

School Improvement Plan Cover Sheet

School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: LAKE
2. DISTRICT NAME / NUMBER: CUSD 95
3. SCHOOL NAME: MAY WHITNEY SCHOOL
4. SCHOOL ADDRESS: 102 CHURCH STREET
 LAKE ZURICH, IL
 60047
5. GRADE LEVELS OF THE SCHOOL: KINDERGARTEN - FIFTH
6. YEARS COVERED BY THE PLAN: 2005-2006
7. CONTACT PERSON: DR. DEB BRUEMMER
8. PHONE NUMBER: (847) 540-3905
9. EMAIL ADDRESS: DEB.BRUEMMER@LZ95.ORG
10. Title I Non-Title I
11. COMPREHENSIVE SCHOOL REFORM: X_ 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		

1.0 Performance Targets

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.

See attached AYP form from 2005 School Report Card.

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	66.3		Yes	81.9		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	69.2		Yes	87.2		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)

- 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.
- 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.***
- 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.
- 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.

2.0 School Information

2.1 Basic Information	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	96.3	95.7	95.7	96.2	95.3%
Truancy rate (%)	0.6	0	0.0	0	0
Mobility rate (%)	4.2	5.5	6.2	8.0	9.4%
Expulsion rate (%)	0	0	0	0	0
Retention rate, if applicable (%)	0	0	0	0	0
HS graduation rate, if applicable (%)	NA	NA	NA	NA	NA
HS dropout rate, if applicable (%)	NA	NA	NA	NA	NA
Teachers working out-of-field (#)*	0	0	NA	NA	0
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	0	0
School Population (#)	736	750	773	473	445
Economically disadvantaged (%)	3.3	2.4	3.9	8.4	10.8%
Limited English proficient (LEP) (%)	0.5	1.3	1.6	5.9	7.2%
Students with disabilities (%)					
White, non-Hispanic (%)	92.4	90	87.3	81.5	349 – 78.4%
Black, non-Hispanic (%)	0.7	0.8	0.5	1.0	7 – 1.6%
Hispanic (%)	5.3	6.1	7.5	9.9	64 – 14.4%
Native American or Alaskan Native (%)	0.0	0	0.1	5.6	0 – 0%
Asian/Pacific Islander (%)	1.6	3.1	4.5	1.4	25 – 5.6%

* "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

May Whitney Elementary School has a school population of nearly 450 students in kindergarten through fifth grade. The school is located in Lake Zurich on a district campus which includes the High School, former middle school and the professional development center. Recent growth and the completion of a new elementary school in the district changed the school population from nearly 750 students in 2001-2002 and reduced it by 40%. This change has impacted May Whitney by changing the trend data on standardized test, removing 40% of staff, and providing spaces to house services not traditionally in place. Student population in the area of ELL and Bilingual has grown over the past few years. In addition to the ELL program, May Whitney has established the first Bilingual program for Spanish speaking students in District 95. In addition to ELL/Bilingual the school offers an extended day kindergarten for at risk learners, special education services and classrooms, gifted, speech, social work, school psychologist, reading services, and occupational therapy. May Whitney School is the oldest elementary facility in the district. Originally built in 1949, the school has learned to accept growth with additions in 1954, 1989 and 1990. May Whitney School receives tremendous support from the PTO. The PTO board has over 70 members, each serving on a committee to support the school and students.

2.3 COMMUNITY CHARACTERISTICS

The Lake Zurich Area is a combination of six communities with the Village of Lake Zurich at its center. The other communities are Deer Park, Hawthorn Woods, Kildeer, Long Grove and North Barrington. The area encompasses 32.3 square miles and has seen steady growth in the last ten years. The population in 1990 was 27,004 and, according to the 2000 census, it grew to 40,321.

The breakdown of the population is 50.1% male and 49.9% female. The population of the area is relatively young with a median age of 40.4 years.

The area is prosperous. The aggregate Household Income is \$1,558,331,955. The median Household Income is \$91,748. The average Household Income is \$150,201. The per capita is \$46,402.

The area has an exceptionally high level of home ownership. The number of households, again according to the 2000 census, is 11,196 and 95% of these are owner occupied. The average number of persons per household is 3.15. The median home value in the area is estimated to be \$176,105.

As to the resale value of property, the median Home Sale price in 1994 was \$132,100. The median Home Sale price in 1999 was \$163,900, an increase of more than 24%. As with most other areas in the county, owning a home in Lake County is a great investment.

The education needs of the area are served by the Community Unit School District #95. The enrollment in the system for the 2001-2002 school year was 6,429. The average expenditure per student was estimated to be \$7,820. The average class size was 24.4 students in the elementary schools and 23.8 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).

The Lake Zurich Area has 23 public parks, two beaches, nine public tennis courts and 276 sports teams.

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

(from the LZ Chamber of Commerce)

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 8
Total	81	74		77	78		81	74		70	79		66.3	67.6	
Economically disadvantaged	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
LEP	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Students w/disabilities	21	26		10	22.2		20	21.1		36.4	38.9		28.5	38.9	
White, Non-Hispanic	86	75		80	78.6		84.6	77.8		70	79.5		66.2	73.4	
Black, Non-Hispanic	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
American Indian or Alaskan Native	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Asian or Pacific Islander	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Hispanic	NA	NA		NA	NA		NA	NA		NA	NA		NA	36.4	

	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 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	93	86		93	86		89	82		90.1	89.5		88	80.5	
Economically disadvantaged	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
LEP	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Students w/disabilities	71	47		58	22.2		60	21.1		63.6	55.5		64.3	44.4	
White, Non-Hispanic	95	88		94	85.6		91.8	85.8		88.5	91		89.1	86.7	
Black, Non-Hispanic	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
American Indian or Alaskan Native	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Asian or Pacific Islander	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
Hispanic	NA	NA		NA	NA		NA	NA		NA	NA		NA	45.5	

3.2 LOCAL ASSESSMENT DATA

Terra Nova scores receive an analysis from the curriculum coordinators for District 95. Analysis of the scores from the fall of 2002 and 2003 prompted several recommendations as target areas. Information was included by grade level to help teachers focus on specific strategies. The following information represents areas to target for student achievement based on the TERRA NOVA.

First Grade

Reading- Basic Understanding-Demonstrate understanding of the literal meaning of a passage through the identifying information, indicating sequence of events, and defining grade level vocabulary.

Math- Data Analysis, Statistics and Probability- Analyze, interpret and evaluate data in various forms; and apply the concepts and processes of the data analysis, statistics, and probability to real-world situations.

Second Grade
Reading/Language Arts

Evaluate and Extend Meaning-demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness.

Multiple Meaning Words-Identify multimeaning words by inferring words missing from sentences

Words in Context- Use context to infer words missing from a passage

Vowels- Identify the correct spelling of vowel sounds in words presented in sentences and phrases

Structural Units- Identify the correct spelling of structural units in words presented in sentences and phrases.

Math

Problem Solving and Reasoning- Select and apply problem-solving strategies, identify necessary information, use patterns and relationships to evaluate situations, apply inductive reasoning, and solve a variety of non-routine, real-world problems

Third Grade

Reading

Writing Strategies- Demonstrate knowledge of information sources, outlines, and other pre-writing techniques. Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting sentences, sequencing ideas and relevant information in writing expository prose

Math

Measurement – Demonstrate an understanding of measurement systems, units, and tools by describing, calculating or estimation size location, and time; by using concepts of perimeter, area, volume, capacity, weight and mass; and by identifying appropriate degrees of accuracy

Problem Solving and Reasoning -Select and apply problem-solving strategies, identify necessary information, use patterns and relationships to evaluate situations, apply inductive reasoning, and solve a variety of non-routine, real-world problems

Fourth Grade

Reading

Evaluate and Extend Meaning - demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness

Writing Strategies - Demonstrate knowledge of information sources, outlines, and other pre-writing techniques. Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting sentences, sequencing ideas and relevant information in writing expository prose

Math

Problem Solving and Reasoning -Select and apply problem-solving strategies, identify necessary information, use patterns and relationships to evaluate situations, apply inductive reasoning, and solve a variety of non-routine, real-world problems

Geometry and Spatial Sense – demonstrate special sense and an understanding of geometry by visualizing and identifying two and three dimensional objects, classifying shapes, recognizing symmetry, using transformations, applying geometric formulas, and evaluating properties of geometric figures

Patterns, Functions and Algebra – Recognize and extend patterns. Demonstrate and understanding of functional relationships, algebraic processes, variables and inequality. Recognize algebraic representations or problem situations and apply algebraic methods to solve real-world problems.

Fifth Grade

Reading

Identify Reading Strategies – Demonstrate awareness of techniques that enhance reading comprehension, such as existing knowledge, summarizing, content, comparing information across text, using graphic and text structure, and formulating questions that deepen meaning

Evaluate and Extend Meaning - demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness

Writing Strategies - Demonstrate knowledge of information sources, outlines, and other pre-writing techniques. Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting sentences, sequencing ideas and relevant information in writing expository prose

Math

Measurement – Demonstrate an understanding of measurement systems, units, and tools by describing, calculating or estimation size location, and time; by using concepts of perimeter, area, volume, capacity, weight and mass; and by identifying appropriate degrees of accuracy

Geometry and Spatial Sense – demonstrate special sense and an understanding of geometry by visualizing and identifying two and three dimensional objects, classifying shapes, recognizing symmetry, using transformations, applying geometric formulas, and evaluating properties of geometric figures

Also included is a longitudinal study of scores on both the ISAT and TERRA NOVA indicating progress in mathematics from third grade to fifth grade. Information was collected and shared with teachers in grades 3-5 to provide insight about student achievement. Information provided on this chart was used to demonstrate progress in student achievement in reaching the meets and exceeds category on the ISAT test. Changes to presentation, including the use of ability grouping, were made after presentation of scores.

ISAT 3

Year	Level 1 – Warning	Level 2 – Below	Level 3 – Meets	Level 4 – Exceeds
2000				
2001	1	13	77	9
2002	0.4	12	76.6	10.9
2003	0	16.9	71.2	11.9

ISAT 5

Year	Level 1 – Warning	Level 2 – Below	Level 3 – Meets	Level 4 – Exceeds
2000				
2001	0	5	51	44
2002	0.8	5.8	41.1	52.2
2003	0.8	9.4	40.9	48.8

Year	Level 1	Level 2	Level 3	Level 4
As 3 rd	0	5	51	44
As 5 th	0	16.9	71.2	11.9

Grade Level	Level 3-4	Level 1/2
As 3 rd	95	5
As 5 th	83.1	16.9

3rd Grade

Year	<25	26-50	51-75	>75	Total
2001	7	11	40	62	120
2002	14	19	31	64	128
2003	10	9	13	38	70

5th Grade

Year	<25	26-50	51-75	>75	Total
2001	6	16	28	64	114
2002	13	18	21	63	115
2003	4	11	17	54	86

Year	3 rd	5 th
2001	75.4	79.3
2002	74.3	73
2003	76.4	82.2

5th Grade

Year	1 st	2 nd	3 rd	4 th
2001	5.2	14	24.5	56.1
2002	11.3	15.6	18.3	54.7
2003	4.6	12.7	19.7	62.7

3RD Grade

Year	1 st	2 nd	3 rd	4 th
2001	5.2	14	24.5	56.1
2002	10.9	14.8	24.2	50
2003	14.2	12.8	18.5	54.2

Grade	1 st	2 nd	3 rd	4 th	<50	>50
3 rd	5.8	9.1	33.3	51.6	14.9	84.9
5th	4.6	2.7	19.7	62.7	17.3	82.4

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)	37.5	480.5	
Average Teacher Experience (in years)	11.5	12	
Bachelor's Degree (%)	24%	37%	
Master's degree or higher (%)	76%	63%	
White, non-Hispanic Teachers (FTE)	37.5	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)	3	118	
Female Teachers (FTE)	34.5	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
37.5	12	14	3	8.5
% attendance rate for teachers		# requesting workshop attendance	# pursuing advanced degrees	
96%		34	6	
Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
5	0	4	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

Professional Development Activities include, but are not limited to the following:

- Gretchen Courtney Writing Consultant
- District In-Service Activities
- Conferences and Workshops
- Core Value Development
- Excellence in Education
- Report Card Training
- Technology Training
- District Articulation Meetings
- Subject Area Consultants

Evaluations of Training include the following:

- On-line district in-service surveys
- Conference evaluation forms
- Institute evaluation forms

3.5 PARENT/FAMILY INVOLVEMENT DATA

Activities which include parents and family include:

- PTO Meetings
- Curriculum Nights
- Open Houses
- Parent Conferences
- Taft Parent Meeting
- Musicals
- Kindergarten Field Day
- Volunteer Appreciation Dinner
- Fifth Grade Picnic
- Field Days

In the spring of 2004 all parents of May Whitney students were invited to take part in the process of developing core outcomes for students. On May 18, 2004 parents were sent a letter explaining the process and inviting them to an evening session. In weekly May Whitney newsletters sent on May 21 and May 28, 2004, parents were again invited to participate in this process. 32 May Whitney parents had responded positively and were ready to share their ideas about student outcomes on the evening of June 2nd. 26 parents participated in the June 2, 2004 meeting and were given the opportunity to create their personal core outcomes for students.

Parent statements were categorized and then both the teacher and parent lists were put together to create one list. In all, there were 9 different categories and over 100 different statements presented by parents and staff. Each parent participant and staff member was then given the opportunity to rate the 9 categories in order of importance. From the combined ratings of parents and teachers, the final core outcomes for students were established. In all, 62% of parent surveys were returned.

May Whitney has successfully communicated with 100% of parents/guardians for the 2003-2004 and 2004-05 school years.

3.6 ADDITIONAL TYPES OF DATA

In addition to ISAT and Terra Nova data, staff participated in a reflective process to determine the strengths and areas for improvement needed at May Whitney. This process took place in December 2003 and all staff participated and presented information. Data was also gathered from parents in spring of 2004 to help develop the focus for students at May Whitney. TERA 3 scores are gathered from kindergarten students upon enrollment in the district and again at the end of the kindergarten year to determine reading readiness.

3.7 DATA QUALITY

Data quality is included in each criterion above.

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)

3.1 and 3.2 show continued success at May Whitney School and offer recommendations based on local assessment scores. Trend data in both of these areas are misleading as student population changed dramatically at the start of the 2003-2004 school year.

4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)

All AYP targets for May Whitney School were met according to the 2004 school report card AYP form, which is the most current presentation of information to the school. However, work and attention will continue in the areas of reading, writing and math to ensure continued success in meeting AYP performance targets.

A diagnosis of data shows a discrepancy of progress when reading scores are considered longitudinally with writing scores. Writing scores show tremendous improvement over the last three testing years, but reading scores are not improving at the same rate. Staff will work K-5 to incorporate reading and writing and continue to meet AYP performance targets in both areas. Analysis of math scores, specifically from third to fifth grade, shows a growing number of areas where students are not as successful.

The local assessment data, as well as ISAT scores also demonstrate the number of students exceeding and meeting the standards in third decrease in fifth grade. Intermediate math instruction and performance need to be reviewed to ensure continued success on meeting AYP performance targets. In the area of math, longitudinal studies have shown that students scoring in meeting and exceeding the standard (ISAT) or above the 50% (Terra Nova) are declining from third grade to fifth grade. More specifically, the number of students exceeding the standard (ISAT) and above the 75% (Terra Nova) declines as students' progress from 3rd to 5th grade. Additionally, the number of students in the area of academic warning on the ISAT and below the 25% on the Terra Nova increases as students' progress from 3rd to 5th grade.

Possible factors:

Finally, trend data at May Whitney is misleading as student population has changed dramatically from the spring of 2003 to the fall of the 2003-2004 school year. 40% of the student population in 2002-2003 were moved to a new building and as a result trend data is not reflective of current student population. Trend data needs to be monitored to ensure AYP target areas are met for all targeted groups.

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)

All dependant variables at May Whitney School were met according to AYP form of the 2003 school report card. However, May Whitney School continues to work to ensure success in all academic areas and in all AYP targeted areas.

Included in goals to ensure continued successes are math at the intermediate level, reading and writing at all levels and the collection of accurate trend data for the school population.

- ISAT testing cycle changed over the course of the longitudinal reports
- Ability grouping in fourth and fifth grade has produced a regression to the means at all levels
- Problem-solving and reasoning skills are not highlighted in math program K-5
- Population Data has changed dramatically since the 2002-2003 school year

In the area of reading and writing possible factors;

- Concentration of only writing as s SIP goal from 2001-2003
- Isolation of reading and writing strategies
- Focus on formula writing to meet ISAT standards
- Time for staff and grade level teams to meet to coordinate the integration of reading and writing activities
- Population Data has changed dramatically since the 2002-2003 school year

Trend Data Factors:

- Student population changed dramatically when a new school was opened to alleviate population surge of community. May Whitney School decreased from 773 students to 473 in three months. A 40% overall population decrease as well as higher percentages of students in performance target areas changed the entire population at May Whitney.

4.4 SUMMARIES OF DATA FOR INDEPENDENT VARIABLES (4.3)

May Whitney Population Data	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004
Attendance rate (%)	96.3	95.7	95.7	96.2
Truancy rate (%)	0.6	0	0.0	0
Mobility rate (%)	4.2	5.5	6.2	8.0
Expulsion rate (%)	0	0	0	0
Retention rate, if applicable (%)	0	0	0	0
HS graduation rate, if applicable (%)	NA	NA	NA	NA
HS dropout rate, if applicable (%)	NA	NA	NA	NA
Teachers working out-of-field (#)*	0	0	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 (#)	0	0	0	0
School Population (#)	736	750	773	473
Economically disadvantaged (%)	3.3	2.4	3.9	8.4
Limited English proficient (LEP) (%)	0.5	1.3	1.6	5.9
Students with disabilities (%)				
White, non-Hispanic (%)	92.4	90	87.3	81.5
Black, non-Hispanic (%)	0.7	0.8	0.5	1.0
Hispanic (%)	5.3	6.1	7.5	9.9

Native American or Alaskan Native (%)	0.0	0	0.1	5.6
Asian/Pacific Islander (%)	1.6	3.1	4.5	1.4

Changes in population are highlighted in this table as presented. In the 2003-2004 school year student population decreased, while the percentage of population for economically disadvantage, mobility rate, and limited English have all increased. The percentage of racial population breakdown has changed as well. There is an increasing trend in the decrease of white non-Hispanic and Asian/Pacific Islander students being serviced and increases in categories for Black, Hispanic, and Native American and Alaskan Native students being serviced. Population increases for Economically Disadvantage students has risen nearly 5% in one year, populations of Hispanic students has risen 2.4%, and the percentage of students in the LEP category has risen 4.3%. May Whitney School is experiencing a change in population, which may lead to the need of change in the presentation of instruction to different groups of students to meet their individual needs. This change also impacts all trend data that has been collected since 2001.

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

There is not evidence in data to support low performance for any AYP targeted area. However, with changes in population and questions of validity in trend data, for current student population, data including standardized test (state and local), teacher observation, performance assessment and local student achievement reports need to be monitored closely to ensure appropriate work toward continuing to meet performance targets for AYP.

4.6 SELECTION OF STRATEGIES (4.5)

Math regression at the higher levels and increase at the lowest levels

- During early release days, grade level meeting and within school schedules, increase the amount of grade level planning time for 4th and 5th grades to explore changes to grouping practices to be consistent with educational research and district philosophy.

Reading and Writing Integration

- Through the use of early release, full day institutes, and staff meetings teachers will meet to strengthen instructional strategies to integrate reading and writing.

Monitor Trend Data

- School improvement team will meet to collect data to ensure all groups continue to meet AYP performance targets

STRATEGY (5.1)

Introduce and implement CHARACTER COUNTS! Program at May Whitney School

TARGET (4.2)

Improve school climate by teaching character education to our students. Improved climate will be measured by decreased discipline referrals over the course of the year.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1. Monthly meetings of the six elementary schools to coordinate and share activities	Monthly Meetings 8/17 9/1 10/13 11/9 12/1 Other dates to be determined	Office of Teaching and Learning Elementary Principals Teacher representatives	Minutes generated from the meeting	Time <i>CHARACTER COUNTS!</i> Curriculum
Activity #2. Monthly meetings of the May Whitney <i>CHARACTER COUNTS!</i> Committee to coordinate and share activities	Meetings following the district committee meetings	CC! Representatives Grade level representatives Principal	Minutes generated from the meeting	Time <i>CHARACTER COUNTS!</i> Curriculum
Activity #3. Each month May Whitney will highlight one of the six pillars either by doing activities or assemblies (sponsored by PTO)	Sept. – Kick-off Oct. – Citizenship Nov./Dec. – Caring Jan. – Responsibility Feb. /March – Trustworthiness April – Respect May – Fairness	Principal Teachers	Class observations Assemblies Class activities	CC! Curriculum Class time PTO (arranging assemblies)
Activity #4. Track elementary discipline quarterly and use the results to monitor the <i>CHARACTER COUNTS!</i> program	End of: October January March June	Principal Secretary	Enter student discipline	Time

STRATEGY (5.1)

Assess all students pre, mid-year and post to check reading progress. These scores will be used to identify students reading below grade level and specific strengths and weaknesses of all students in order to plan effective instruction.

TARGET (4.2)

To improve Reading ISAT scores from 66.3% (3rd Grade) and 67.6% (5th Grade) meets or exceeds to 75% meets or exceeds

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1. Classroom teachers will learn to use the Houghton-Mifflin's Integrated Theme Tests to measure reading strategies, comprehension and phonics analysis (Grades 4 and 5).	Nov. – Pre-test for 2005-2006 School Year May – Post-test	Teachers	Chart student growth ISAT test results	Theme tests Time to give tests
Activity #2. Classroom teachers will learn to use the Houghton-Mifflin Leveled Reading Passages Assessment Kit to assess and evaluate students' reading levels, as well as their reading skills and use of strategies (Grades 1-3).	Sept./Oct.	Teachers	The assessment will give the teacher an estimation for whether the student is below, within, or above for oral reading, comprehension and rate/fluency ISAT test results	Houghton-Mifflin Assessment Kit Time to give the tests
Activity #3. Identify students who need to work with the Reading Specialists. Assess students using ISEL (Illinois Snapshot of Early Literacy) or Informal Reading Inventories (such as Developmental Reading Assessment, Qualitative Reading Inventory, and Jerry Johns). Kindergarten will be assessed using the Test of Early Reading Ability 3 rd Edition (TERA 3).	Sept./Oct. Pre-test Jan./Feb. Mid-year test May Post-test	Reading Specialists	Chart student growth ISAT test results	TERA 2 for K. ISEL or Informal Reading Inventories Time to give tests

Activity #4. Identify a specific tool such as DIBELS (Dynamic Indicators of Basic Literacy Skills – K-6) or ISEL (Illinois Snapshot of Early Literacy – K-2)to track student progress K-5.	September – November	Reading Specialists Teachers	Chart student growth ISAT test results	ISEL or DIBELS
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STRATEGY (5.1)

Implement a balanced literacy program in Reading using the new Houghton-Mifflin Reading Series (Grades 1-5).

TARGET (4.2)

To improve Reading ISAT scores from 66.3% (3rd Grade) and 67.6% (5th Grade) meets or exceeds to 75%.meets or exceeds

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1. Teachers will attend in and out-of-district workshops to strengthen staff understanding of the new curriculum and balanced literacy.	On-going meetings 9/16 11/8 Quarterly grade level meetings	Office of Teaching and Learning Principal Teachers	Teachers ability to use and understand all parts of the new curriculum Improved ISAT scores	Representatives from Houghton-Mifflin Assoc. Superintendent Other Speakers
Activity #2. Teachers will use team time to share techniques at least monthly.	Weekly	Teachers Principal	Teachers will be more at ease using the curriculum	Meeting time Class observation
Activity #3. Teachers will participate in training on changes on ISAT testing.	10/11/05 12/13/05 Other training meetings as they arise	Teachers Principal	Teachers will be familiar with the new test. Test scores will rise	Time Training
Activity #4. Teachers will use the assessment listed in the previous strategy to design flexible differentiated instruction.	Throughout the course of the year	Teachers	Teachers will easily be able to use the assessments	Time Use of assessments

STRATEGY (5.1)

Teachers will instruct students on how to interpret the text and make connections to other situations or contexts through analysis, evaluation, or comparison/contrast in a written format.

TARGET (4.2)

Improve extended-response results on the Reading section of the ISAT Test from approximately 86% below standards/academic warning (3rd Grade) and 86% below standards/academic warning (5th Grade) to 55% meeting the standards on the extended-response Reading section.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1. Teachers will attend workshops and ISAT training to better understand the extended-response reading rubric.	10/19/05 11/18/05 Other workshops & trainings as become available prior to March	Teachers Principal	Improved scores on ISATs	Money for workshops Time
Activity #2. Students will practice writing that reflects reasoning, connecting and interpreting using the 'student-friendly extended-response reading rubric.'	Weekly during Reading	Teachers	Improved scores on ISATs	Time during class
Activity #3. Teachers will select four writing samples between November and February and score and discuss them at grade level meetings.	Once a month	Teachers	Writing samples Rubrics to score them	Time during class Time to score them
Activity #4. Teachers will incorporate extended-response answers in other subject areas.	November – March	Teachers	Samples from other subject areas. Rubrics to score them	Time during class Time to score them
Activity #5. Reading teachers will target extended-response answers with their students.	November – March	Reading Teachers	Writing samples	Time during class

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 st CCLC	REAP	Gen Rev	Sum Brdgs	Other	Other
Goal 1 Activity 1														
Goal 1 Activity 2														
Goal 1 Activity 3														
Goal 2 Activity 1	X	X											X	
Goal 2 Activity 2	X	X											X	
Goal 1 Activity 2													X	
Goal 3 Activity 1													X	
TOTAL														

Other resources included, but are not limited to PTO grants and school staff development budgets.

6.0 Professional Development

6.1 DATA USE

Professional development data referenced in 3.4 is used by teachers to determine in-service training, workshop/conference attendance, and consultants or in-house experts needed to help enhance professional growth. Data is created through ISAT and TERRA NOVA scores and teacher input through participation on surveys.

6.2 QUALIFIED AND EFFECTIVE EDUCATORS

Professional development activities have been offered with District support in the areas of reading, writing, mathematics, science, and technology. Teachers have the opportunity to learn effective teaching strategies to continually grow as professionals. All certified staff members at May Whitney are highly qualified professionals.

6.3 RELATION TO STRATEGIES

Current staff development plans for the district include presentation in the areas of professional standards, technology, assessment and school improvement planning. Early dismissal days are designated for the individual buildings to address school improvement goals and targets. Staff at May Whitney will develop a schedule of activities for articulation and grade level meetings. Minutes from meetings will be presented as evidence of progress toward goals. Additionally, the SIP team will have the opportunity to meet throughout the course of the year to develop staff and parent surveys, review population data and test scores for student progress and achievement.

Staff development schedule under 6.4.

6.4 SCHEDULING

2004 – 2005 Institute Days				
Date	Who	When	Where	What
Monday, August 23	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.
Wednesday, Sept. 22	Entire district	all day	Individual bldgs.	SIP
Tuesday, Nov. 2	MSS – MSN, Elem. schools	7:30 – 8:00	MSN cafe.	Meet, eat and greet
		8:00 – 9:30	MSN cafe.	Tech. breakout groups incl. but not limited to: Powerpt, laptops, dig. cameras, elem. report card, A+, BTL, etc. (4 sessions)
		9:45 – 10:45	MSN & SL	Tech. breakout groups incl. but not limited to: Powerpt, laptops, dig. cameras, elem. report card, A+, BTL, etc. (4 sessions)
		10:50 – 11:50		Tech. breakout groups incl. but not limited to: Powerpt, laptops, dig. cameras, elem. report card, A+, BTL, etc. (4 sessions)
		11:50 – 1:00	LUNCH	
		1:00 – 2:30		Tech. breakout groups incl. but not limited to: Powerpt, laptops, dig. cameras, elem. report card, A+, BTL, etc. (4 sessions)

	LZHS	8:00 – 3:00	HS	Individual breakout sessions incl. but not limited to: best practices, extended tech. used within the cr, hands-on, modeling best practices, etc.
Friday, March 4	Elem. Schools	8:00 – 11:30	Indiv. bldgs.	Elem. assessment day
		11:30 – 1:00	LUNCH	
	MSS, MSN, HS	7:45 – 8:15	MSN Cafe.	Meet, eat and greet
		8:30 - 10	MSN classrooms	Mixed HS/MS breakout groups on topics incl. but not limited to: New PE trends, FL lab use, 6 Trait writing, GC Assoc. consultants, ESL.
		10:15 – 11:45		
		11:45 – 1:15	LUNCH	
	MSS, MSN, HS, Elem. fine arts, and PE	1:15 – 2:45	MSN classrooms	Articulation by department
	Elem. staff	1:00 – 3:00	IF & MSS	Best practice breakout sessions on topics incl. but not limited to: Differentiation, integrated units, collab. units, 6 Trait, ESL, etc.
Tuesday, April 5	Entire district	8:00 – 8:30	HS Cafe.	Meet, eat and greet
		8:30 – 10:00	HS PAC	Charlotte Danielson
	Administrators	10:15 – 11:45	Little aud.	Charlotte Danielson – Evaluation for Enhancing Prof. Practice.
	Cert. staff	10:15 – 11:45	H.S. Classrooms	Mixed group breakout sessions on topics from Enhancing Prof. Practice
		11:45 – 1:15	LUNCH	
		1:15 – 2:45	H.S. Classrooms	Mixed group breakout sessions on topics from Enhancing Prof. Practice
		1:15 – 2:45	Little aud.	Charlotte Danielson to meet with instructional leaders from throughout the district

6.5 RESOURCES

Professional Development is supported through the following:

- Curriculum Coordinators
- Outside Consultants
- Title I
- ELL/Bilingual Grants
- Building Budgets
- Principal
- In-House Experts

6.6 SCIENTIFICALLY BASED RESEARCH (SBR)

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.

6.7 INTEGRATION OF TECHNOLOGY

Staff integrates technology through:

- Laptop carts used in classrooms
- Computer Lab used to teach technology skills
- Breakthrough to Literacy
- TV/VCR in all classrooms
- District Technology Training
- Report Cards completed on computers
- Web Searches in classrooms

6.8 EVALUATION / CONTINUOUS IMPROVEMENT

Staff development activities, which take place during early release or institute days, are evaluated through surveys provided to staff members. For early release days, staff members are asked five questions as follows:

- | | | |
|--|-------|----------|
| 1. The agenda and goals for today were clearly communicated. | Agree | Disagree |
| 2. Presentations or content were on task, well-organized, and appropriate. | Agree | Disagree |
| 3. Today added to my personal ability to improve learning and instruction. | Agree | Disagree |
| 4. I would like additional training/resources on this topic. | Agree | Disagree |

Comments, questions, concerns and/or kudos....

For full institute days, staff members participate in breakout sessions. Staff members are asked to answer the following survey questions for each session they attend:

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

When attending a conference or workshop outside of the district, staff members must also complete an evaluation process. This process includes the completion of a summary, insights or concepts learned, and a plan for communicating ideas learned with other staff members. A conference summary form is completed after any staff member attends a conference or workshop.

6.9 MENTORING

Year One Mentoring Program 2004 – 2005

Date	Topic
August	Introduction to Mentor Program – Indiv. Mtgs.
September 23	Classroom Management
October 28	“ <i>The Key to Classroom Management</i> ” by Marzano Grading
November 18	Goal Setting & certification
December 9	Parent Conferences
January 27	Years 1 & 2 “Tea” Time Management
February 24	Using test results Differentiation & Student Motivation
March 23 (Weds)	“ <i>Do Students Care About Learning?</i> ” by Tomlinson Moving ahead to Spring Goals?

April 28
May 19

Article TBD
A look back, a look ahead – Dialogue
Year end celebration & evaluation

All meetings will be held at 3:15 – 4:30. You are required to attend 8 of the 10 meetings but are certainly welcome at all ten. Please think of your extra-curricular responsibilities as you plan for your attendance. On 9/23, 2/24, and 3/23, an outside reading should be completed before the meeting. Copies of those articles will be sent to you.

In addition to attendance at the meetings, you will be required to perform at least three of the following activities:

- Peer coaching (by a “critical friend” or Donna)
- Classroom observation
- Classroom videotaping and analysis
- Journal reflections
- Attendance at an out-of-district workshop (turn-keyed to mentor group)

All activities must be completed by the May meeting.

7.0 Illinois Learning Standards (ILS) Implementation

7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

Lake Zurich Community Unit School District 95 Curriculum Review Cycle

12-3-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-2012
Cycle One Evaluate Study Write Objectives Align Propose New Courses	LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed	Math K-12 Guidance 6-12	Social Studies K-12 Foreign Language 6-12	Science K-12 Health 6-10	LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed	Math K-12 Guidance 6-12	Social Studies K-12 Foreign Language 6-12
Cycle Two Evaluate Materials Choose Pilot In-service for Pilot Adopt Propose New Courses Write Instructional Guides		LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed	Math K-12 Guidance 6-12	Social Studies K-12 Foreign Language 6-12	Science K-12 Health 6-10	LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed	Math K-12 Guidance 6-12
Cycle Three Implement In-service Evaluate Articulate	Science K-12 Health 6-12 French		LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed	Math K-12 Guidance 6-12	Social Studies K-12 Foreign Language 6-12	Science K-12 Health 6-10	LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed
Cycle Four Monitor Refine Articulate	Social Studies K-8	Science K-12 Health 6-12 French		LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5	Math K-12 Guidance 6-12	Social Studies K-12 Foreign Language	Science K-12 Health 6-10	LARE K-12

					P.E. K-12 Drivers Ed		6-12		
Cycle Five Articulate Assess		Social Studies K-8	Science K-12 Health 6- 12 French		LARE K-12	Fine Arts K-12 Applied Arts 6-12 Library K-5 P.E. K-12 Drivers Ed	Math K-12 Guidance 6-12	Social Studies K- 12 Foreign Language 6-12	Science K- 12 Health 6-10

This cycle represents a five-stage process of curriculum review suggested by District 95 Curriculum Council; each subject area will undergo a review of all curricular components.

Technology, gifted, ESL, and special education are not separate curricular areas but are included in the other subjects above.

Interdisciplinary course proposals may be considered when one or more subjects are under review during a particular year.

7.2 STANDARDS-ALIGNED CLASSROOMS

Attached is an example of the Local Learner Standards, which are aligned to the ILS, for first grade. District 95 has complete learner objectives for all grade levels at the elementary level kindergarten through fifth grade. Teachers are held accountable for meeting these standards through the evaluation process completed by the District in 2004.

Revised 10/03

Learner Objectives for

Reading

Identify initial and final consonant sounds
 Identify long and short vowel sounds
 Read sight words automatically (see district list)
 Use context clues, including pictures and prior knowledge to identify unfamiliar words
 Recognize simple contractions and the words they stand for
 Recognize that words have more than one meaning
 Identify simple compound words
 Identify simple cause and effect
 Identify purposes, predict outcomes and begin to confirm or revise them
 Retell a story sequencing the events of a selection
 Identify the elements of a story: setting, characters, problem, solution
 Define the following literary terms: title, author, illustrator
 Demonstrate oral reading with confidence

Communication

Use sufficient volume and appropriate vocal expression
 Write sentences relating to a given topic
 Spell basic sight words (see district list)
 Alphabetize by first letter
 Use a capital letter at the beginning of a sentence
 Identify telling and asking sentences
 Use correct ending punctuation (. ?)
 Write a basic story using a beginning, middle and end
 Form the plural of regular nouns by adding -s
 Listen and respond to questions

Mathematics

Rote count to 100
 Name numerals to 100 in random order
 Write and arrange numerals 0-99
 Read number words zero to ten
 Count to 100 by 2, 5 and 10
 Identify place value in two digit numbers
 Use ordinal numbers through tenth
 Solve addition and subtraction facts through 12 using manipulatives and fact families
 Add and subtract two digit numbers without regrouping
 Recognize the value of a penny, nickel and dime

Count using a combination of a penny, nickel and dime to \$.50
Tell time by the hour and half-hour
Interpret calendar concepts: days of the week, months of the year
Measure by inches and centimeters
Compare objects: volume, weight
Compare numbers using the concepts of greater than and less than orally and in writing
Solve equations with missing numbers
Identify and draw simple plane and solid shapes
Collect, record and interpret information using simple graphs
Recognize concepts of chance
Use mathematical terms to communicate concepts and processes
Recognize fractions
Determine whether to add or subtract when solving word problems
Estimate quantity, measurement and computation: determine whether an answer makes sense
Sort and classify using a variety of attributes
Recognize and continue a mathematical pattern
Perform simple operations using calculators

Science

Identify structures that help an organism survive within a given habitat
Describe how organisms respond to seasonal change within their habitats
Identify living and non-living components in a habitat
Describe the basic needs of an organism within a habitat
Compare habitats of different animals and/or plants
Identify properties of solids and liquids
Classify and compare solids and liquids by their properties
Describe how heat energy changes solids and liquids
Describe weather characteristics of each season
Describe how shadows change over time
Compare Earth's relationship to the sun in summer and winter (tilted toward or away from the sun)
Describe how number of hours of daylight changes throughout the seasons
Always follow appropriate safety procedures
Make, test, and revise predictions based upon observations
Conduct fair tests to investigate properties of solids and liquids
Make and revise predictions based upon observations of events
Describe observations using simple bar graphs, charts and pictures
Make and interpret a graph of hours of daylight throughout seasons

Social Studies

Identify the need for rules at school and home
Identify ways to be a responsible citizen
Compare and contrast "wants" and "needs"
Explain what is needed to make a product
Give an example of barter and trade
Describe how time is measured
Describe how families have changed over time
Describe a custom or tradition in your family
Use a map or globe to access information
Compare family activities in different seasons
Describe how families save resources
Explain why cooperation is important

Physical Education

Demonstrate appropriate safety procedures
Demonstrate proper use of classroom equipment
Perform simple relays using a variety of locomotor skills
Perform simple striking skills
Create shapes and simple movement patterns
Demonstrate developmentally appropriate eye-hand coordination

Music

Distinguish between loud and soft
Distinguish between fast and slow

Distinguish between high and low
Distinguish between upward and downward
Demonstrate steady beat in meter of 2
Identify repetition and contrast
Demonstrate the difference between a singing voice and speaking voice

Information Literacy

Demonstrate typing posture
Turn on computer and log on
Demonstrate use of a mouse
Demonstrate use of a pictorial menu for selecting specific item
Demonstrate procedure for saving a file
Demonstrate procedure for printing a file
Log off and shut down computer
Identify and use ARROWS, QUESTION MARK, DELETE, SHIFT and PERIOD
Identify home row
Type an original sentence
Produce a picture with a sentence using a word processing/draw program
Identify parts of a book: table of contents, chapters, spine and spine label
Recognize Caldecott award and honor winning literature
Differentiate between fiction and nonfiction
List facts and information
Name two authors and three books they have authored

Art

Demonstrate the use and care of drawing and
Revised 10/03
painting materials: pencil, craypas, brush, colored pencils, chalk
Demonstrate sculpture techniques using paper
Differentiate various textures via print rubbings
Create a fabric collage
Use appropriate vocabulary to describe art work

7.3 ILS PRACTICES AND PROCEDURES

Curriculum review cycle, staff evaluation, administrator evaluation, learner objectives, and school improvement plans are all connected to Illinois Learner Standards. Attendance at conferences and in-house staff development are approved based on their connection to either the school improvement plan or the Illinois Learner Standards. Every school year, teachers must submit their curriculum schedule to the school office. Schedules include the amount of time dedicated to each curricular area.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

Section 7.1 of this document contains the District 95 curriculum review cycle and section 7.2 contains an example of the grade level learner outcomes. The curriculum review cycle is done by the district per subject area. When a subject area is review by committee, it is aligned to the ILS. After completion of alignment, the learner objectives for each grade level are updated to reflect any necessary changes.

8.0 Family and Community Involvement

8.1 DATA USE

While parents have been invited to participate in many activities, at this point satisfaction data has not been collected or analyzed. Implementation of a parent/community satisfaction plan will be implement during the 2004-2005 school year.

8.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS

In the spring of 2004 all parents of May Whitney students were invited to take part in the process of developing core outcomes for students. On May 18, 2004 parents were sent a letter explaining the process and inviting them

to an evening session. In weekly May Whitney newsletters sent on May 21 and May 28, 2004, parents were again invited to participate in this process. 32 May Whitney parents had responded positively and were ready to share their ideas about student outcomes on the evening of June 2nd. 26 parents participated in the June 2, 2004 meeting and were given the opportunity to create their personal core outcomes for students.

Parent statements were categorized and then both the teacher and parent lists were put together to create one list. In all, there were 9 different categories and over 100 different statements presented by parents and staff. Each parent participant and staff member was then given the opportunity to rate the 9 categories in order of importance. From the combined ratings of parents and teachers, the final core outcomes for students were established. In all, 62% of parent surveys were returned.

Implementation of the core outcomes for students is part of the school improvement plan for 2004-2005. In addition, two parent representatives sit on the school improvement team and the PTO fills one spot on the team with an executive board representative. Information regarding school improvement, core values and district strategic plans is shared with community members at PTO meetings, in weekly newsletters and on the May Whitney web page.

8.3 COMMUNICATION OF SIP PROGRESS

Progress toward meeting SIP goals was shared with staff at an early release day on February 26, 2004 school year. A presentation was made to the public at a Committee of the Whole meeting on February 12, 2004.

Recommendations for future plans were presented to staff and the community on the same dates.

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

Parents representation in the action plan includes two parent representatives on the SIP team as well as a PTO representative from the PTO executive board. Parents and community members have also been instrumental in developing the core outcomes for students. This process began in the spring of 2004 and implementation continues. Parents will also have the opportunity to provide feedback and actively engage in the improvement process with surveys, curriculum nights, conferences, weekly newsletters, PTO presentations, parent information meetings, and reading connection newsletter.

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

During the school improvement plan from 2001-2003, parents and community were involved with successful implementation of the plan. In addition to the three community members who served on the team, the PTO established the Caring Kids Committee to address the building service learning goal and the district strategic objective related to service learning. In addition to these contributions from parents and community, many area businesses have contributed to learning at May Whitney. May Whitney has been the happy to accept the support of the following local organizations;

- Deer Park Mall Smart Bucks Program
- Costco
- Culvers
- California Pizza Kitchen
- Great America 600 Minute Reading Club
- Pizza Hut Book it Program
- Lexington Nursing Homes
- Sister School-Carmen Buckner of Waukegan
- Arboretum Golf Course
- Various area Restaurants for Profit Sharing Events
- Lake Zurich Police Department
- Lake Zurich Fire Department

8.6 PROCEDURES/PRACTICES/COMPACTS

Parents and community have been involved with the review and development of the following:

- May Whitney Core Outcomes for Students
- District 95 Code of Conduct
- District 95 Strategic Plan
- May Whitney School Improvement Plan 2001-2003
- District 95 Parent Handbook

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

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

External Support is offered through the following:

- ROE of Lake County
- National Staff Development Council
- Association for Supervision and Curriculum Development
- Midwest Principals Center
- Illinois Principals Association
- Special Education District of Lake County

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

CUSD 95 does not currently have a peer review process but this will be implemented school year 2004 – 2005.

10.2 MONITORING PROGRESS OF THE PLAN

School personnel and leaders will collect data throughout the course of the year to review progress toward the plan. The school improvement team will use analyze data to ensure success.

10.3 REVISION OF THE PLAN

Faculty, grade level and articulation meetings, as well as, committee meetings, early dismissal days, institute days and SIP meetings, will be used to evaluate and revise plans as need to ensure student achievement towards NCLB, AYP.

Enclosed Documentation

Staff Feedback Forms December, 2003

- May Whitney Positives
- Areas for Improvement

School Improvement Presentation

ISAT Presentation

Institute Schedule May 12, 2004

Parent Participation Letter May 18, 2004

School Newsletter re: Request for Parent Participation

- May 21, 2004
- May 28, 2004

Parent Participation Evening June 2, 2004 Agenda

Letter to Core Participants June 7, 2004

- Category Worksheet
- Category Descriptions

School Improvement Parent Participation Form

May Whitney Student Objectives History

Staff Responses
May Whitney Positives

12/03

Colorful and Friendly staff
General respect for everyone's opinions
Very helpful and caring
Very academically solid
Sensitive to special needs students
Friendly
Supportive personally and professionally
Supportive parents
Great office people
Flexible/make the best of situations
Staff
Great Subs
Marion does so much
PTO is very supportive
Love not having them play before school
Caring kids program is successful
Staff birthday celebrations and luncheons
Mentoring program is great (thanks Mary)
Positive working climate
Child friendly workplace
Easy to get around in the building
Easy access to high school
New outdoor learning center
Lounge looks great
Cafeteria looks great
Our library set up
New bookroom
Extra copy machine (parents use this machine to make copies 124)
Parent involvement
PTO
Fluency Program
Lexington
Warm atmosphere
Friendly people
Great volunteers
Rumors are diminishing
Good and supportive cohesive staff
Terrific pto
Staff meetings only when necessary and short and to the point

Staff Responses
Areas for Improvement
12/03

Building needs to be more secure
Need to have ID badges for staff, parents, subs
Fix clocks to be consistent
Uniform expectations across grade levels
Worried that focus is not on ISAT
Parental tutors for ISAT
We need new building (only half agree)
Keeping traffic away from sidewalk on north side
Flooding
Mold
Asbestos
Windows opening/closing
Smells
Some carpeting
Upkeep of floors
Desktops cleaned at night
1st toilet in adult bathroom doesn't flush
Hot water in upstairs boys restroom
Handicapped accessibility
Bad door locks
No AC
No Screens
Asbestos (please update us/not district people)
No sinks in every classroom
Not handicapped accessible
YMCA program is very loose
More team planning time
Giving more CPDU's for work and things attended
Every teacher needs a real mentor (part of program)
Mold
Water
Asbestos
Heating/Air conditioning
Carpeting
Ceiling Tiles
Stage needs renovation
Night custodians lock rooms too early after school
Upstairs bathroom sinks have no warm water-need new faucets
Clocks need to be set at the same time
Flooding
Security after hours (doors are open for YMCA)
Asbestos
Mold
More team meeting between grade levels

MAY WHITNEY SCHOOL
School Improvement Plan
2001-2003
HISTORY

A school improvement team was established in 2001. Members of the team included the building principal, staff and parents. In 2001 this team established three areas of focus for improvement. For each area a subcommittee

was formed to collect data, analyze findings, identify areas for improvement and identified methods of communicating goals. From these findings the subcommittees developed general strategies and action steps to address areas for improvement.

*SCHOOL IMPROVEMENT
GOALS*

TEAM BUILDING

SCHOOL GOAL #1

To create and maintain an environment of trust and mutual respect among the May Whitney community.

TEAM BUILDING ACTIVITIES

- Monthly Staff Luncheons
- Established a social committee
- Sunshine committee continued
- Team building course
- Staff bulletin board for sharing

TEAM BUILDING TODAY

The recent change in student population and addition of a new principal has changed the dynamics at May Whitney School. As a result, team building is still an important consideration. Internally, the formation of the Principal's Advisory Committee, has given an opportunity for staff to participate in active shared decision making. However, as stated in the goal, the focus is to build mutual respect and trust among the May Whitney community. To achieve success in this area, team building needs to be expanded to include participation from parents and students.

SERVICE LEARNING

SCHOOL GOAL #2

To expand students' awareness of the variety of choices of service projects available to them as well as increase their opportunities for participation

SERVICE LEARNING ACTIVITIES

- Lexington (PTO Caring Kids)
- Carmen Buckner School
- Pennies for Pads
- Food Drive – Ela Food Pantry
- Adopt a Family – Catholic Charities
- Burn Camp
- Jump for Megan

SERVICE LEARNING TODAY

All students at May Whitney have the opportunity to participate in service learning activities. The PTO Caring Kids committee is instrumental in a continued relationship with Lexington and organizes all Lexington activities for students. We continue to support Carmen Buckner School, Burn Camp, Ela Food Pantry, Catholic Charities and several other organizations. May Whitney students are actively engaged in service learning opportunities kindergarten through fifth grade.

WRITING

SCHOOL GOAL #3

To develop the curriculum and instructional practices in the area of writing.

WRITING

GENERAL STRATEGY

To develop a comprehensive training program for students and teachers that will promote proficiency in writing based on state standards.

ACTION STEPS

- Provide more on-going comprehensive, training in narrative, expository and persuasive writing.
- Define specific writing objectives for each grade level.
- Continue teacher awareness of state writing criteria.
- Support writing fluency with attention to "voice" through regular writing practice with prompts.

ACTION STEPS

- Use graphic organizers like "tell me more" to improve support and organizational structure of writing.
- Utilize motivational strategies to engage students in writing geared to their interests and experience.
- Provide in-service training for parents assisting students in tutoring programs.
- Set up grade level articulation meetings to develop continuity within the writing program.

THIRD GRADE ISAT WRITING

FIFTH GRADE ISAT WRITING

WRITING

2001-2003

FIFTH GRADE CLASS OF 2003

RECOMMENDATIONS

- Continue current service learning programs
- Expand team building goal to include all stakeholders
- Develop consistent work expectations for all students
- Develop a shared vision for May Whitney
- Expand academic goals to improve student achievement
- Complete a comprehensive review of student population at May Whitney
- Increase opportunities for meaningful staff development activities
- Create new school improvement team to develop plan for 2004-2007

THANKS TEAM MEMBERS 2001-2003

*Chris Bohlmann	*Sandra Burvikovs
*Robin Dishkin	*Susie Wheeler
*Beth Osel	*Debbi Moskowitz
*Barbara Milton	*Betty Taglieri
*Kristie Wagner	*Sharon Estaver

Grant Seaholm	Barbara Roach
Kathy Ugland	Mary Zarr
Pat Altman	Teresa Daleske
Ellen Gillespie	Sue Moyer
Rosemary Stark	

MAY WHITNEY INSTITUTE DAY
MAY 12, 2004

Welcome and Overview of Activities

Overview of SIP Process

Develop Core Outcomes (School and Community)
Determine SIP Team Members

- Two Primary Teachers
- Two Intermediate Teachers
- One Special Teacher
- One Specialist Teacher
- One ESP Staff Member
- Two Parents
- Teacher Leader/Union Rep.
- Principal

Develop May Whitney Mission and Vision Statements

Develop Goals for the 2004-2005 School Year

Complete SIP Template for the State by September 30, 2005

Discussion of Study in Excellence

Core Values

What are they?

- Beliefs about Learning
- Commitments about How We Operate
- Outcomes for Students

Why bother?

- To help us to decide where to concentrate our most precious resources
- To help us to regain a sense of balance and focus
- To meaningfully connect parents (community) and teachers (school)
- To produce unparalleled progress on outcomes we care most about

How Core Values affect school life?

(see attached Arenas of School Life)

Personal Core Outcomes for Kids/Strategies to Achieve

Categorize and Synthesis Core Outcomes for Kids

Generate Consensus

MAY WHITNEY SCHOOL Community Unit School District 95

Bill Fredricksen, Principal
 bill.fredricksen@lz95.org
 120 Church Street
 Lake Zurich, Illinois 60047
 Phone: 847-438-2351
 Fax: 847-438-2696

May 18, 2004

Dear May Whitney Families,

We are currently working to update our school improvement plan for May Whitney School. As part of the process, the school must work in cooperation with the community to determine appropriate student outcomes. Put simply, we need to determine how we want our students to be different as a result of what they learn at May Whitney. This is an important step in determining the direction for our school.

When the school and community come together to set student outcomes for learning we help our students in several areas. Creating outcomes will allow us to determine where we should concentrate our resources and they help us to regain focus and a sense of balance. The process helps to ensure that both the parents and the school are meaningfully connected and working together to achieve significant progress toward common goals.

The process includes having meetings with teachers and parents to gain their feedback and to help set priorities. Teachers went through the process on May 12th as part of the institute day. Parents must also be represented in this process, as they are integral participants in a successful education.

Any interested parent is invited to attend a special parent meeting on June 2nd at 6:30 PM at May Whitney to share their thoughts. The meeting is expected to last until 8:00 PM. To plan appropriately, you are asked to complete the bottom tear-off portion of this letter and return it to school with your child by Friday, May 28th.

Though this is a busy time of year and many of you may have other commitments, your thoughts are valued and we look forward to your participation. Please consider joining me on Wednesday, June 2nd. Thank you for your consideration.

Sincerely,

Bill Fredricksen

Yes, I/we will be attending the June 2nd parent meeting.

Parent/Guardian Name/s: _____

MAY WHITNEY SCHOOL Community Unit School District 95

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May 21, 2004

Dear May Whitney Families,

First, thank you to Mrs. Mary Zarr and Mrs. Jill Brooks who prepared and gave a presentation for parents of kindergarten students entering first grade. Mrs. Zarr and Mrs. Brooks were able to provide parents several key strategies to help their children continue with their reading development over the summer months. Information presented was also included in a package of materials that was handed to each person in attendance. Included in the materials were some books to help jump-start reading over the summer. For those who were not able to join us on Thursday evening, materials will be sent home with their kindergarten children. Thanks as well to next year's first grade team including Mrs. McMahon, Miss Krueger and Miss Brausam who were all present for the evening and were able to answer some questions. We hope the evening was beneficial for those in attendance and look forward to this presentation again next year.

Earlier this week a letter was sent home inviting all parents to participate in a special parent meeting on June 2nd at 6:30 PM. The purpose of the meeting is to allow parents/guardians of students at May Whitney to express their thoughts about outcomes for students. Essentially, those in attendance will have the opportunity to share how they want their children to be different as people as a result of what they learn in their time at May Whitney. Information gained from this parent meeting and from meetings with staff will help to determine the core values of May Whitney School. Creating the core values will allow the school to ensure that our resources are used productively, to connect the school and the community in a meaningful manner, to help us regain focus, direction and balance and to help students achieve success in the areas we feel are most important. To plan for the meeting, parents were asked to return the bottom portion of the letter stating they would be in attendance. If you are interested in attending but cannot find the original letter, please feel free to call the office and let us know that you will be coming. It is important that parents have a voice in the education of their children and this meeting is crucial to the future success of the school. Please consider coming and sharing your thoughts.

Families also received a letter in regard to a situation with Dr. T's classroom. It was hoped the problem would be resolved this morning and the students would be back in their regular classroom today. After a late afternoon meeting with Dr. T., Julio (our head custodian) and I, it was decided that students would use the art room for one more day to be sure the matter was resolved appropriately. My thanks to Julio for working so hard to resolve the situation, to Dr. T and her students for being so flexible and dealing the situation so well and to Mrs. Albert for allowing the use of the art room. Occasionally, unfortunate situations arise and it is always a pleasure to work with professionals and students so willing to make the best of the situation.

May Whitney is still trying to collect enrollment information from several families. This is a busy time of year and often some items get overlooked with our busy schedules. However, having accurate enrollment information is critical to appropriate planning for next year. If you have not yet returned your child's enrollment form to the office, please take some time to fill it out and return it to the office. If there is a circumstance that is forcing you not to return the information at this time, please contact the office so that we may help. Thank you for your attention to this matter.

As a reminder, the Board of Education approved a tentative budget for the 2004-2005 school year at the Committee of the Whole meeting on May 13th. The tentative budget is on display at the District Office located at 400 South Old Rand Road, or it can be viewed at the Ela Area Public Library. By law, the tentative budget must be on display for review for 30 days. The tentative budget and the process used to complete this stage can also be viewed on the district webpage at www.lz95.org.

As always, should you have any questions, comments or concerns, please do not hesitate to contact us at 438-2351.

Sincerely,

Bill Fredricksen

MAY WHITNEY SCHOOL Community Unit School District 95

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Web site: www.lz95.org/mw

May 28, 2004

Dear May Whitney Families,

Congratulations to the fifth grade bridge builders. Some fifth grade students participated in a bridge building activity over the past ten days. Their objective was to design a bridge that could hold as much weight as possible. They were limited in the amount of money they could spend for supplies, the distance they had to span and were assessed on the strength and organization of their structures. All bridges were tested on Thursday after the groups explained why they decided on a particular design and how much money they spent. Students did an outstanding job with this activity. Congratulations to Mrs. Price who organized the activity for students.

May Whitney staff expressed their thanks for the work of our volunteers on Wednesday evening. Volunteers were invited to attend a dinner in their honor. The activities were largely coordinated by Mrs. Bednarz, Mrs. Huntington and Miss Krueger, but most staff members contributed in some way either by making desserts, bringing drinks, serving guests, or helping to clean up. We hope those in attendance enjoyed this small token of our appreciation. If we inadvertently missed including anyone, please accept our sincere apologies. For those not in attendance, please know that the May Whitney staff is sincerely appreciative of your continued support and dedication to our school and students.

In recent weeks we have experienced some water issues at May Whitney School in our courtyard area. This area has recently been given a lot of attention, as a group of very dedicated individuals has worked tirelessly to transform the area into an Outdoor Learning Center. Students and community members will soon be able to see a completed Outdoor Learning Center when the final phases of planting are finished. A project as impressive as the Outdoor Learning Center deserves the full support of the building administration and the community. It is not often that the school has the chance to work together with the community to create such a positive center for learning with such strong connections to curriculum. It is less often that a school has the chance to work with professionals so willing to donate time and energy to a single project.

When sharing information about water issues at May Whitney, I shared that work on the courtyard may have been a culprit in some water issues. It was not my intention to suggest that the people working in the courtyard had created this situation. The plans for the Outdoor Learning Center had been on display at May Whitney School for over a year to gain feedback and insight. Each phase of the project, prior to being started, was reviewed and then approved by myself and the facilities department of District 95. However, a letter sent to May Whitney families may have given the impression that the courtyard work alone was to blame for our water problems. If this impression exists, I apologize. The team of individuals working on the Outdoor Learning Center has dedicated their time and abilities to ensure that every aspect of the project is not only educational, but also appropriate for the area provided. In all of this, it is important to remember Lake County has experienced flooding not seen for almost twenty years.

It is my sincerest hope that the members of the May Whitney community will come together over the summer months to lend a helping hand in completing our Outdoor Learning Center. Soon, a calendar of dates for regular maintenance and special planting days will be created for the work that needs to be completed. When finished, the Outdoor Learning Center will house areas for all our students to learn in and enjoy. Please consider helping to complete this project.

May Whitney School is still looking to complete enrollment information from current May Whitney families. All enrollment forms were sent home to current families. Having accurate enrollment information is critical to appropriate planning for next year. If you have not yet returned your child's enrollment form to the office, please take some time to fill it out and return it to the office. If there is a circumstance that is forcing you not to return the information at this time, please contact the office so that we may help. Though many have returned this information, there are still 39 students we expect will return for the 2004-2005 school year; however, they cannot be counted in our enrollment figures after June 14th if paperwork is not turned into the school office. The effect will be that these students will not be included on class lists and the number of sections at each grade level will be affected. We are very interested in receiving enrollment information for those students who will be returning with us in the fall. If your family plans on moving, we would appreciate knowing this information as well. For those who have returned this information, we do appreciate that you have taken the time to inform us of your intentions and for helping us in the planning process for next year.

All May Whitney parents are invited to attend a parent meeting on June 2nd at 6:30 PM to help formulate the core outcomes for learning. This is an opportunity for parents to express their desires for student education. If you are interested in attending, please contact the school office. We look forward to your participation in our planning process.

Finally, I would like to wish everyone a happy Memorial Day Weekend. I hope it offers you all a chance to relax and enjoy time with friends and family.

As always, should you have any questions, comments or concerns, please do not hesitate to contact us at 438-2351.

Sincerely,

Bill Fredricksen

BURN CAMP NEWS

We are happy to report that last week's Bake Sale/Raffle brought in close to \$500.00. A big thanks goes to all those parents who baked for the sale and to the children who bought the items and raffle tickets. Warmest thanks also to Linda Paniagua for donating Tweety Bird and the Giant Frog for the raffle, as well as to Laura Anagnostopoulos and Valerie Rowan for

supervising the children during all lunch periods for all three days. Due to your generosity, it looks as if we have a very good chance of sending a third child to Burn Camp.

IMPORTANT DATES

Monday, May 31	Memorial Day – NO SCHOOL
Wednesday, June 2	1 st and 2 nd grade field day
Friday, June 4	3 rd and 4 th grade field day
Friday, June 11	LAST DAY OF SCHOOL 9:30 AM Dismissal

MAY WHITNEY PARENT MEETING JUNE 2, 2004

Welcome and Overview of Activities

Overview of SIP Process

Develop Core Outcomes (School and Community)

Determine SIP Team Members

- **Two Primary Teachers**
- **Two Intermediate Teachers**
- **One Special Teacher**
- **One Specialist Teacher**
- **One ESP Staff Member**
- **Two Parents**
- **Teacher Leader/Union Rep.**
- **Principal**

Develop May Whitney Mission and Vision Statements

Develop Goals for the 2004-2005 School Year

Complete SIP Template for the State by September 30, 2005

Discussion of Study in Excellence

Core Values

What are they?

- Beliefs about Learning
- Commitments about How We Operate
- Outcomes for Students

Why bother?

- To help us to decide where to concentrate our most precious resources
- To help us to regain a sense of balance and focus
- To meaningfully connect parents (community) and teachers (school)
- To produce unparalleled progress on outcomes we care most about

How Core Values affect school life?

(see attached Arenas of School Life)

Personal Core Outcomes for Kids/Strategies to Achieve

MAY WHITNEY SCHOOL Community Unit School District 95

Bill Fredricksen, Principal
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June 7, 2004

Dear May Whitney Core Outcomes Participant,

Included with this letter are the directions for completing the core outcomes for students at May Whitney School. You are receiving a worksheet, which ask that you prioritize the categories in order of their importance, and a list of the categories and the descriptors created by staff and parents. The descriptions provided by teachers and parents define each category, so please feel free to use this information while assigning your priorities. Each individual completing the worksheet will be able to use 100 points and distribute them as they see fit. It is not necessary to put a point value in all areas. If you desire you can assign all of your points to one category. However, any sheet with more then 100 points assigned will be discarded and not included in final numbers.

I am asking that you return your worksheet to me by June 15th. For those parents who participated in the parent night, a self-addressed, stamped envelope has been included for your convenience.

Please remember, the core outcomes for students will be used to guide decisions in all arenas at school. It is important that as many individuals as possible return their worksheets to the office. Final core outcomes will be developed using the combined ratings received by June 25th.

The time and energy you have all given at this point is sincerely appreciated. I hope that asking you to take some more time to complete this next step is not too overwhelming with all of your summer activities. Final core outcomes for students will be sent to all staff and parents, participating in this process, by the beginning of August. All others will receive the information in opening letters in the middle of August.

As always, should you have any questions, comments, or concerns, please do not hesitate to contact the office at 438-2351.

Sincerely,

Bill Fredricksen

MAY WHITNEY SCHOOL Community Unit School District 95

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Each individual receiving this sheet has 100 points to distribute; in any manner they feel most appropriate. After placing a value in any category, please subtract the amount from your total.

Example: If you decided to give the category of "responsibility" 70 points, you need to subtract 70 from 100. You now have 30 points to spend in the remaining categories.

You do not have to give a value in all categories. The objective is for each individual to prioritize the categories. However, sheets returned which total over 100 will be discarded and not included in the final results.

Attached are the statements developed by parents and staff, which define each category. Please use the statements to help you in prioritizing the categories.

1. Acceptance/Tolerance/Openness/Respect/Caring

Score

2. Communication	
3. Thinking and Problem Solving	_____
4. Self-esteem and Confidence	_____
5. Responsibility	_____
6. Risk-taking	_____
7. Appreciation for Curriculum	_____
8. Self-directed Learners/Wonder/Exploration/Curiosity	_____
9. Other	_____
	TOTAL:

OUTCOMES STATEMENTS AND CATEGORIES
DEVELOPED SPRING 2004
PARENTS AND TEACHERS

Acceptance/Tolerance/Openness/Respect/Caring

- Be accepting of size, shape, color, uniqueness and learning ability
- Acceptance
- Focus on being a good person
- Promote positive social skills
- Promote empathy, compassion, and caring toward others
- Work and get along with others
- Students will develop respect for themselves, others, opinions and property
- Empathy – helping others and be able to accept help from others
- Respect for themselves/others/authority/property/rules
- Accept differences/embrace diversity, cultural, ethnic, economic
- Develop tolerance – others and situations
- Work well with others (social skills and tolerance)
- Respect authority (sense of respecting/themselves/others/everyone’s differences)
- Caring and sensitive to others
- Acceptance
- I want my children to have skills to be flexible to accept all societies and to work well with diversity
- I want my children to accept and respect all individuals
- Adapt in a changing society
- Community awareness
- Good citizens (engaged in community service/school directed)
- Opportunity for social interactions (outside of school)

Communication

- Welcome open discussion and positive communication
- Encourage kids to express themselves in meaningful ways
- Establish a link with every student
- I want a mid year conference to keep our children more focused - more communication with teacher
- More unification between teachers as far as homework a better sense of community between grade levels
- Ability to understand others; ability to listen
- Student evaluation of teachers

Thinking and Problem Solving

- Connect what is learned to the real world
- To become critical thinkers
- Think creatively
- Make critical judgments/decisions
- Problem solving tools (attack the issue not the person)
- Problem solvers
- Understand the connection between learning and the real life (what they have learned has meaning)
- Ability to make decisions
- Offer solutions versus complaining

Self-esteem/Confidence

- Look back and be able to say, “I was happy in (insert grade level here)!”
- Take pride in what you say and do
- Provide opportunities for success
- Self-confident
- Want kids to be happy and enjoy coming to school
- Each child will improve his social/emotional state
- A child will believe they can be successful
- I want my kids to be eager to start school each year
- I want my children to have a great feeling about what they learn and their accomplishments
- Not afraid to fail/ask questions
- Realize their potential
- Feel safe and secure at school
- Confident in their own abilities
- Not afraid to try something new/not afraid to fail
- Self-confidence and self-esteem for the “next level”
- Take pride in themselves and their work and their years at May Whitney
- To feel they have been valued and accepted
- Integrity-themselves, honesty
- Well-rounded – healthy mind/healthy body
- Leave with positive support group – teachers or friends – somewhere to turn
- Encouragement
- Authenticity (strong foundation/confident)
- A sense of accomplishment
- Makes school fun/enjoys school

Responsibility

- Be responsible
- Independence
- Time Management
- Every child should strive for quality work
- Studying effort pays off

- Children will learn responsible behavior
- Children will consider the consequences of their actions
- Goal oriented (get focused and follow through)
- Children accept responsibility for their own actions, for community, for consequences of actions
- Time management – what is required and what needs to be done
- Have each child establish goals at the beginning of each year for themselves and measure their progress
- Understand rewards come from hard work
- I want my children to have exceptional organizational skills in preparation for higher learning
- Organizational skills
- Good study skills (out of the box learners)

Risk-Taking

- Expand horizons and have different experiences
- Risk Takers
- Allow children to make mistakes
- Ability to take “intelligent” risks
- Learn from their mistakes and accept mistakes
- Hands on learning/engaged learning opportunities

Appreciation for Curriculum

- Cover curriculum objectives
- Every child will learn to love to read
- I want my children to be challenged at their individual levels
- Individual learning level met
- Working in smaller groups within the classroom
- Be challenged academically, continually assessed, and have strong core skills to be prepared for challenges of middle school
- To be able to achieve at their own level
- Children to be challenged at their own levels
- Understand their academic standing
- Artistic

Self-directed learners/wonder/exploration/curiosity for learning

- Each child develops a thirst for learning
- Become independent thinker
- Each child will learn at his own rate
- Allow children to take initiative
- Allow children to be active listeners
- All students can and will learn
- Inquisitive
- Independent thinkers (listen to their own instincts)
- Independent learners (questioning is welcomed – a “zest” for it)
- Self-motivated/self starter/self confidence
- Desire to experience life to the fullest
- Children who enjoy learning/have an interest in learning and enjoy learning
- Children know how to learn-knowledge of where to look for answers

Other

- Children will want to come to school
- Set up learning environment that will facilitate learning
- Have a comfortable atmosphere for learning
- Have experience in smaller classrooms (fewer than 25 students)

MAY WHITNEY
SCHOOL IMPROVEMENT TEAM

PARENT VOLUNTEER

It is essential for parents to participate in developing the school improvement goals for May Whitney School. A team of individuals will work as a steering committee to accomplish this task. The team will include two primary teachers (K-2), two intermediate teachers (3-4), one special teacher, one specialist teacher, one support staff member, one representative from the PTO, one representative from the teacher's association, the principal and two parents. To determine parent participants, two names will be selected, out of a hat, from all names given by interested parents. If you are interested in participating as one of the two parent representatives to the SIP Steering Committee, please fill out the bottom portion of this sheet and return it to the school office by June 10, 2004.

Thank you for your consideration!

I am interested in participating as a parent representative to the SIP Steering Committee.

Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

E-mail Address: _____

MAY WHITNEY SCHOOL OBJECTIVES FOR STUDENTS

In the spring of 2004, parents and staff members at May Whitney participated in the process of developing core outcomes for students. The purposes for engaging in this process were:

1. To help decide where to concentrate our most important resources.
2. To help us regain a sense of balance and focus.
3. To meaningfully connect parents and the school.
4. To produce unparalleled results on outcomes we care most about.

The process used included staff and parent participation. On May 12, 2004, all staff members participated in a staff development day which included a study of excellence in teaching and then teacher thoughts about their personal outcomes for students. Teacher groups shared their statements with the entire staff to create one list. This list was then separated into categories.

All parents of May Whitney students were invited to take part in the process. On May 18, 2004, parents were sent a letter explaining the process and inviting them to an evening session. In weekly May Whitney newsletters sent on May 21 and May 28, 2004, parents were again invited to participate in this process. Thirty-two May Whitney parents responded positively and were ready to share their ideas about student outcomes on the evening of June 2nd. The parents who participated in this process were given the opportunity to create their personal core outcomes for students.

Parent statements were categorized and then both the teacher and parent lists were put together to create one list. In all, there were nine different categories and over 100 different statements presented by parents and staff. Each parent participant and staff member was then given the opportunity to rate the nine categories in order of importance. From the combined ratings of parents and teachers, the final core outcomes for students were established.

Listed below are the core outcomes for students at May Whitney School. Each staff member at May Whitney is committed to ensuring the following objectives.

It is our objective to ensure all May Whitney students will:

- Be confident in themselves as individuals and as learners.
- Be respectful of themselves, others and their community.

- Be responsible for their own actions.
- Be challenged academically at their individual levels and enjoy their school experiences.
- Be active participants in the learning process and connect what is learned to the real world.

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
---	----

	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	78.1		Yes	85.3		Yes	95.7	Yes		
White	99.1	Yes	99.1	Yes	81.2		Yes	88.4		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.