VALUES.**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 <i>Teachers will attend Character Counts Workshop</i>	<i>May 2005</i>	<i>2 Teachers</i>	<i>N/A</i>	<i>District Funding</i>
Activity # 2 Monthly District Character Counts Meetings	<i>September - May</i>	<i>Principal Character Counts Committee Members</i>	<i>Sharing of ideas</i>	<i>N/A</i>
Activity # 3 Monthly in-service on each of the six pillars	<i>September - May</i>	<i>All Staff</i>	<i>Monthly staff meetings</i>	<i>Activities related to each of the six pillars</i>

**STRATEGY (5.1)**

*Strategy #2 Charles Quentin School will implement the Character Counts Program*

**TARGET (4.2)**

**TARGET # 2: THE CHARLES QUENTIN COMMUNITY WILL UNDERSTAND , MODEL, AND PROMOTE CORE VALUES ESTABLISHED THROUGH THE LAKE ZURICH DISTRICT #95 STRATEGIC PLAN. A TICKET RECOGNITION SYSTEM WILL BE UTILIZED TO MEASURE STRENGTHS AND WEAKNESSES RELATING TO OUR CORE VALUES.**

Activity # 1 Students, parents and community will understand, model, and promote the six character traits within the character Counts Program	<i>September</i>	<i>Staff Students Parents H.S. Marching Band</i>	<i>Kick off week</i>	<i>District Funds PTO Funds</i>
Activity # 2 A new character trait will be emphasized each month	<i>October - May</i>	<i>Staff Students Parents Community Members</i>	<i>Assemblies Newsletters Classroom Activities</i>	<i>District Funds PTO Funds</i>
Activity # 3 Students will be recognized for each character trait	<i>October - May</i>	<i>Staff Students</i>	<i>Ticket System</i>	<i>PTO Funds</i>
Activity #4 Assemblies will introduce each of the six character traits	<i>September-May</i>	<i>Staff</i>	<i>N/A</i>	<i>District Funds PTO Funds</i>
Activity #5 Information will be sent to parents on how families can understand, model, and promote character traits outside of school	<i>September-May</i>	<i>Principal</i>	<i>Newsletter</i>	<i>N/A</i>

**Sources of Revenue – (5.9)**

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

Activity	Title I	Title II	Title IV	Title VI	Tech	CTE	Reading First	CSR	21 <sup>st</sup> CCLC	REAP	Gen Rev	Sum Brdgs	Other	Other
Goal 1 Strategy 1		X												
Goal 1 Strategy 2		X									X			
Goal 1 Strategy 3											X			
Goal 1 Strategy 4		X									X		X	
Goal 2 Strategy 1		X									X			
Goal 2 Strategy 2		X											X	
<b>TOTAL</b>	n/a *	\$2310.00									\$2339.00 **		***	

\* Title grants are allocated at the district level.

\*\* General Revenue reflects the dollar amount allotted by the district for staff development.

\*\*\*Other includes PTO grants which are allocated per individual applicant.. This amount can not be reported.

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## 6.0 Professional Development

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### 6.1 DATA USE

*Describe how professional development data (3.4) are used to inform needs and requirements.*

The professional development data listed in 3.4 is used by teachers to determine in-service training, workshops and professional consultants needed to enhance their professional growth. The data is collected from ISAT scores and teacher input.

### 6.2 QUALIFIED AND EFFECTIVE EDUCATORS

*Describe systemic, extensive professional development activities that ensure educational personnel become qualified and effective in their learning area(s) and teaching assignment(s). Refer to the Illinois definition of a highly qualified educator and the Illinois Professional Teaching Standards. [www.isbe.net/profprep](http://www.isbe.net/profprep)*

Extensive professional development activities include best practice in-service in the following areas:

- Reading
- Writing/Extended response in reading
- Character Education

Through these in-service training activities teachers have the opportunity to learn effective teaching strategies to become more qualified in their teaching assignment.

### 6.3 RELATION TO STRATEGIES

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

Strategy	Professional Development
Outside consultants	Staff development in Houghton Mifflin Reading Program Staff development in the leveling students in the area of reading Staff Development in the concept of balanced literacy Training of staff with respect to the Character Counts program Training on Extended response related to reading
Observation	Observe strategies both in and out of district relating to balanced literacy

*NOTE: Use a narrative, a calendar, or the optional table on the next page for criteria 6.4 through 6.6.*

## 6.4 SCHEDULING

Outline professional development activities in an extensive, detailed schedule. If scheduled activities are shown in the action plan (5.0), please reference them here. A fully implemented professional development schedule spans both years of the plan and specifies dates and content.

2005 – 2006 Institute Days				
Date	Who	When	Where	What
Monday, August 22	Entire district	8 – 9:00	H.S. cafeteria	Meet & Greet Continental breakfast
		9:00 – 10:00	PAC	Sup't remarks, intro. new staff, etc.
		10:30 – 3:00	Individual Bldgs.	Staff orientation, dept. mtgs., room set-up, etc.
Friday, Sept. 23	Entire district	12-3:00	MSN	Balanced Literacy
Wednesday, Oct. 19	CQ staff	1:00-3:00	CQ	Assessing Individual reading levels
Tuesday, Nov. 8	Elementary Staffs	8:00-3:00	H.S.	Seminar on Balanced Literacy/ADHD
Tuesday, Nov. 22	CQ staff	1:00-3:00	CQ	Parent/Teacher Conferences
Friday, Jan. 20	Elem. Schools	8:00 – 3:00	Individual Bldgs.	Training on Extended response
Thursday, Feb. 2	CQ Staff	1:00-3:00	CQ	Use of rubric for extended response in reading to assess individual student needs
Tuesday, Feb. 28	Elementary	1:00-3:00	Individual Bldgs.	Assessment Day
Monday, April 17	Entire District	8:00-3:00		
Thursday, May 18	Entire District	9:00	H.S	Staff recognition

## 6.5 RESOURCES

Indicate the specific resources (time, people, money) that support professional development. Resources may also be shown in the action plan (5.0).

The resources that support professional development include the following:

- Principal
- Curriculum coordinators
- Outside consultants
- Title II grants
- ESL grants
- Building budget for staff development
- PTO Funds

## 6.6 SCIENTIFICALLY BASED RESEARCH (SBR)

Indicate the scientific research base of the professional development. Provide SBR here or make a cross-reference to it in the action plan (5.0). The National Staff Development Council (NSDC) is one source for research-based professional development. [www.nsd.org](http://www.nsd.org)

Based on NSDC recommendations the school will use master teachers from our district to improve student achievement in the area of reading and writing.

## **6.7 INTEGRATION OF TECHNOLOGY**

*Describe how staff integrates technology into instructional practices and student learning. Please reference here any activities on integration of technology that are included in the action plan (5.0).*

The staff integrates technology by using:

- LCD projector
- FM monitors with Surround sound
- Breakthrough to Literacy
- Overheads
- Laptop carts
- DVD/VCR players
- TV/Computer monitor
- Technology consultant training
- Mimio XI

## **6.8 EVALUATION / CONTINUOUS IMPROVEMENT**

*Describe the evaluation process that determines a participant's initial satisfaction with professional development experiences, learning of new knowledge and skills, use of new knowledge and skills, and their impacts on student achievement. If appropriate, include sample(s) of evaluation instruments in an appendix, e.g., surveys, observation tools, pre- and post-questions for peer coaching.*

When a teacher attends a conference or workshop, he or she is required to fill out a conference summary form. This includes the title of the conference, date of the conference, and session attended. The staff member is required to provide a brief summary of the general conference theme, as well as note new insights or concepts learned from the presentation. In addition, he or she must sight specific plans on how they are going to communicate the information with other staff members in their building. If the conference was worthwhile it is suggested that they recommend presenters, topics, or concepts for future district programs. This form is then signed and dated by the employee and principal/administrator.

Staff members who attend district sponsored institute days/professional development workshops are asked to complete an evaluation of each session they attended. The questions included in this survey are as follows:

1. The breakout sessions provided me with relevant information that is aligned with my current teaching assignment.
2. I will be able to implement the instructional strategies from the sessions into content areas in my classroom.
3. It was clear that the material was presented by persons with education and experience in subject matter.
4. I would recommend this session to other staff members?
5. What are your suggestions for next year's professional growth opportunities?

Following the first three questions are the options of strongly agree, agree, or disagree. For the two questions teachers are asked to candidly express their opinions the topics discussed for each professional development session.

## **6.9 MENTORING**

*Describe the formal mentoring program provided for new teachers that includes frequent, ongoing support and periodic program evaluation and improvements of the program. Indicate whether the program has written procedures.*

District 95 offers a formal mentoring program to first year teachers facilitated by the district's curriculum coordinators and other master teachers. This program has written procedures and has been approved by the state.

Topics include:

- Meet new teachers and introduction to District 95
- Wireless laptop training
- Communication/Classroom management

- Parent conferences/Report cards
- Interpreting test scores/Differentiation
- Evaluations
- Special teams and Special needs
- ISAT testing
- New teacher dialogue
- End of year responsibilities

In addition, first year teachers are required to perform at least 3 of the following activities:

- Peer coaching
- Classroom observation
- Classroom videotaping and analysis
- Journal reflections
- Book share
- Attendance at a workshop

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## **7.0 Illinois Learning Standards Implementation**

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### **7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT**

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

The district recommends a comprehensive curriculum that is reviewed on a yearly cycle. Regular evaluations of the curriculum and instructional program occur. The cycle ensures that curriculum is aligned with state standards. The curriculum review cycle includes a cross-section of teachers, administrators, parents, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.

The curriculum review cycle is as follows:

Cycle 1: Evaluate, study, write objectives and align the curriculum for the subject area.

Cycle 2: Evaluate materials, choose pilot, in-service for pilot, adopt and write instructional guides

Cycle 3: Implement, in-service, evaluate and articulate

Cycle 4: Monitor, refine and articulate

Cycle 5: Articulate and assess

During the 2002-03 school year the district entered cycle 1, 2 & 3 for science (K-12).

During the 2003-04 school year the district entered cycle 1 for language arts (grades K-12).

During the 2004-05 school year the district entered cycle 2 for language arts; cycle 1 for fine arts (K-12), Library (K-5), PE (K-12); cycle 4 for science; cycle 5 for social studies (K-8).

During the 2005-06 school year entered cycle 1 for math (K-12).

Additionally, the staff at Charles Quentin spiraled the math curriculum (K-5) during 2002-03 and analyzed gaps and strengths in the curriculum and instruction of math.

### **7.2 STANDARDS-ALIGNED CLASSROOMS**

*Describe the school-wide implementation of standards-aligned classrooms in which teachers and students understand and use the ILS daily in the teaching and learning process consistent with ISBE assessment frameworks and performance indicators. Examples of practices may include ILS posted in classrooms, ILS used in lesson plans, ILS communicated to students and parents, ILS reflected in rubrics, and ILS referenced in report cards.*

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose the State Board of Education prepared State Goals for Learning with

accompanying Illinois Learning Standards. In order to fulfill this purpose a comprehensive curriculum is provided that is aligned with:

- District's educational philosophy and goals.
- Student needs as identified by research, demographics, and student achievement and data.
- The knowledge, skills, and abilities required for students to become lifelong learners.
- The minimum requirements of State and federal law and regulations for curriculum and graduation requirements.
- The Illinois State Learning Standards and district learning standards.
- Any required State or federal student testing.

When a curriculum review program is complete whereby curriculum has been aligned with Illinois State Standards teaching staff receive a comprehensive curriculum guide where district and Illinois State Standards are outlined as related to the subject. The district provides a brochure with a listing of learner objectives that are being taught by grade and/or and by subject matter. These learner objectives have been aligned with the Illinois State Standards. A brochure is published on the district's website along with a course outline on the curriculum web page. Teachers reference the district learner objectives during a fall curriculum night. The learner objectives are posted in the classrooms. The learner objectives are also referenced by the principal during a PTO meeting. During post-observation conferences teachers are encouraged by the principal to state the lesson's objective to students.

### **7.3 ILS PRACTICES AND PROCEDURES**

*Describe ILS practices and procedures, e.g., professional development offerings, staff hiring practices and assignments, scheduling, and allocation of resources.*

Teachers are encouraged to attend professional development activities as related to the school's SIP (goals and activities). School assemblies are related to the Illinois State Standards and the school improvement plan whenever practical. Building budget money has been used to purchase materials that had been recommended by presenters at staff development money. These workshops tied in to the school's improvement plan. Consultants that were utilized in the building to support our plan were paid by staff development budget money. Title I grant money supports registration for outside conferences. During the fall of each school year teachers must complete a Curriculum Time Schedule that indicates the number of minutes each subject is taught as required by the State of Illinois.

### **7.4 REVIEW OF ILS PRACTICES AND PROCEDURES**

*Outline the systematic review and revision of practices and procedures related to ILS implementation.*

Curriculum review cycle is done each year. See 7.1 for the actual cycle review done by district. During this cycle the Illinois Learning Standards are aligned with district learner objectives.

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## **8.0 Family and Community Involvement**

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### **8.1 DATA USE**

*Describe how parent/family involvement and satisfaction data (3.5) are used to inform strategies and activities.*

Parents have been included in a number of activities ( see 3.5).

## **8.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS**

*Indicate that a broad range of community stakeholders contribute to the development, implementation, and review of the SIP.*

The principal will present the SIP plan to the PTO and to community members at a board meeting with follow-up questions and discussion.

## **8.3 COMMUNICATION OF SIP PROGRESS**

*Describe the frequent, extensive progress reports sent to parents/families from the school and classroom teachers related to performance targets, strategies, and activities in the SIP. A sample report, newsletter, or web page address may be included in an appendix, if appropriate.*

Communication of SIP progress will be communicated through:

- Newsletters from principal and staff
- District website
- Annual report to the public

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

*Provide evidence that family/community have specific roles in activities described in the action plan (5.0).*

Classroom teachers will provide parents with information related to our action plan through:

- Curriculum night informational meeting and handouts
- Weekly newsletters
- Suggestions for supporting reading and writing strategies at home
- Monthly newsletters about character education program
- PTO meetings

## **8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING**

*Provide evidence that family/community have specific roles in supporting learning.*

Community businesses have specific roles in supporting our learning through monetary partnerships. Examples of businesses include but are not limited to:

- Pizza Hut Book-It program
- Jewel Shop and Share Days
- Six Flags Great America Reading Incentive program
- Barnes and Noble Discount Days
- Miscellaneous area restaurants sharing profit days
- Partnership with Countryside developmental facility
- Partnership with Ellis Elementary School in Round Lake

## **8.6 PROCEDURES/PRACTICES/COMPACTS**

*Provide evidence that parents/families have extensive roles in the development and review of school parental procedures, practices, and compacts.*

Parents and community members have extensive roles in the development and review of the following:

- District 95 Code of Conduct
- District 95 Strategic Plan
- District 95 Parent Handbook

PTO committees provide input into various school programs and functions.

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## 9.0 Support Systems

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### 9.1 INTERNAL DISTRICT SUPPORT

*Explain how specific district services and resources support the strategies/activities.*

District resources support the strategies and activities through:

- Curriculum coordinators by mentoring and planning professional development activities.
- Assistant Superintendent for Curriculum and Instruction leads district curriculum review cycle.
- Technology Committee training staff to use supportive programs for reading and writing.
- Technology Support Staff maintain technology equipment of building.

Monetary resources include:

- Building budgets
- Staff development funds
- Grants

These resources will support development needed to achieve our goals.

### 9.2 EXTERNAL SUPPORT

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

External resources that support implementation of strategies and activities include:

- Association for Supervision and Curriculum Development
- Illinois Principal's Association
- Regional Office of Education
- Illinois Standards Achievement Test Consultant
- Technology consultant Melissa O'Hara

The above mentioned services provide assistance in locating up-to-date resources that will support our strategies and activities.

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## 10.0 Review, Monitoring, and Revision Processes

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### 10.1 DISTRICT PEER REVIEW PROCESS

*Describe the district peer review and approval process.*

Currently, District 95 does not have a peer review and approval process.

### 10.2 MONITORING PROGRESS OF THE PLAN

*Describe how and when school personnel and leaders will collect data to monitor the effectiveness of strategies.*

School personnel and leaders will collect data through an internal review to be conducted three times a year. In addition, district level data will be collected through analysis of Terra Nova and ISAT test scores.

### 10.3 REVISION OF THE PLAN

*Describe the systematic revision and implementation of the plan based on information from the monitoring process (10.2).*

Faculty meetings, committee meetings, monthly Early Release days, and Institute Days will be utilized to evaluate and revise the School Improvement Plan as needed. This will be done each trimester.

## Appendix A

**ADEQUATE YEARLY PROGRESS (AYP) INFORMATION**

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	84.4		Yes	93.9		Yes	96.3	Yes		
White	96.9	Yes	98.9	Yes	84.6		Yes	93.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements\*\*\*
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

\* Includes only students enrolled as of 9/30/02.

\*\* Safe Harbor Targets of 37% or above are not printed.

\*\*\* Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.