
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 Appendix A (attached)

2.0 School Information

2.1 Basic Information	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	96.1	96.1	96.4	97.8
Truancy rate (%)	0.2	0.0	0.2	0.0
Mobility rate (%)	6.1	5.3	5.2	5.5
Expulsion rate (%)	0.0	0.0	0.0	0.0
Retention rate, if applicable (%)	0.1	0.1	0.0	0.0
HS graduation rate, if applicable (%)	N/A	N/A	N/A	N/A
HS dropout rate, if applicable (%)	N/A	N/A	N/A	N/A
Teachers working out-of-field (#)*	0.0	0.0	0.0	0.0
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	0.0	0.0
School Population (#)	529	515	513	486
Economically disadvantaged (%)	5.6	7.8	8.0	9.1
Limited English proficient (LEP) (%)	0.9	0.8	0.8	2.7
Students with disabilities (%)			9.8	9.6
White, non-Hispanic (%)	88.5	87.2	87.4	88.5
Black, non-Hispanic (%)	2.5	2.3	1.8	1.4
Hispanic (%)	4.9	5.2	5.3	6.0
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	4.3	5.2	5.5	2.5
Multiracial/Ethnic				1.6

* "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

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

Sarah Adams Elementary School is a Kindergarten through fifth grade building which is located in the village of Lake Zurich. The school was built in 1980 in the middle of a new and expanding single family housing subdivision. This location has afforded our students and parents the closeness and the warm sense of community associated with a walk to school environment. The subdivisions surrounding Sarah Adams keep growing and so has our population. Sarah Adams first five room addition was built in 1990 and the second five room addition was built in 1998 along with many internal renovations and upgrades.

Sarah Adams student class size is under twenty students in kindergarten and first grade and under twenty five students in second grade through fifth grade. There are twenty three regular education classrooms this year. The demographic numbers and percentages for our population tend to stay fairly consistent.

The Sarah Adams staff consists of our principal, twenty two classroom teachers, special education services, art, music, physical education, library media, band, orchestra, reading specialists, gifted program, occupational therapist, physical therapist, hearing itinerant, speech, social work services, school psychologist, English language learners program, extended day kindergarten, teaching assistants, registered nurse, secretaries, hot lunch cafeteria personnel, lunch recess supervisors, computer technician, and day and night custodians. The average years of teaching experience in our district is 11.5 years and 41.3% of the staff has a B.A. and 58.7% have a Masters degree and more.

We provide a continuum of services for students with special education needs. Our full range of services at Sarah Adams includes consult services, inclusion with resource support, and a cross-categorical self-contained classroom. In addition, student may receive additional support services from our school psychologist, social worker, occupational therapist, speech therapist, and hearing/vision itinerant. All of the Sarah Adams staff, principal, specialists, and support personnel work together as a team to provide a positive learning environment for our children and students and to meet all of their needs.

2.3 COMMUNITY CHARACTERISTICS

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

The village of Lake Zurich is located 37 miles northwest of the loop and was once a small town resort community. In the last 15 years or so, it has grown into a thriving suburb of 40,510 people. Lake Zurich's nine square miles are located around the intersections of Route 12 and Route 22. It celebrated its centennial of incorporation as a village on September 19, 1996. Lake Zurich's housing consists of single family dwellings, condominiums, and townhouses with the median housing value around \$225,100. According to the 2000 census 96.5% of the households are owner occupied and the population is 50.1% male and 49.9% female. The median household income is \$84,125.

Lake Zurich is home to local, regional and national commercial and retail establishments which are primarily located along Route 12. Lake Zurich has a broad-based commercial and industrial complex that provides employment for local residents and helps to keep a moderate tax climate. Occupations for the residents include sales, management, service providers, professional, construction, production, transportation, and farming to name a few. Recently, Deer Park Mall was constructed on the south end of Lake Zurich, bringing in numerous retail stores, restaurants, and a movie theater.

Residents have access to village operated parks and recreational facilities along with a new Ela Township library and the new Y.M.C.A. which offers after school care programs in the elementary buildings. The Lake Zurich Police Department concentrates on crime prevention and community relations, along with its routine patrol responsibilities, and is a member of a county-wide major crimes and gang suppression task force. All of which are proactive for the community, thus resulting in a low crime rate.

Lake Zurich is a growing family community, and with everything it has to offer children and families, creates a positive affect on student learning.

(For more information the, Lake Zurich Area Chamber of Commerce website provides additional statistical data)

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	73	82	X	77	82	X	78.5	78.7	X	76.6	77.4	X	72.9	82.6	X
Economically disadvantaged	22	50	X	43	38	X	*	*	X	*	*	X	*	*	X
LEP	-	-	X	-	-	X	-	-	X	-	*	X	-	-	X
Students w/disabilities	22	*	X	33	57	X	46.7	35.5	X	42.9	31.3	X	47.1	*	X
White, Non-Hispanic	74	83	X	87	84	X	79.5	80.5	X	77	81.4	X	75.9	83.6	X
Black, Non-Hispanic	*	*	X	*	*	X	*	*	X	-	*	X	*	*	X
American Indian or Alaskan Native	-	*	X	-	-	X	-	-	X	-	-	X	-	-	X
Asian or Pacific Islander	*	*	X	*	*	X	*	*	X	*	*	X	*	*	X
Hispanic	*	*	X	*	*	X	*	*	X	*	*	X	*	*	X

NR = data was not reported on ISAT testing reports

* =fewer than 10 students fall in this category, so no results are reported to protect their privacy

- =No students in this category

	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	80	94	X	85	81	X	89.3	86.2	X	88.9	86	X	85.7	93.5	X
Economically disadvantaged	22	50	X	43	38	X	*	*	X	*	*	X	*	*	X
LEP	-	-	X	-	-	X	-	-	X	-	*	X	-	-	X
Students w/disabilities	22	*	X	33	36	X	60	50	X	57.2	50	X	52.9	*	X
White, Non-Hispanic	82	94	X	80	84	X	91.6	87.6	X	89.1	87.7	X	88.7	95.3	X
Black, Non-Hispanic	*	*	X	*	*	X	*	*	X	-	*	X	*	*	X
American Indian or Alaskan Native	-	-	X	-	-	X	-	-	X	-	-	X	-	-	X
Asian or Pacific Islander	*	*	X	100	80	X	*	*	X	*	*	X	*	*	X
Hispanic	*	*	X	20	*	X	*	*	X	*	*	X	*	*	X

NR = data was not reported on ISAT testing reports

* =fewer than 10 students fall in this category, so no results are reported to protect their privacy

- =No students in this category

3.2 LOCAL ASSESSMENT DATA

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

2000 Terra Nova

Reported by local percentile

Q1-Quartile 1= 01-25

Q2-Quartile 2= 26-50

Q3-Quartile 3= 51-75

Q4-Quartile 4= 76-99

2000 Grade 1 Terra Nova

	Reading	Language	Math
Q1	17.9	11.6	15.8
Q2	14.7	21.1	11.6
Q3	24.2	31.6	25.3
Q4	43.2	35.8	47.4

2000 Grade 2 Terra Nova

	Reading	Language	Math
Q1	5.8	11.6	8.1
Q2	15.1	12.8	10.5
Q3	30.2	34.9	24.4
Q4	48.8	40.7	57

2000 Grade 3 Terra Nova

	Reading	Language	Math
Q1	17	18.8	15.2
Q2	19.6	19.6	22.3
Q3	20.5	27.7	23.2
Q4	42.9	33.9	39.3

2000 Grade 4 Terra Nova

	Reading	Language	Math
Q1	15.3	20.8	11.1
Q2	20.8	23.6	22.2
Q3	30.6	20.8	23.6
Q4	33.3	34.7	43.1

2000 Grade 5 Terra Nova

	Reading	Language	Math
Q1	6.5	3.3	4.3
Q2	15.2	16.3	15.2
Q3	29.3	31.5	22.8
Q4	48.9	48.9	57.6

2001 Terra Nova

Reported by local percentile

Q1-Quartile 1= 01-25

Q2-Quartile 2= 26-50

Q3-Quartile 3= 51-75

Q4-Quartile 4= 76-99

2001 Grade 1 Terra Nova

	Reading	Language	Math
Q1	20.0	22.5	13.8
Q2	18.8	27.5	28.8
Q3	25.0	22.5	30.0
Q4	36.3	27.5	27.5

2001 Grade 2 Terra Nova

	Reading	Language	Math
Q1	7.7	8.8	5.5
Q2	15.4	19.8	8.8
Q3	23.1	27.5	33.0
Q4	53.8	48.4	52.7

2001 Grade 3 Terra Nova

	Reading	Language	Math
Q1	8.3	2.4	6.0
Q2	16.7	16.7	13.1
Q3	23.8	29.8	20.2
Q4	51.2	51.2	60.7

2001 Grade 4 Terra Nova

	Reading	Language	Math
Q1	13.1	15.9	13.0
Q2	16.8	15.9	17.6
Q3	29.9	28.0	25.0
Q4	40.2	20.2	44.4

2001 Grade 5 Terra Nova

	Reading	Language	Math
Q1	14.3	10.4	10.4
Q2	20.8	18.2	20.8
Q3	29.9	32.5	22.1
Q4	35.1	39.0	46.8

***2002 Terra Nova**

Reported by local percentile

Q1-Quartile 1= 01-25

Q2-Quartile 2= 26-50

Q3-Quartile 3= 51-75

Q4-Quartile 4= 76-99

2002 Grade 1 Terra Nova

	Reading	Language	Math
Q1	11.8	15.8	15.8
Q2	18.4	17.1	14.5
Q3	26.3	27.6	28.9
Q4	43.4	39.5	40.8

2002 Grade 2 Terra Nova

	Reading	Language	Math
Q1	8.9	12.7	7.6
Q2	22.8	22.8	17.7
Q3	21.5	25.3	20.3
Q4	46.8	39.2	54.4

2002 Grade 3 Terra Nova

	Reading	Language	Math
Q1	5.4	7.6	3.3
Q2	16.3	18.5	15.4
Q3	19.6	38.0	23.1
Q4	58.7	35.9	58.2

2002 Grade 4 Terra Nova

	Reading	Language	Math
Q1	5.9	9.4	4.7
Q2	24.7	10.6	15.3
Q3	23.5	29.4	24.7
Q4	45.9	50.6	55.3

2002 Grade 5 Terra Nova

	Reading	Language	Math
Q1	8.6	8.6	7.6
Q2	16.2	15.2	16.2
Q3	21.0	30.5	22.9
Q4	54.3	45.7	53.3

2003 Terra Nova

Reported by local percentile

Q1-Quartile 1= 01-25

Q2-Quartile 2= 26-50

Q3-Quartile 3= 51-75

Q4-Quartile 4= 76-99

2003 Grade 2 Terra Nova

	Reading	Language	Math
Q1	5.3	10.5	3.9
Q2	17.1	10.5	19.7
Q3	27.6	38.2	22.4
Q4	50.0	40.8	53.9

2003 Grade 3 Terra Nova

	Reading	Language	Math
Q1	4.2	6.3	7.4
Q2	15.8	35.8	13.7
Q3	24.2	20.0	18.9
Q4	55.8	37.9	60.0

2003 Grade 4 Terra Nova

	Reading	Language	Math
Q1	4.3	5.4	4.3
Q2	15.2	23.9	10.9
Q3	34.8	21.7	31.5
Q4	45.7	48.9	53.3

2003 Grade 5 Terra Nova

	Reading	Language	Math
Q1	5.7	5.7	5.7
Q2	13.8	10.3	11.5
Q3	32.2	29.9	27.6
Q4	48.3	54.0	55.2

2004 Terra Nova

Reported by local percentile

Q1-Quartile 1= 01-25

Q2-Quartile 2= 26-50

Q3-Quartile 3= 51-75

Q4-Quartile 4= 76-99

2004 Grade 2 Terra Nova

	Reading	Language	Math
Q1	5.3	10.5	3.9
Q2	17.1	10.5	19.7
Q3	27.6	38.2	22.4
Q4	50.0	40.8	53.9

2004 Grade 3 Terra Nova

	Reading	Language	Math
Q1	1.9	1.9	3.7
Q2	9.3	16.7	11.1
Q3	27.8	40.7	27.8
Q4	61.1	40.7	57.4

2004 Grade 4 Terra Nova

	Reading	Language	Math
Q1	5.1	6.4	2.6
Q2	10.3	14.1	14.1
Q3	34.6	29.5	23.1
Q4	50.0	50.0	60.3

2004 Grade 5 Terra Nova

	Reading	Language	Math
Q1	2.4	1.2	3.7
Q2	17.1	14.6	8.5
Q3	32.9	26.8	34.1
Q4	47.6	57.3	53.7

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)	33.5	480.5	
Average Teacher Experience (in years)	12	12	
Bachelor’s Degree (%)	39%	37%	
Master’s degree or higher (%)	61%	63%	
White, non-Hispanic Teachers (FTE)	33.5	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)	2.0	118	
Female Teachers (FTE)	31.5	362.50	

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

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
33.5	4	11.5	13	9
% attendance rate for teachers				
96	# requesting workshop attendance		# pursuing advanced degrees	
	26		4	
Total # paraprofessionals				
4	# paraprofessionals with associate’s degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
	0	3	0	

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

3.4 PROFESSIONAL DEVELOPMENT DATA

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

Professional development opportunities include the following:

- District Inservices –see table below (includes District Institute Days and Early Release Days)
- Reading Conferences
 - *Guided Reading training
 - *Breakthrough to Literacy training
- Writing Conferences
- Math Conferences
- Technology Conferences—see attached schedule of technology course offerings
- Grade Level Articulation Meetings—articulation meetings are held 3-4 times a year
- Dialogue Sessions during Early Release Days—see table below
- Professional Development Conferences
- School Improvement Target Team meetings

Evaluation of training include the following: (see attached)

- online District surveys
- conference evaluation forms

2004 – 2005 Early Release Days (Schedule)

Date	Who	When	Where	What
Tuesday, August 24	Sarah Adams staff	1:00-3:00 pm	SA Media Center	Discuss School Improvement Planning. Break out into small groups to complete data for the SIP template
Friday, October 8	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Vision setting (whole group) Dialogue discussion across grade levels in SIP Target Teams
Tuesday, November 23	Sarah Adams staff	1:00- 7:00 p.m.	Individual classrooms	Parent Teacher Conferences
Wednesday, December 8 th	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Math Problem Solving Inservice?
Friday, January 14	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Guided Reading Presentation (3-5)?
Thursday, February 10	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Reading Comprehension Inservice
Friday, May 6	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Character Education Presentation

3.5 PARENT/FAMILY INVOLVEMENT DATA

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

Parent/ family involvement activities include:

1st Grade & 2nd Grade Family Literacy Nights

5th Grade Taft Parent Info. Night

Jump Start First Grade

1st Grade Writer's Expo

Monthly PTO Family Events

Meet the Principal Day

3rd Grade Veteran's Day Breakfast

3rd Grade & 4th Grade Interactive Literature Projects

2nd Grade People Who Make a Difference Project

District Round Tables

Field Day

Parent/ Teacher Conferences

Spring Open House

Back to School Night

Grade Level Music Programs

Student Fundraisers

PTO Meetings—monthly meetings

PTO Fundraisers—Entertainment Books Sales, Fall Book Fair (all funds go toward purchases of books in Media Center), Gift Wrap sales, and Silent

Auction Evening Gathering

PTO Volunteer Breakfast

Orchestra Concerts

Band Concerts

3.6 ADDITIONAL TYPES OF DATA

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

Internal Review—opportunities needed for teacher discussion on strategies to support word analysis (K-5)

Internal Review—opportunities needed for teacher discussion on implementation of spelling sight words (Gr. 1-5)

Internal Review—opportunities needed for teacher discussion on strategies to support reading comprehension (K-5)

Internal Review---opportunities needed for teacher discussion on math problem solving strategies (K-5)

Internal Review—opportunities needed for teacher discussion on initiate at home reading component (K-5)

Internal Review---opportunities need for professional development and cross grade level meetings

Internal Review—opportunities needed for teacher discussion of test data

ISAT Data: more materials needed to be purchased for students to increase practice of reading strategies (ie. more guided reading materials, non fiction texts, and Read Naturally materials)

Break Through to Literacy Testing

Internal Review of student screening for reading support services

Reading Benchmark Assessments

3.7 DATA QUALITY

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

The validity of reliability of non-standardized types of data include:

Staff Dialogue/ School Improvement Meetings—12 meetings held throughout the year

Staff SIP Survey—29 surveys given to staff—29 surveys returned

4.0 Data Analysis

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

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

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

Through analysis of assessment data, reading comprehension and math extended responses are the two target areas that we believe we need to target at Sarah Adams. We also believe that teaching good character to our students is paramount to have our students become successful and respectful citizens.

Our staff believes in the value of continual professional development and dialog among teachers. We have several staff members who are enrolled in advanced degree programs and the majority of the teachers attend professional seminars on a yearly basis.

4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)

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

At Sarah Adams, all grade levels will be targeting reading comprehension strategies across all content areas. We will utilize Title I funds to purchase needed resources and supplies, enlist parent volunteerism, and enhance professional knowledge through staff development opportunities. Another target area focuses on the math problem solving skills. In this area, we will focus on building strategic knowledge and student explanation to how they solved the problem.

These strategies are aligned to the NSDC recommendations (staff development using a variety of methods and value of parent participation). In addition, staff development will follow the Emily Calhoun model, which includes: 1) using student data; 2) focus on student learning; 3) develop the school as a learning community; 4) build organizational capacity to solve problems; and 5) there should be personal professional development. Professional development and teacher dialog about best practices is important aspect of our school improvement plan.

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

4.3 HYPOTHESES TO EXPLAIN DEPENDENT VARIABLES (4.2)

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

See diagram below

4.4 SUMMARIES OF DATA FOR INDEPENDENT VARIABLES (4.3)

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

See diagram below

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

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

See diagram below

4.6 SELECTION OF STRATEGIES (4.5)

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

See Diagram Below

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

TARGET # READING COMPREHENSION STRATEGIES ACROSS CONTENT AREAS :

4.3 HYPOTHESES

- 1. Students may lack prior knowledge and experience. Teachers will make assumptions that all students have this background knowledge.**
- 2. Textbooks are written at a higher level than many students' instructional level. Textbooks assume higher level reading skills.**
- 3. Students lack knowledge and practice of comprehension strategies or do not actively apply strategies independently.**
- 4. Lack of nonfiction reading materials, especially in grades 3-5, at students reading level.**
- 5. Inadequate time for teachers to purchase new reading materials.**
- 6. Lack of tools for assessing students' reading levels in grade 3-5.**
- 7. Teachers are not reaching all the different learning styles of students.**

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4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES

- 1. READING INVENTORIES AND ASSESSMENTS ARE NEEDED FOR GRADES 3-5**
- 2. DATA ANALYSIS OF READING INVENTORIES NEEDED TO PLAN CURRICULUM**
- 3. MORE RESOURCES ARE NEEDED—NON-FICTION AND LEVELED BOOKS**
- 4. MORE TIME FOR TRAINING AND STAFF DIALOGUE**

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<p>4.5 CAUSAL FACTORS</p> <ol style="list-style-type: none"> 1. Time for staff training 2. Funds for purchasing materials 3. Funds to purchase assessment tools 4. Parent Inservice on Different Comprehension Strategies 	T
<p>4.6 SELECTION OF STRATEGY</p> <ol style="list-style-type: none"> 1. Enhance professional development through cross grade level dialog and staff development. 	

STRATEGY (5.1)

Expanding knowledge of reading methods and increasing resources

will adequately improve performance in

TARGET (4.2)

Comprehension strategies and response to text across all content areas

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1</p> <p>Attend district and out of district workshops related to guided reading and reading comprehension strategies</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning Emily Calhoun Research National Institute for Literacy National Staff Development Council</p> <p>Fountas & Pinnell—research/model</p>	<p>October 2004- May 2005</p>	<p>K-5 Teachers Reading Specialists Resource Teachers</p>	<p>1) Survey form after presentation</p>	<p>Staff development funds are allocated for each teacher.</p> <p>\$100.00 per teacher Total funds is dependent on number of teachers attending workshops</p>
<p>Activity # 3</p> <p>Observe guided reading instruction in first and second grade classrooms. Guided reading inservice by first grade team and reading specialists</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning Emily Calhoun Research National Institute for Literacy National Staff Development Council Fountas & Pinnell—research/model</p>	<p>November 2004- February 2005</p>	<p>K-5 teachers Reading Specials</p>	<p>1) Staff Development Survey</p>	<p>N/A</p>

<p>Activity # 4</p> <p>Review number of non-fiction and leveled books at each grade level</p> <hr/> <p>National Staff Development Council</p>	<p>January 2005-March 2005</p>	<p>Reading SIP Target Team Members</p>	<p>Book Inventory Data</p>	<p>Title 1 Funds Allocation of Guided reading materials</p>
<p>Activity # 5</p> <p>Participate in professional book study (Title TBD— Guided Reading ? Strategies that Work?) Share ideas, research, and strategies</p> <p>Scientific research base (5.6)--if teaching/learning Emily Calhoun Research National Institute for Literacy National Staff Development Council</p>	<p>January 2005-May 2005</p>	<p>Reading SIP Target Team</p>	<p>1) Staff Development Survey</p>	<p>10-15 staff members to participate in book discussion</p> <p>15 x \$30.00= \$450.00 (estimate)</p>

TARGET # 2: PROBLEM SOLVING SKILLS IN MATH

4.3 HYPOTHESES

- 1. Kids lack understanding of math vocabulary**
- 2. Textbooks focus more on computation**
- 3. Lack of consistent problem solving strategies**
- 4. Time frame of ISAT testing: spring break and kids out of building for Taft**
- 5. Inadequate materials for teaching problem solving**
- 6. Lack of Staff development in this area. Past SIP plan focused on reading and writing prompts.**
- 7. Low expectations of teachers in this area.**

4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES

- 1. RESOURCES FOR PROBLEM SOLVING**
- 2. FORMULA NEEDED FOR WRITTEN EXPLANATION**
- 3. STAFF DEVELOPMENT AND TRAINING**
- 4. CLASSROOM BASED ASSESSMENT**

4.5 CAUSAL FACTORS

- 1. Time for staff training**
- 2. Funds for purchasing materials**
- 3. Funds to purchase assessment tools or time to create materials**
- 4. Parent Inservice on Problem solving Strategies**

4.6 SELECTION OF STRATEGY

- 1. Enhance professional development through cross grade level dialog and staff development.**

STRATEGY (5.1)

Expanding current methods, instructional practices, and focus on problem solving

will adequately improve performance in

TARGET (4.2)

Mathematical strategic knowledge and problem solving explanation

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1</p> <p>Study and review Best Practices in teaching problem solving skills. Share knowledge and instructional strategies with staff.</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning NCTM: 2003 Principles and Standards for school math</p>	<p><i>October 2004-Sept. 2005</i></p>	<p><i>Math Target SIP Team K-5 teachers</i></p>	<p><i>1)Survey form after presentation</i></p> <p><i>2)Notes from study sessions</i></p> <p><i>3) Shared lesson ideas</i></p>	<p><i>Resources need to be analyzed before identifying the cost of purchase.... TBD</i></p>
<p>Activity # 2</p> <p>Cross grade level meetings to establish common math vocabulary and strategies. Create posters of common terminology use in the four operations.</p> <hr/> <p>NCTM: 2003 Principles and Standards for school math</p>	<p><i>Early Release Days</i></p> <p><i>October 2004-Sept. 2005</i></p> <p><i>(one per month)</i></p>	<p><i>Math SIP Target Team Members</i></p>	<p><i>Test data (formal and informal)</i></p> <p><i>Student Work</i></p> <p><i>Teacher Observation</i></p>	<p><i>N/A</i></p>

<p>Activity # 3 Attend indistrict and out of district inservices related to mathematical problem solving</p> <hr/> <p>NCTM: 2003 Principles and Standards for school math</p>	<p>October 2005- May 2005</p>	<p>K-5 teachers</p>	<p>Workshop feedback form</p>	<p><i>Staff development funds are allocated for each teacher.</i></p> <p><i>\$100.00 per teacher Total funds is dependent on number of teachers attending workshops</i></p>
<p>Activity # 4</p> <p>Continue to analyze curriculum for gaps and overlaps in mathematical problem solving. Establish or create assessment tools and rubrics to measure students' strategic knowledge and explanation of processes. Looking to administer assessments beginning Fall of 2005.</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning NCTM: 2003 Principles and Standards for school math</p>	<p>January 2005- June 2005</p>	<p>Math Target SIP team members</p>	<p>1) Assessment Tool Data</p>	<p>?</p>
<p>Activity # 5</p> <p>Analyze written explanation process. Develop instructional strategies and format to teach students how to express their reasoning and problem solving process.</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning NCTM: 2003 Principles and Standards for school math</p>	<p>January 2005- June 2005</p>	<p>Math Target SIP team members</p>	<p>1) Assessment Tool Data</p>	<p>?</p>

TARGET # 3: CHARACTER EDUCATION

4.3 HYPOTHESES

- 1. Emphasis on character values may not be emphasized in every families**
- 2. Lack of school and community connection in this area**
- 3. Not enough emphasis in school**
- 4. Lack of visual cues around the building**
- 5. Students lack conflict resolution skills**
- 6. Students don't treat all staff members with respect, ie. paraprofessionals, lunchroom supervisors, etc.**
- 7. Low expectations of students in this area in all areas of school**
- 8. Not enough time or emphasis put into teaching character lessons in the classroom**

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4.4 DATA SUMMARY FOR INDEPENDENT VARIABLES

- 1. IDENTIFY CHARACTER TRAITS AND DISPLAY AROUND BUILDING**
- 2. CONFLICT RESOLUTION PLAN NEEDED**
- 3. MORE RESOURCES ARE NEEDED—CHARACTER T-SHIRTS, POSTERS, ETC**
- 4. MORE TIME FOR TRAINING AND STAFF DIALOGUE**
- 5. HOME AND SCHOOL WORKING TOGETHER**

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<p>4.5 CAUSAL FACTORS</p> <ol style="list-style-type: none"> 1. Time for staff development 2. Time to analyze other programs, like Character Counts 3. Funds for purchasing materials 4. Parent Inservice on Character Traits 	T
<p>4.6 SELECTION OF STRATEGY</p> <ol style="list-style-type: none"> 1. Enhance professional development in character education and implement a character education program. 	

STRATEGY (5.1)

Implementing a Character Education program that involves staff and community support

will adequately improve performance in

TARGET (4.2)

Student behavior. Students will become better citizens and make positive choices.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity # 1</p> <p>Analyze different character education programs and resources.</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p><i>October 2004- January 2005</i></p>	<p><i>Character Education SIP Target Team</i></p>	<p><i>1) observation notes</i></p>	<p><i>Possible purchase of Character program</i></p> <p><i>Cost: TBD</i></p>
<p>Activity # 2</p> <p>Attend Character Education in district and out of district workshops</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p><i>October 2004- May 2007</i></p>	<p><i>K-5 Staff Paraprofessionals</i></p>	<p><i>Inservice survey form</i></p>	<p><i>Staff development funds are allocated for each teacher.</i></p> <p><i>\$100.00 per teacher Total funds is dependent on number of teachers attending workshops</i></p>
<p>Activity # 3</p> <p>Identify monthly character traits. Display character traits posters and bulletin board displays</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p>October 2005- March 2005</p>	<p>Character Education SIP Target Team Members</p>	<p>N/A</p>	<p>Laminated Posters</p> <p>Estimated \$70.00</p>

<p>Activity # 4</p> <p>Implement a program to recognize students demonstrating good character. Distribute Character Education T-shirts to several students.</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p>October 2004- May 2007</p>	<p>All Sarah Adams Staff</p>	<p>N/A</p>	<p>Staff faculty shirts 40 x \$8.00 = \$320.00 (estimate)</p> <p>Student shirts 180 x \$8.00= \$1440.00</p> <p>Will request PTO grant funds</p>
<p>Activity # 5</p> <p>Participate in professional book study (Title TBD) Share ideas, research, and strategies (conflict resolution or bullying)</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p>January 2005- May 2007</p>	<p>Character Education SIP Target Team</p>	<p>1) Staff Development Survey</p>	<p>10-15 staff members to participate in book discussion</p> <p>15 x \$30.00= \$450.00 (estimate)</p>
<p>Activity # 6</p> <p>Study and Implement confliction resolution plan Ex. Peaceful pathways</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p>January 2005- January 2006</p>	<p>Character Education SIP Target Team</p>	<p>1) Code of Conduct referrals 2) Teacher observation</p>	<p>TBD</p>
<p>Link a few Cultural Arts Assemblies to character educations</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning B. David Brooks: What Makes Character Education Programs Work? Educational Leadership.</p>	<p>Sept 05-June 06</p>	<p>PTO Cultural Arts Committee</p>	<p>1)Code of Conduct referrals 2) Teacher Observation</p>	<p>PTO funds</p>

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.

Our funding sources include:

Title I funds for guided reading, Read Naturally, and Professional Development
 Professional Development budget
 PTO grant money
 Building budget

Budget Allotment for 2004-2005 school year:

Building Budget--\$1200.00

Title I Grant:

Guided Reading Activities--\$4000.00

Read Naturally Activities---\$5000.00

Professional Development Activities--\$3,133

Total Expenses for 2004-2005 School Year:

Activity	Title I- Read Naturally	Title I- Guided Reading	Title I- Professional Development	Title I Reading Specialist Funds (Olson)	Title I— Reading Specialists Prof. Dev. (Olson)	Title I- Reading Specialist Funds (Setha)	Title I- Reading Specialists Prof. Dev. (Sethna)	Title I— District- wide Funds	Building Budget— SIP Account	PTO Funds	Drug- free and Safety Grant— Materials	Drug free and Safety Grant— Prof. Develop	Other	Other	Other
Budgets	5000.00	4000.00	2870.00	500.00	255.00	500.00	255.00	1500.00	1200.00	TBD	500.00	1000.00			
1. Family Literacy Evening		38.51													
2. Math Conferences			1, 014.00												
3. Family Literacy-gift Books				120.32											

4. Children's Book Week-certificates		300.00													
5. Read Naturally Kit (Special Education)	1,539.95														
6. Family Literacy Supplies		223.95													
7. Math Workshops-Jane Riley									900.00						
8. Reading Strategies Workshop—Gretchen Courtney									N/C						
9. Character Matters T-shirt										2200.00	500				
10. Black History/Character Ed. Books									110.00						
11. Reading Web Resources Presentation									N/C						
12. Math Fact Presentation									N/C						
13. Curriculum Assoc.				62.43											
14. LakeShore Learning Materials						24.90									
15. Read Naturally (Sethna)	67.10														
16. Classroom Library books (Hanley)		350.00													
17. Curricular Assoc.							12.45								
18. Reading Incentives		103/80													

19. Profess. Books			209.21												
20. Prof. materials (Sethna)			24.99												
21. Guided Reading Workshop (3 rd grade)			676.00												
22. Soar to Success—Early intervention (grades 1 & 2)		2,394.00													
23. SDR Conference					175.00										
24. IRA membership					61.00										
25. Scholastic				96.33											
26. ETA Cuisenaire				181.90											
27. Teaching Resource Center				75.35											
28. Scholastic Teaching				32.85											
29. Lakeshore Learning				72.43											
30. Curric. Assoc.				25.90											
31. Wright Group—Guided Reading-2 nd grade		589.37													
32. Wright Group—Guided Reading—1 st grade		567.67													
33. Heinenman Co.						227.00									
34. Read Naturally	14.00														
35. HM reading books						324.00									
36. Character Counts Training												1000.00			

37. Novel sets- 4 th grade								750.00							
38. Novel sets— 5 th grade								750.00							
TOTAL Spent	1621.05	4567.30	1924.20	667.51	236.00	575.90	12.45	1500.00	1010.00	2200.00	500.00	1000.00			
TOTAL Remaining	2278.95	-567.30	1208.80	-267.51	19.00	-175.90	242.55	0	190.00	TBD	0	0			

Total Title I Funds Spent: 12, 725.46
 Total Building Funds Spent: 1010.00
 Total PTO funds spent: 2200.00
 Total Drug-free/Safety Grant: 1500.00
TOTAL SPENT ON SIP: 17, 435.00

6.0 Professional Development

6.1 DATA USE

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

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.

Sarah Adams will determine professional development training using the data from section 3.4. Data is collected from ISAT testing, Terra Nova testing, benchmark assessments, teacher observation, and teacher input. Individual teachers attend professional workshops and seminars in the areas of our school improvement goals. All staff will receive reimbursement for attending one workshop, and are encouraged to attend additional workshops.

District Institute Days are planned by our district curriculum coordinators to enhance the knowledge of best practices teaching. (2004-2005 schedule of staff development has been included in section 3.4). Professional development on these days include, but are not limited to, integrating technology in classroom learning, differentiating curriculum to meet needs of all learners, planning integrated lessons and units, six traits of writing, and strategies for working with English Language Learners. Charlotte Danielson will also work with district staff on evaluation for enhancing profession practice.

District Early Release Days are planned by the building principal and staff at each building. Professional development on these half days include, but are not limited to, SIP target area team meetings, dialogue discussion across grade level teams in the areas of reading and math, identifying curriculum materials needed, analyzing data trends from multiple data sources, and workshops in the area of reading and mat. The professional development activities are planned to support the goals in the School Improvement Plan. The goals were written based on the analysis of data on our ISAT, Terra Nova, and Benchmark assessments.

Additionally, many staff members enroll in graduate level courses in pursuant of a higher degree or hours beyond a master's degree. They take courses to keep updated on current research and best practice instruction.

6.2 QUALIFIED AND EFFECTIVE EDUCATORS

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

Professional development activities that will ensure personnel become qualified and effective in their learning areas and teaching assignments will include:

- Guided Reading workshops and observation
- Breakthrough to Literacy workshops
- Read Naturally training
- District breakout sessions
- Graduate level continuing education courses
- Professional Book Studies
- Inservice Training on Comprehension Strategies
- Inservice Training on Mathematics Problems solving skills
- Inservice Training on Character Education
- Observation of other schools' programs
- Mentoring meetings
- Observation of experienced teachers
- Curriculum Review Committee meetings
- SIP Target Team Committee meetings

6.3 RELATION TO STRATEGIES

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

Strategy	Professional Development
In-District personnel	Curriculum Coordinator presentations in school in the areas of reading and math problem solving Reading Specialist personnel presentations at in-district professional Growth days
Outside Consultants	

	Staff training related to goal areas
Graduate Level Continuing Education	Staff continually enrolls in courses specific to the areas of SIP
Professional Book Studies	SIP Target Teams will participate in a book study
Cross grade level articulation	Use of Early Release Days to discuss SIP goal areas: K-2 and 3-5 teams Scaffolding curriculum and sharing instructional strategies

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

6.4 SCHEDULING

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

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		Staff orientation, dept. mtgs., room set-up, etc.
Wednesday, Sept. 22	Entire district	all day	Individual bldgs.	SIP planning at individual buildings. Meet to analyze testing data, establish goals for new School Improvement Plan, and create an action plan. We will also discuss the staff development plans for the school year, and purchasing materials with our

				Title I grant money allocation
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

2004 – 2005 Early Release Days (Schedule)

Date	Who	When	Where	What
Tuesday, August 24	Sarah Adams staff	1:00-3:00 pm	SA Media Center	Discuss School Improvement Planning. Break out into small groups to complete data for the SIP template
Friday, October 8	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Web page training
Tuesday, November 23	Sarah Adams staff	1:00- 7:00 p.m.	Individual classrooms	Parent Teacher Conferences
Wednesday, December 8 th	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Guided Reading Presentation
Friday, January 14	Sarah Adams staff	1:00-3:00	SA Media Center	Dialogue discussion across grade levels in

		p.m.		SIP Target Teams Math Problem Solving Inservice
Thursday, February 10	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Reading Comprehension Inservice
Friday, May 6	Sarah Adams staff	1:00-3:00 p.m.	SA Media Center	Dialogue discussion across grade levels in SIP Target Teams Character Education Presentation

See attached pages for schedule of technology training

6.5 RESOURCES

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

Resources that support our professional development include:

- Grants from Title I, state, district, and PTO
- Building Principal
- Building Budget for staff
- District Administration
- Curriculum Coordinators
- Outside Consultants
- ELL Grants

6.6 SCIENTIFICALLY BASED RESEARCH (SBR)

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

See SBR in Action Plan 5.0 (Cross reference)

6.7 INTEGRATION OF TECHNOLOGY

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

The staff integrates technology into instructional practices and student learning through the use of:

- Breakthrough to Literacy
- Digital cameras
- Overhead projectors
- VCR / DVD players
- District Technology Training
- Laptop and Desktop computers, including
 - PowerPoint
 - Kidspiration
 - Inspiration
 - Microsoft Word
 - Timeliner
 - Keyboarding programs
 - Publishing programs
 - Internet sites

6.8 EVALUATION / CONTINUOUS IMPROVEMENT

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

After a teacher attends a conference or workshop, she or he is required to complete a form summarizing the general topic of the event and new insights or concepts learned. Additionally, the teacher is encouraged to share new knowledge at grade level and / or building meetings. Teachers continually recommend such workshops as well as graduate level courses they feel are most worthwhile for other teachers. Staff members who attend district sponsored institute days and professional development workshops are asked to complete an evaluation of each session attended. The questions include:

1. Did the inservice provide me with relevant information that is aligned with my current teaching assignment?
2. Am I able to implement the instructional strategies from the sessions into content areas in my classroom?
3. Was the material was presented by persons with educational experience in the subject matter?
4. Would I recommend this session to other staff members?
5. What are your suggestions for next year's professional growth opportunities?

Questions one through three have answer options of strongly agree, agree, or disagree. Questions four and five ask teachers to candidly express their thoughts.

6.9 MENTORING

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

District 95 offers a formal mentoring program to first and second year teachers, facilitated by the district curriculum coordinators. The program has written procedures and is approved by the state. Mentoring topics include, but are not limited to:

- Introduction to District 95
- Technology training—email, wireless laptop, Break Through to Literacy, Report Cards
- Communication/Classroom Management
- Parent Conferences
- Lesson planning
- Staff evaluations
- Special Education
- ISAT and other assessment data
- End of year responsibilities

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

- Classroom observation
- Classroom videotape and analysis
- Journal Reflections
- Book Share
- Attend Professional Workshop

At Sarah Adams the formal mentoring program will include frequent, ongoing support. At the building level, new teachers will be assigned a mentor from their grade level or team. Teachers will meet at least monthly to provide support, direction, and counsel.

The School Improvement Committee will formally survey new teachers at mid and end of year to assess that they are being provided the necessary support. School Improvement members will also be open to informal feedback throughout the school year. Additional meetings between new teachers and mentors will be required, if needed, and adjusted upon evaluation of new teacher feedback or principal request. Because this is a new program, written procedures have not yet been established, except as in this document.

7.0 Illinois Learning Standards (ILS) Implementation

7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

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

The district has outlined a comprehensive curriculum that is reviewed on a yearly cycle. Regular evaluations of the curriculum and instructional program occur. The curriculum review cycle (see attached) ensure that curriculum is aligned with state standards. The review committee includes a cross section of teachers, administrators, parents, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs. The participants in the curriculum review cycle committee are subdivided into smaller groups to work on specific areas of that content being reviewed. There are five components to the review cycle. They include:

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Five
Evaluate	Evaluate Materials	Implement	Monitor	Articulate
Study	Choose Pilot	In-service	Refine	Assess
Write Objectives	In-service for Pilot	Adopt	Articulate	
Align	Adopt	Propose New Courses		
Propose New Courses	Propose New Courses			
	Write Instructional guides			

Further, the staff at Sarah Adams has mapped the curriculum in language arts (k-5) during the 2002-2003 school year and analyzed the strengths and weakness in the curriculum. Benchmarks for word analysis and comprehension were developed during the 2003-2004 school year.

7.2 STANDARDS-ALIGNED CLASSROOMS

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

The current curriculum which is aligned to the ILS and ISBE standards/assessments is outlined in brochures available on-line, posted in classrooms, and communicated to parents/students at appropriate times throughout the year by both administrators and teachers. The district website houses a curriculum and instruction link, which outlines learning objectives and has resources for staff and parents. These learning objectives are consistently aligned with the ILS. Additionally, grade level articulation meetings occur frequently through out the year to review the district objectives and their alignment to the ILS. Additionally, staff include the Illinois Learning Standards in their lesson planning. (See attached lesson plan format).

7.3 ILS PRACTICES AND PROCEDURES

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

As Community Unit School District #95 strategic plan outlines, Sarah Adams is consistent in recruiting, hiring, retaining, and developing all staff who demonstrate behaviors and attitudes consistent with District #95 core values. We utilize a collaborative approach to hiring staff, in which administration, staff, and often, parents serve on the hiring committee. District administrators are trained in “Ventures for Excellence” recruiting and hiring program. “Ventures for Excellence” has developed interviewing questions and rubrics to hire candidates who are highly qualified, as well as holds the core beliefs consistent with our strategic plan.. Staff members are also held accountable to the Illinois Professional teaching standards through our supervision and evaluation model. (See attached)

Teachers are encouraged to attend professional development activities as related to the School Improvement Plan. These professional development activities include, but are not limited to: graduate level courses, professional workshops and seminars, district and building inservice, district wide grade level articulation, school team meetings, book studies, and professional dialog. Additionally, the district provides additional training in technology. (see attached course offerings)

Teachers are provided funds to attend professional development activities. They receive reimbursement for one out-of-district workshop or conference. In addition, they received partial reimbursement for graduate level courses. Professional books are also purchased and available for staff to read.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

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

Sarah Adams systematically reviews and revises its instructional practices according to the ILS. Data from Terra Nova testing, ISAT testing, and reading benchmark assessments are reviewed yearly. Trends and gaps in data are analyzed through our School Improvement Process and curriculum is mapped to address those overlaps and gaps.

School Improvement planning occurs in three year cycles. All staff members participate in SIP planning by serving on a team to address one of the target areas. The SIP teams review resources and instructional strategies. The SIP Target Teams create action plans and facilitate staff development in the goal areas.

8.0 Family and Community Involvement

8.1 DATA USE

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

Parents are consistently involved in school activities. Satisfaction surveys will be provided to the parents by the teachers in the fall and in the spring. The data will be obtained twice per year, once in the fall and again in the spring.

Community input is gathered formally three times a month through Committee of the Whole Meetings and monthly Board of Education Meetings. Community forum is part of these meetings. Much feedback is gained regarding curriculum and instruction.

8.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS

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

The School Improvement Plan (SIP) is a collaboration effort between staff and parents. On the SIP planning team, parent feedback was sought out and parent representatives were involved in the initial planning stages and review. Parent volunteers and P.T.O. group are also involved in some aspects of the implementation. Parent volunteers and our P.T.O. group are also involved in some aspects of the implementation. Parent volunteers help implement some programs in the action plan, such as Read Naturally. The PTO also helps with planning and providing some financial resources to implement the plan.

Additionally, the school principal will inform the board members and the community by sharing the SIP at Committee of the Whole meetings and/or Board of Education Meetings. The principal will lead a follow-up questions and discussion session. The principal will also present SIP plans and updates at the PTO meetings, as well as in newsletters that are sent home regularly.

8.3 COMMUNICATION OF SIP PROGRESS

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

Progress on the SIP will be communicated through: principal and staff newsletters, our district website, and the school report card. The principal will communicate to parents related targets, strategies, and activities through: monthly newsletters, monthly P.T.O. meetings, and on the school website. Additionally, the student report cards have just been revised and will be implemented for the first time in the fall of 2004. The report card has been aligned to the curriculum learning objectives. (See attached copies) Parents will be provided with a handbook guide to the new report card. Also, report card information will be available on our district website. Parents will also receive feedback about our school and SIP plan through the state report card and ISAT testing results.

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

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

- Back to School Informational Meeting for Parents—information about our curriculum is discussed with parents.
- Ideas sent home for parent involvement that will support reading and writing strategies at home.
- Monthly newsletters informing families about monthly character education themes
- Family Literacy Nights (K-2)—This evening of informal and fast-paced sessions designed to show parents how to maximize the fun and learning when reading with their child. The first and second grade children are invited to attend with their parent because the workshop involves reading a special book together. It focuses on both fiction and non-fiction material.
- Veterans' Day Event—Third grade students host a Veterans' Day Breakfast to honor our local veterans. The children will conduct research in order to formulate interview questions. They will interview community members who served on the armed forces. The classess will involve the entire school in card-making project. Students will compile the interviews, research, displays, and perform for the veterans at a breakfast held on Veterans' Day.
- Read Naturally Fluency Lab—We have 12-15 parent volunteers who will help run our fluency lab, utilizing the resources and materials of our Read Naturally program. This program is aimed at giving students additional practice in reading texts fluently.
- Monthly newsletters—The principal includes an article in a monthly PTO newsletter. Included in the newsletters is information updates on our school improvement plan and tips for extending the learning at home.
- PTO meetings—principal gives updates at monthly PTO meetings on school improvement plan and best practice instructional strategies.
- PTO provided funds purchase of some guided reading materials at first and second grade and materials/resources for Character Education program

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

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

Partnerships continue to be formed with local businesses through the following:

- Reading Incentive Programs (Example: Six Flag's Read to Succeed)

- Deer Park Smart Smart Bucks
- Shop & Share Days with Jewel

In addition, parent and community members volunteerism is key to the success of our programs:

- Veterans’ Day Event—Third grade students host a Veterans’ Day Breakfast to honor our local veterans. The children will conduct research in order to formulate interview questions. They will interview community members who served on the armed forces. The class will involve the entire school in card-making portion of the project, then share their interviews, research, displays, and perform for the veterans at a breakfast held on Veterans’ Day.
- Read Naturally Fluency Lab—We have 12-15 parent volunteers who will help run our fluency lab, utilizing the resources and materials of our Read Naturally program. This program is aimed at given students additional practice in reading texts fluently.
- Family Literacy Nights (primary grades)—These re two evenings of informal and fast-paced sessions designed to show parents how to maximize the fun and learning when reading with their child. The first and second grade children are invited to attend with their parent because the workshop involves reading a special book together. It focuses on both fiction and non-fiction material.

8.6 PROCEDURES/PRACTICES/COMPACTS

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

Parents and community members contribute to the development and review of the following:

- District Strategic Plan
- Parent Handbook/Code of Conduct
- School improvement planning—parent representative is part of the core team
- PTO Committees provide input into various school programs and functions

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

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

District resources support the strategies and activities through:

1. Curriculum coordinators by mentoring new teachers and planning professional development activities.
2. Assistant Superintendent of Curriculum and Instruction leads district curriculum cycle process and heads the Curriculum Council.

3. Technology committee trains staff to use supportive programs for reading and writing.
4. Technology Support Staff maintain technology equipment for the building.

Monetary resources include:

1. Building budgets
2. Staff development funds
3. Grants—Title I funds and Reading Service Grant
4. P.T.O. Mini grants

These resources will support development needed to achieve our goals.

9.2 EXTERNAL SUPPORT

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

External resources that support implementation of strategies and activities include:

1. Association for Supervision and Curriculum Development
2. Illinois Principal's Association
3. Regional Office of Education
4. Illinois School Board of Education
5. Illinois Standards Achievement Test math consultant Jane Riley
6. School Improvement Plan writing consultant Charlotte Drayer
7. Technology consultant Melissa O'Hara
8. Improving Professional Practices consultant Charlotte Danielson
9. Other presenters for building inservices...TBD
10. Textbooks
11. Break Through to Literacy Training
12. Professional Books and other resources

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

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

Describe the district peer review and approval process.

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

There is a peer mentoring process currently under development district wide.

10.2 MONITORING PROGRESS OF THE PLAN

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

School personnel and leaders will collect data through an internal review to be conducted three times a year. In addition, district level data will be collected through analysis of Terra Nova, ISAT test scores, and reading benchmarks. The Terra Nova test results will be published in the spring, and the ISAT tests results are published in the summer. The reading benchmarks are administered mid-year and end-year. The principal will collect the data spreadsheets in May, after the end year testing is completed.

10.3 REVISION OF THE PLAN

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

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