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## **1.0 Performance Targets**

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

*Insert a copy of the AYP information page from the most recent School Report Card. That page identifies, at a minimum, the performance targets the school must address in this plan. See an example for a high school in Appendix A.*

## 2.0 School Information

<b>2.1 Basic Information</b>	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	96.8	96.6	96.8	96.2
Truancy rate (%)	0.0	0.0	0.0	0.0
Mobility rate (%)	18.9	14.5	18.9	13.8
Expulsion rate (%)	0.0	0.0	0.0	0.0
Retention rate, if applicable (%)	NA	NA	NA	NA
HS graduation rate, if applicable (%)	NA	NA	NA	NA
HS dropout rate, if applicable (%)	NA	NA	NA	NA
Teachers working out-of-field (#)*	NA	NA	NA	NA
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)				
School Population (#)	526	468	526	491
Economically disadvantaged (%)	.2	0.0	0.2	0.2
Limited English proficient (LEP) (%)	1.3	0.0	1.3	1.0
Students with disabilities (%)			12.0	
White, non-Hispanic (%)	90.5	90.6	90.5	85.5
Black, non-Hispanic (%)	.2	.6	0.2	0.6
Hispanic (%)	2.3	1.7	2.3	2.6
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	7.0	7.1	7.0	11.0

\* "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.

## **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.*

Isaac Fox Elementary School was built twelve years ago. It is one of six elementary schools in Lake Zurich, Illinois. The estimated population of Lake Zurich, Illinois in 2002 was 18, 742. Isaac Fox Elementary School is in the southern section of Lake Zurich which has a land area of 6.5 square miles. Isaac Fox School is physically connected to Middle School South which is one of two middle schools in Lake Zurich. Isaac Fox School has three kindergarten classrooms with an average class size of 21. There are four first grade classrooms with an average class size of 20. There are four second grade classrooms with an average class size of 23. There are three third grade classrooms with an average class size of 25. There are four fourth grade classrooms with an average class size of 24, and there are three fifth grade classrooms with an average class size of 25.

There are twenty-one classroom teachers besides two physical education teachers, one art teacher, and one music teacher. The staff also includes a full time social worker, speech therapist, a part time psychologist, a library media specialist, one full time and one part time special education teacher.

Three one on one aides are employed for three special needs students in grades one and four. There is also a part time aide for the teacher of the Extended Day Kindergarten class which is a special program for at risk kindergarten students.

The district staff by racial/ethnic gender is 98.7 white, 0.3 black, 0.5 Hispanic, 0.5 Asian/Pacific Islander, and 0.0 Native American. Also in the district 23.8% of the staff is male and 76.2% female. Within the district 41.4 per cent of the teachers have Bachelor's degrees, and 58.6% of the teachers have Master's degrees +.

The average amount of time devoted to the teaching of core subjects in minutes per day is-Math 60, Science 30, Language Arts 150, and Social Science 30.

### **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 Lake Zurich area covers Ela Township, a land area of 30.5 square miles, and includes the communities of Deer Park, Hawthorn Woods, Kildeer, Lake Zurich, and parts of Long Grove and North Barrington. Over 30,000 residents making up over 8,000 families live in the area. The area's population is projected to grow to 35,434 by the year 2004. The average household income is approximately \$138,000 and the median home value around \$254,000. The median resident age is 34.7 years.

Lake Zurich is a family town, echo residents, and the population boom has been accompanied by a corresponding expansion in park and recreational offerings. There have been significant opportunities for growth and development. Three recent developments are evident along the Rand Road Corridor. The "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 education needs of the area are served by the Community Unit School District #95. The enrollment in the system for the 2001-2 school year is 6,429. The average expenditure per student is estimated to be \$7820. The average class size is 24.4 students in the elementary schools and 23.8 students in the middle schools and the high school. There are also three parochial schools in the area: a Catholic school(K-8), a Lutheran school (K-8), and a Baptist Bible school (K-12).

For population 25 and over in Lake Zurich 93.8% have a high school or higher education and 43.8% have a Bachelor's degree or higher education. There are 13.4% of the population with Graduate or professional degrees. All of the previous attributes enhance the ability of students to achieve at a higher standard.

The Lake Zurich Area is served by 20 Protestant churches, three Catholic churches and two Synagogues.

### 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.

	READING 01 MEETS/EXCEEDS			READING 02 MEETS/EXCEEDS			READING 03 MEETS/EXCEEDS			READING 04 MEETS/EXCEEDS			READING 05 MEETS/EXCEEDS		
Groups	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 5
Total	77	80		88	90		82	82		84.4	88.2		88.8	80.3	
Economically disadvantaged	--	--		--	--		--	--		NA	NA		NA	NA	
LEP	--	--		--	--		--	--		NA	NA		NA	NA	
Students w/disabilities	20	18		57	67		*	*		60	50		*	41.6	
White, Non-Hispanic	77	80		89	91		81.8	80.5		83.6	89.3		89.2	81.4	
Black, Non-Hispanic	--	--		--	--		--	--		*	NA		NA	NA	
American Indian or Alaskan Native	--	--		--	--		--	--		NA	NA		NA	NA	
Asian or Pacific Islander	*	100		*	*		*	*		84.6	*		*	*	
Hispanic	--	--		--	--		*	*		*	*		*	*	

	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	Gr 3	Gr 5	Gr 8	Gr 3	Gr 8	Gr 5	Gr 3	Gr 5	Gr 8
Total	90	86		99	91		97	92.6		95.8		93.1	94.4	90.1	
Economically disadvantaged	--	--		--			--	--		NA		NA	NA	NA	
LEP	--	--		--			--	--		NA		NA	NA	NA	
Students w/disabilities	60	27		100	67		*	*		60		66.6	*	41.6	
White, Non-Hispanic	91	86		99	92		96.5	91.9		95		93.6	93.9	81.4	
Black, Non-Hispanic	--	*		--	--		--	--		*		NA	NA	NA	
American Indian or Alaskan Native	--	--		--	--		--	--		NA		NA	NA	NA	
Asian or Pacific Islander	*	100		*	*		*	*		100		*	*	*	
Hispanic	--	*		--	*		*	*		*		*	*	*	

### 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.*

(See attached tables from Terra Nova tests 1999-2003)

*NOTE: Criteria 3.3, 3.4, and 3.5 should include valid and reliable data (3.7) which may be based on data triangulation (i.e., use of three measurements with different instruments) and preferably different methods of data collection (e.g., observations, tests, and interviews).*

### 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)	38	480.5	
Average Teacher Experience (in years)	13	12	
Bachelor's Degree (%)	24	37	
Master's degree or higher (%)	76	63	
White, non-Hispanic Teachers (FTE)	38	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)	4	118	
Female Teachers (FTE)	34	362.50	

*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
38	7	14	5	12
% attendance rate for teachers		# requesting workshop attendance	# pursuing advanced degrees	
94		30		
Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
8	1	3	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
- Math consultant
- Writing consultant
- 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 includes the following:

- PTO meetings
- Curriculum nights
- Parent Conferences
- Extended Day Kindergarten Information Night
- Taft Parent Meeting
- Book Fair Family Hot Dog & Ice Cream Night
- AC Rock Family Event
- Band and Orchestra Concerts
- Johnny Appleseed First Grade Celebration
- Class Plays
- Music Programs
- Field Day
- End of Year Event
- Jump Rope for Heart
- Battle of the Books
- Kindergarten Literacy night

### 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.*

- Internal Review- training needed in the area of Reading Extended Response
- Internal Review-training needed in the area of Math Extended Response
- Internal Review-grade level teams plan monthly assessment using certain texts
- Internal Review-articulate and coordinate teaching practices across grade levels
- Internal Review-develop consistent expectations for student performance
- ISAT Data- students in grades 3 and 5 struggled with writing extended response in reading
- ISAT Data-teachers had not been trained in the teaching of reading/math extended response
- ISAT Data-third graders demonstrated a drastic drop in writing scores

### 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.*

Staff SIP Meetings

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## 4.0 Data Analysis

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*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 ISAT scores in the area of physical science are lower than other areas
- Trend data tells us that ISAT scores are significantly lower in the area of Math Extended Response
- Trend data tells us that ISAT scores are significantly lower in the area of Reading Extended Response

### 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.

- Teachers will develop a common vocabulary to be used with students to discuss connections made with text. This vocabulary will be used in instruction with visual reminders being used in every classroom.
- Teachers will meet with outside consultants to develop writing strategies to improve student achievement.
- Teachers will develop visual reminders to assist students in their written response to text. These will be used at all grade levels.
- Teachers will develop a common format for math extended response through training by outside math consultants and working in grade level teams.
- Teachers will sequence skills to implement Math extended response format.
- Consultants will work in small groups with "bubble" students to reinforce skills and address areas of weakness for students.
- Gifted program teacher will give push in class lessons in first and second grade to introduce response format to primary grade students.

*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.*

Tests were given earlier.

Special Education scores were not included in previous years.

Teachers had not had the opportunity to develop strategies to correct instructional gaps in reading and math extended response writing.

New science program had not been fully implemented.

#### **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.

NOTE: The graphic below may be a useful in organizing 4.3 through 4.6 and in showing the process of narrowing many hypotheses down to a single strategy. Copy and complete for each AYP performance target.

**TARGET #1: EXPANDING CURRENT METHODS OF READING LITERACY INSTRUCTION WILL ADEQUATELY IMPROVE PERFORMANCE IN ALL GRADE LEVELS.**

**4.3 HYPOTHESES**

- 1. During ISAT testing cycle the tests were given earlier, and this caused two months less time for test preparation.**
- 2. More time is spent on fiction reading material than nonfiction material. Students have less exposure and instruction resulting in lower student proficiency.**
- 3. Teachers have not had any professional development in order to develop strategies and a common instructional vocabulary.**

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**4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES**

- 1. GRADE LEVEL MEETINGS TO DETERMINE A COMMON INSTRUCTIONAL VOCABULARY.**
- 2. PROFESSIONAL CONSULTANT MEETS WITH THE STAFF AND GRADE LEVELS.**

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**4.5 CAUSAL FACTORS**

- 1. Time and training for teachers**

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**4.6 SELECTION OF STRATEGY**

- 1. During Early Release days, teachers will meet for training to strengthen reading instructional strategies.**

**TARGET #2: EXPANDING CURRENT METHODS OF MATHEMATICAL LITERACY INSTRUCTION WILL ADEQUATELY IMPROVE PERFORMANCE IN ALL GRADE LEVELS.**

**4.3 HYPOTHESES**

- 1. During ISAT testing cycle the tests were given earlier, and this caused two months less time for test preparation.**
- 2. More time is spent on computation than problem solving. Students have less exposure and instruction resulting in lower student proficiency.**
- 3. Teachers have not had any professional development in order to develop strategies and a common instructional vocabulary.**

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**4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES**

- 2. GRADE LEVEL MEETINGS TO DETERMINE A COMMON INSTRUCTIONAL VOCABULARY.**
- 2. PROFESSIONAL CONSULTANT MEETS WITH THE STAFF AND GRADE LEVELS.**

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**4.5 CAUSAL FACTORS**

- 1. Time and training for teachers**

**E  
T**

**4.6 SELECTION OF STRATEGY**

- 1. During Early Release days, teachers will meet for training to strengthen mathematical literacy instructional strategies.**

**5.0 Action Plan** for School Name:

School Years:

**STRATEGY (5.1)**

**TARGET (4.2)**

**Expanding current methods of mathematical literacy instruction**

will adequately improve performance in

**all grade levels.**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1 In-school staff development given by 2 Math consultants who will model lessons in all third and fifth grade classrooms, one fourth grade classroom and one gifted program classroom .</p> <hr/> <p>Scientific research base (5.6)—National Staff Development Council, NCTM</p>	<p>October 5, 2004</p>	<p>3-5 teachers LD Resource Teachers 2 Math Consultants Principal</p>	<p>Teacher observations</p> <p>Scored student work using math extended response student friendly rubric</p> <p>Submitted classroom data</p> <p>Survey</p>	<p>Staff development money</p> <p>Title Grants</p>
<p>Activity # 2 Remedial approach for struggling students</p> <hr/> <p>Scientific research base (5.6)—National Staff Development Council, NCTM</p>	<p>Nov. 9, 2004</p>	<p>3 math consultants small groups of 2-4 students per session</p>	<p>ISAT outline</p> <p>Student work</p>	<p>Staff development money</p> <p>Title Grants</p>
<p>Activity # 3 Workshop for grades 3-5 teachers Workshop for grade 2 teachers</p> <hr/> <p>Scientific research base (5.6)—National Staff Development Council, NCTM</p>	<p>Jan. 14, 2005  Feb. 10,2005</p>	<p>3-5 teachers LD Resource Teachers Principal</p>	<p>Math Problems</p> <p>ISAT outline</p> <p>Math Extended Response Rubric</p>	<p>Staff development money</p> <p>Title Grants</p>
<p>Activity # 4 Complete weekly math extended response problems in grades 3-5 and preliminary activities in grades 1-2</p>	<p>October 2004- May 2005</p>	<p>Classroom teachers Principal</p>	<p>Student work</p> <p>Teacher observations</p>	<p>NA</p>
<p>Scientific research base (5.6) NCTM</p>				

**STRATEGY (5.1)****Expanding current methods of reading literacy instruction**

will adequately improve performance in

**TARGET (4.2)****all grade levels.**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1 Teachers will develop visual reminders to assist students in their written response to text. These will be used at all grade levels.</p> <hr/> <p>Scientific research base (5.6)—National Staff Development Council</p>	September 2004-May 2005	K-5 teachers LD Resource teachers Reading Specialists Principal	<p>Scored student work using reading extended response student friendly rubric</p> <p>Submitted classroom data</p> <p>Survey</p>	<p>Staff development money</p> <p>Title Grants</p>
<p>Activity # 2 Cross grade level meetings to share strategies and activities Teachers will develop a common vocabulary to be used with students to discuss connections made with text.</p> <hr/> <p>Scientific research base (5.6)—National Staff Development Council</p>	September 2004-May 2005	K-5 teachers LD Resource Teachers Reading Specialists Principal	<p>Student work</p> <p>Test data</p> <p>Teacher observations</p>	NA
<p>Activity # 3 Outside consultant will meet with our staff to target reading extended response strategies.</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning</p>	September 2004-May 2005	K-5 teachers LD Resource Teachers Reading Specialists Principal  Renee Burns-consultant	<p>Student Work</p> <p>Assessments-formal and informal</p> <p>Teacher observations</p>	<p>Staff development money</p> <p>Title Grants</p>

**STRATEGY (5.1)****Expanding current methods of science instruction**

will adequately improve performance in

**TARGET (4.2)****all grade levels.**

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 Align and integrate FOSS science program and materials with the new. revised science curriculum materials.  <hr/> Scientific research base (5.6)—National Staff Development Council	September 2004-May 2005	Classroom teachers Principal	Summer curriculum writing project K-5	NA
Activity # 2 Cross grade level meetings to share strategies and activities  <hr/> Scientific research base (5.6)—National Staff Development Council	September 2004-May 2005	Classroom teachers Principal	Student work  Test data  Teacher observations	NA
Activity # 3 In house professors demonstrate us of FOSS materials and new science materials  <hr/> Scientific research base (5.6)—National Staff Development Council	September 2004-May 2005	Classroom teachers	Student Work  Assessments-formal and informal  Teacher observations	NA

*NOTE: Copy and paste the above format for each strategy in the SIP.*

**TARGET #1: EXPANDING CURRENT METHODS OF SCIENCE INSTRUCTION WILL ADEQUATELY IMPROVE PERFORMANCE IN ALL GRADE LEVELS.**

**4.3 HYPOTHESES**

- 1. During ISAT testing cycle the tests were given earlier, and this caused two months less time for test preparation.**
- 2. Physical science was not taught with the previous science series.**

**T**

**4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES**

- 1. GRADE LEVEL MEETINGS TO DETERMINE A INSTRUCTIONAL STRATEGIES.**
- 2. IN HOUSE PROFESSORS FOR STAFF DEVELOPMENT**

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**4.5 CAUSAL FACTORS**

- 1. Time and training for teachers**

**E**

**4.6 SELECTION OF STRATEGY**

- 1. During Early Release days, teachers will meet for training to strengthen science instructional strategies.**

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## 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
Activity 1-1	X	X											X	
Activity 1-2	X	X											X	
Activity 1-3	X	X											X	
Activity 2-3	X	X											X	
TOTAL														

Other includes PTO grants and discretionary budget allocation.

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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 professional growth. The data is collected from ISAT scores, teacher input, and teacher surveys.

### 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-services in the following areas

- Reading
- Writing
- Math
- Science
- Technology

### 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 training in reading extended response Staff training in math extended response
Across grade level meetings	Scaffolding curriculum in reading and math extended response Exam science instructional strategies

*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.*

See attached district schedule.

**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
- Assistants to the Associate Superintendent for Curriculum and Instruction
- Outside consultants
- Title I, Title II grants
- ELL grants
- Building budget for staff development

**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)*

6.6 Staff development follows the model developed by Emily Calhoun. Her practical definition of action research for organization improvement is based upon, "Let's study what's happening at our school (through the collection and utilization of data) and decide how to make it a better place." She outlines a model for a quick start to action research. She then says that action research (1) uses student data to inform us about success, (2) must be focused on student learning as a collective mission, (3) can develop the school as a learning community, (4) can build organizational capacity to solve problems, and (5) can be a form of personal as well as professional development.

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**OPTIONAL TABLE FORMAT**

*NOTE: Criteria 6.4, 6.5, and 6.6 may be combined into the following table and/or cross referenced to the action plan (5.0).*

<b>6.4 Scheduling</b>		<b>6.5 Resources</b>	<b>6.6 SBR</b>
Month/Date/Year	Content of Professional Development	Supporting Resources	Scientific Research Base for the Content

## **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
- Breakthrough to Literacy-grades K-2
- Overhead projectors
- Laptop carts
- DVD/VCR players
- Digital cameras
- Technology consultant training

## **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/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/she must give specific ways on how he/she are going to share the conference information with other staff members. Teachers have the opportunity to recommend presenters to the district for future in-service training. The form is returned to the building principal. Please see attached form.

Staff members who attend district sponsored institute day workshops are asked to fill out an online evaluation. Surveys are done electronically, and some prior questions included:

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 were the options of strongly agree, agree, or disagree. For the last two questions teachers are asked to write a brief answer that can express their opinions positive or negative for each professional development session. These suggestions and comments are used to plan future staff development days.

## **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.*

The district offers a formal mentoring program to first year and second year teachers facilitated by the Curriculum Coordinators. This program has written procedures and has been approved by the state.

– See attached page for schedule of Mentor program

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## **7.0 Illinois Learning Standards (ILS) 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.*

See attached curriculum review cycle.

### **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.*

Please see Curriculum and Instruction web site at LZ95- <http://www.lz95.org/curriculum/index.html>

Please see attached pre-observation form.

### **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.*

Please see attached Curriculum and Review cycle.

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

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

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

The district has also purchased a software program-Curriculum Designer-which also aligns the district learner objectives with state standards and provides internet lesson access.

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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), however, satisfaction data has not yet been obtained. Please see attached sample of a parent survey which will be administered in 2004-05.

### **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 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-Curriculum and Instruction
- 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).*

Community businesses have specific roles in supporting our learning through monetary partnerships. Some examples of this

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

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

## **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.*

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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 in a comprehensive way learning and instruction at the building level. Resources include but are not limited to: Coordinators of Curriculum and Instruction provide resources, data analysis, mentoring program, etc.; the ASCI provides leadership in all curricular issues, facilitation of Curriculum Council; the Technology department supports the seamless integration of technology into all curriculum areas; Financial support is provided via building-based budgets, staff development funds, grants, etc

### **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 math consultant Jane Riley and Tucky Marchica
- Illinois Standards Achievement Test Reading consultant Renee Burns
- School Improvement Plan writing consultant Charlotte Drayer
- 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

## 2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	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?	Yes	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2005-06 State Improvement Status	

	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		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	85.1		Yes	91.9		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	85.7		Yes	91.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**Four 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. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

\* Includes only students enrolled as of 9/30/2004.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

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

## **Appendix B**

### **An Illustration of Rubric Component 4.0**

Every school improvement plan is a social science experiment. Selection of optimal strategies for improving school performance entails a series of logical steps, each of which is part of the process of experimental design.

DEPENDENT VARIABLES (effects, targets, problems, results)

4.1 School personnel summarize data for dependent variables from a variety of sources as gaps, comparisons, and trends. These dependent variables are usually academic data—now, by law, reading and mathematics scores. Due to NCLB, percent of students tested, attendance rate at grade schools, and graduation rate at high schools are also dependent variables.

COMMENT The dependent variables for which the school did not make adequate yearly progress are defined as targets. An example of an AYP target is "40 percent of students scores meet or exceed state standards in mathematics in 2004." Unfortunately, NCLB accountability measures use only *schoolwide* data to calculate and report composite and subgroup scores. Diagnostically, these schoolwide data are not very useful. Fortunately, ISAT and PSAE provide each school the same data disaggregated by grade, gender, ILS sets, among others. For example, mathematics scores are further broken down by estimation/number sense/computation, algebraic patterns/variables, algebraic relationships/representations, geometric concepts, geometric relationships, measurement, data organization/analysis, and probability. Data for these and other ILS sets are reported for each student. In addition, results from local assessments, including classroom tests, augment and verify these disaggregated scores.

4.2 A school uses its achievement results diagnostically to narrow and refine the source of its problem. For example, an analysis of data shows that the problem is not low mathematics achievement in all grades, but low scores among students in grades 3 and 5 only. Further analysis shows that it is primarily boys, not girls. Further analysis shows that this gender difference holds across all ethnic, racial, and income groups. Furthermore, this gap has been a trend over the last three years. Data from local assessments and teacher observations reinforce this focus.

COMMENT Diagnosing the problem and clarifying the target in this way will determine the breadth of the strategy eventually selected to address it, hence, the cost to the school in terms of people, time, money, materials, and disruption. Of course, had the data shown a schoolwide reading problem, a schoolwide solution would be required. In short, the adage in science applies, "Clarifying the problem is half the solution."

INDEPENDENT VARIABLES (causes, factors, hypotheses, strategies, activities)

4.3 Ask, "Why?" again and again. What is causing boys in grades 3 and 5 to score low in math? Planners should brainstorm as many hypotheses—possible causal factors—as seem plausible. These are the independent variables. Is it developmental? Do boys have lower aspirations or motivation than girls? Is the instructional practice poorly suited to them? Do they lack resources at home? Do they do less homework? Are they tired because they play more sports? And why are the scores always lowest at grades 3 and 5, not 8? Is the curriculum misaligned? Is it teacher turnover? Is it teacher absenteeism?

COMMENT Many more plausible hypotheses could be added to this list. Note that this list does not spring from the achievement data, rather from the knowledge and expertise of experienced practitioners.

4.4 The school collects and summarizes as much data on as many potential causal factors as possible.

COMMENT These data inform the next step. The most informative data come from before-and-after measures of a single group or from comparisons between groups.

4.5 Many of the above hypotheses can be logically eliminated. For example, curriculum misalignment, teacher turnover, teacher absenteeism, and resources at home can be eliminated because they should equally affect girls. Other hypotheses can be eliminated based on local data. For example, school surveys show that girls play sports as often as boys, that boys' academic aspirations are higher than girls, and that boys do as much homework (just not as well).

COMMENT By logically and empirically winnowing the hypotheses, only two primary causal factors remain viable: Developmental differences and a difference in response to instructional practices.

4.6 The school adopts strategies that change causal factors under its control. Of the two remaining hypotheses, the school cannot control developmental differences between boys and girls. Changing developmental differences therefore cannot be a strategy. But the school can change instructional practices. Thus, the strategy will be to change the mode of math instruction for boys at grades 3, 4, and 5.

COMMENT Many important causal factors are beyond the power of the school to change or control. The school must treat all such factors as "givens" and focus its efforts on the factors it can control.

## STATEMENT OF STRATEGY

5.1 Changing the mode of mathematics instruction for boys at grades 3, 4, and 5 will adequately improve their academic achievement in mathematics.

COMMENT It is not useful to add to this statement such phrases as "...by 5 percent each year for the next two years." The target for success has been set by law. The school should aim at nothing less than doing its best to exceed the adequate yearly progress target. Substituting some lesser standard of its own will likely prove counterproductive, especially as performance targets mandated by law rise in coming years.

### 5.2

Activity 1: Numerous hands-on mathematics manipulatives and kits will augment traditional instruction.

Activity 2: Boys and girls will tutor one another, as appropriate.

Activity 3: The use of mathematics will be integrated into science instruction.

Activity 4: The use of mathematics will be integrated into gym class.

Activity 5: Both school and homework will require explicit connections to everyday events.

Activity 6: Help in mathematics before school will be made available to all students.

COMMENT The results of this experiment—one that tests the hypothesis that changing from traditional math instruction to hands-on instruction will improve mathematics scores for boys in grades 3 and 5 in this school—will not be known for several months. In many cases, the final results may require a year or more.

## APPENDIX C

### EXAMPLES OF STRATEGIES AND TARGETS (5.1)

Targets should address, at a minimum, the AYP targets, i.e., any “No” (not met), on the AYP Information page in the School Report Card. The purpose of the SIP is to select a strategy that will change each “No” to “Yes.” The height of the bar for AYP (e.g., percent of reading scores meets and exceeds) is set by law as part of the definition of “target” and is given on the AYP Information page. Therefore, to add phrases such as “increase by 5 percent each year for two years” to the target is not necessary or appropriate. The examples below illustrate two strong and two weak statements. Read each row as a complete sentence.

#### INDEPENDENT VARIABLE

#### DEPENDENT VARIABLE

*The following example is a well-defined statement because it is specific to grades (3-5), subject (mathematics), and group (boys).*

Strategy	will adequately improve performance in	Target
Expanding current modes of mathematics instruction	will adequately improve performance in	boys' math scores in grades 3, 4, 5.

*The following example is well-defined statement because it has a school-wide focus (all learning areas and grades tested.)*

Strategy	will adequately improve performance in	Target
Implementing a consistent system of classroom management school-wide	will adequately improve performance in	all learning areas and grades tested.

*The following example is vague because it does not clearly specify a target. It is also weak because it changes the target from “meet AYP” required by law to “6 percent each year.”*

Strategy	will adequately improve performance in	Target
Expanding current modes of mathematics instruction	will adequately improve performance in	math by 6 percent each year.

*The following example is a vague, undefined statement because the target (reading and math-grade 8) has no connection to the strategy (parent involvement in science projects.)*

Strategy	will adequately improve performance in	Target
More parental involvement in their children's science fair projects	will adequately improve performance in	reading and math scores in grade 8.

2005-06 SIP Goals for  
Isaac Fox Elementary School

**Target 1**

Increase ISAT Reading scores at grades 3-5. Specific goals are 85% meets or exceeds at grade 5, 90% meets or exceeds at grades 3 and 4.

**Strategies and Actions**

- In grades 3-5 teachers will administer common monthly reading extended response assessments using the HM IL state materials
  - Teachers will score the results using the state rubrics and share results at grade level team meetings
  - Teachers will attend district ISAT training meetings Oct.-Dec.
  - New fifth grade teacher will attend ROE ISAT workshops
  - Early release day focused on reading extended response coordinated by all elementary school principals
- Provide reading support for students scoring at either academic warning or beginning on the ISAT test
  - Reading specialist will work with identified students on specific skills using materials aligned with assessment framework
  - Reading specialist and classroom teachers will collaborate regarding these students and their needs
- Teachers in grades 3-5 will begin to implement balanced literacy in their classrooms

- Grade level teams will view the guided reading videos and discuss strategies and techniques
- Teachers will visit classrooms where teachers are successfully using balanced literacy focusing on guided reading and literacy centers
- Teachers will share implemented strategies at team meetings
- Teachers will use the Illinois Assessment Frameworks in reading in grades 3-5 to guide instruction
  - Teachers will check off and date skills as they are taught/implemented
- Teachers in grades K-2 will continue to teach reading using a Balanced Literacy format
  - Teachers will monitor students guided reading levels each trimester using guided reading graphs

## **Target 2**

Increase ISAT math scores in grades 3-5 especially in the area of explanation for the Extended Response problems by moving from a majority of the scores being at level 2-3 to a majority of the scores being at level 3-4

## **Strategies and Actions**

- Teachers will participate in staff development school workshop on ISAT updates
  - Teachers will attend an in school workshop on ISAT math updates
  - K-2 teachers will attend Thinking Stories training on problem story strategies
  - Grade 3-5 teachers will attend district ISAT workshops
  - Teachers will observe in-class modeled lessons by ISAT consultant

- Teachers will implement lessons which teach math extended response strategies
  - Teachers will schedule practice within their classrooms on ISAT constructive problems and extended response problems
  - Teachers will score the results using the state rubrics and share results at grade level team meetings
- Teachers will use the Illinois Assessment Frameworks in mathematics in grades 3-5 to guide instruction
  - Teachers will check off and date skills as they are taught/practiced

### **Target 3**

Students will learn and apply the skills and traits consistent with the Character Counts program

### **Strategies and Actions**

- The school committee will schedule and implement six assemblies throughout the year
  - Assemblies will have a generic format-introduction, grade level presentation, student recognition-“Foxworthy”, community/school adult speaker, school song
  - Community members/parents will be involved at every assembly to share their application of the Character Counts traits within their lives and roles
  - A Character Counts assembly by Quest, Inc. is scheduled for the whole school in February 2006

- The PTO Cultural Arts Committee scheduled a storyteller during National Library week in April 2006. She will tell stories with a moral.
  
- Teachers will be involved in ongoing committee work to promote Character Counts
  - Two trained teachers will assist in facilitating a school committee with the principal
  - Representatives will attend and share at district Character Counts meetings
  
- Students will be identified and celebrated for demonstrating Character Counts traits
  - Monthly assemblies will be held to recognize “Foxworthy” students
  - Six students will receive Isaac Fox Character Counts t-shirts which were donated by the PTO