

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.

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 | 77.6 | | Yes | 88.0 | | Yes | 95.9 | Yes | | | |
| White | 100.0 | Yes | 100.0 | Yes | 79.1 | | Yes | 89.9 | | 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 2001-2002 | School Year 2002-2003 | School Year 2003-2004 | School Year 2004-2005 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Attendance rate (%) | 95.8 | 95.8 | 97 | 95.9 |
| Truancy rate (%) | 0 | 0 | 0 | 0 |
| Mobility rate (%) | 1 | 3 | 1.5 | 3.8 |
| Expulsion rate (%) | 0 | 0 | 0 | 0 |
| Retention rate, if applicable (%) | - | - | - | - |
| HS graduation rate, if applicable (%) | - | - | - | - |
| HS dropout rate, if applicable (%) | - | - | - | - |
| Teachers working out-of-field (#)* | - | - | - | - |
| Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#) | | | | |
| School Population (#) | 540 | 550 | 438 | 419 |
| Economically disadvantaged (%) | 2.8 | 2.5 | 2.8 | 5.7 |
| Limited English proficient (LEP) (%) | 1.7 | 0 | 1.3 | 6.0 |
| Students with disabilities (%) | - | - | - | - |
| White, non-Hispanic (%) | 91.5 | 89.5 | 87 | 88.5 |
| Black, non-Hispanic (%) | 1.3 | 1.5 | 1.8 | 0.7 |
| Hispanic (%) | 4.8 | 6 | 8.6 | 7.4 |
| Native American or Alaskan Native (%) | 0.2 | 0 | - | 0.0 |
| Asian/Pacific Islander (%) | 2.2 | 3.1 | 2 | 2.9 |

* "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.

Seth Paine Elementary School in Lake Zurich, Illinois had a change in the school population. This change in school population existed because of a district boundary change that took place at the end of the 2002-2003 school year. Some of our students moved to other schools in the district and students from other schools joined our population. Our enrollment went down as well because we opened a new elementary school in the district. Our enrollment went from 550 students in 2002-03 to 438 students in 2003-2004. We had many challenges: blending all of our families socially, programming differences between schools, parent leadership opportunities, parent education and educational differences between the schools are a few of the challenges. Our class sizes for the 2004-2005 school year are as such: K -18, 1st - 21, 2nd - 21, 3rd - 22, 4th - 25, and 5th - 26. We have 18 classroom teachers, two special education teachers and 1.5 reading specialists. Our first grade team has developed a relationship with our community fire department. A firefighter representative comes in six times per school year to teach fire safety. The first grade students raise funds to help send children to attend burn camp. This upcoming year we will be developing a character education framework and having community members involved. Our Special Education team has had many training opportunities in 2003-2004 and will continue throughout the coming years. They have been trained during several school in-service days. ADHD training has now been added for our district teachers. Our staff is a very consistent staff. Out of our 30 staff members only four of them are non-tenured. Many of our teachers have taught at Seth Paine for over ten years. Our school secretary has been here for twenty years. We have a special education, self contained classroom for 4th and 5th grade students. Our resource specialist services grades K-5 for those that need resource assistance. Our special education team meets once a week in the morning to discuss specific student needs. Interventions are shared and brainstorming occurs at these meetings. Our school offers special education services, occupational therapy, speech, social work, hearing itinerant services, gifted education, and an ELL program. We also have a physical therapist and a vision itinerant. Math replacement classes are offered for students who meet the criteria in grades 3-5. Thinking skills are taught to grades 1 and 2. Our school also has music, art, library and P.E. offered at each grade level.

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.

Our district services five communities. Our curriculum is aligned with the Illinois state standards and our district learner objectives. We comply with health and safety regulations outlined by OSHA. We have emergency/safety plans including fire, tornado, crisis and emergency. We have a district crisis intervention team. The crime rate of Lake Zurich is very low which can be attributed to our police department. It provides 24 hour patrol which includes traffic/property patrol with 36 full time officers on duty. The town of Lake Zurich has been growing by leaps and bounds. New townhouse developments, new single family homes and a new town center filled with businesses have just been added to our community over the last few years. 22.9% of the households in the Lake Zurich attendance area earn from \$100,000 - \$149,999 each year. 15% earn \$150,000 and over. The median household income is \$84,125 and the average household income is \$96,269. 3.9% of our population has no diploma, 19% have a high school degree, 23.8% have some college, 37.7% have a college degree and 13.4% have a graduate or professional degree. Approximately 9,463 people over the age of 16 are employed in the area. There are over 285 sports teams which service kids from ages 5-18. The local library services more than 32,000 residents. It boasts a collection of almost 200,000 items and an annual circulation of 680,000 items. It is one of the five busiest libraries in Lake County. Some community events that take place are: Alpine Days, Alpine Theatre, Lake Zurich Village Singers, Family Days, Lake County Folk Festival, Holiday Tree lighting Ceremony, Lake Zurich Triathlon, Sidewalk Sales, Strawberry Fest (in Long Grove), the Ryan York Cancer Walkathon and various festivals. A major challenge for Lake Zurich has been keeping the small town feel with all of the expansion which created boundary changes in the school district. New homes are now being built that range from \$115,000 and above, to \$500,000 and above. There is a great expectation from the local taxpayers that our schools deliver a high level of education and that the school district principals/school officials communicate regularly with the public regarding ideas, plans and direction.

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 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 |
| Total | 91 | 82 | | 75 | 92 | | 75 | 92 | | 85 | 74 | |
| Economically disadvantaged | - | - | | - | - | | 2 | 5 | | n/a | n/a | |
| LEP | - | - | | - | - | | 2 | 3 | | n/a | n/a | |
| Students w/disabilities | 10 | 5 | | - | - | | 12 | 17 | | 50 | 69 | |
| White, Non-Hispanic | 85 | 76 | | 72 | 77 | | 72 | 77 | | 85 | 73 | |
| Black, Non-Hispanic | 1 | - | | - | 2 | | 0 | 2 | | n/a | n/a | |
| American Indian or Alaskan Native | 0 | 1 | | - | - | | 0 | 0 | | n/a | n/a | |
| Asian or Pacific Islander | 0 | 2 | | 1 | 2 | | 1 | 2 | | n/a | n/a | |
| Hispanic | 5 | 3 | | 2 | 11 | | 2 | 11 | | n/a | n/a | |

| | 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 |
| Total | 91 | 82 | | 75 | 92 | | | 75 | 92 | | | 94 | 85 | |
| Economically disadvantaged | - | - | | - | - | | | 2 | 5 | | | n/a | n/a | |
| LEP | - | - | | - | - | | | 2 | 3 | | | n/a | n/a | |
| Students w/disabilities | 10 | 5 | | - | - | | | 12 | 17 | | | n/a | n/a | |
| White, Non-Hispanic | 85 | 76 | | 72 | 77 | | | 72 | 77 | | | 93 | 86 | |
| Black, Non-Hispanic | 1 | - | | - | 2 | | | 0 | 2 | | | n/a | n/a | |
| American Indian or Alaskan Native | 0 | 1 | | - | - | | | 0 | 0 | | | n/a | n/a | |
| Asian or Pacific Islander | 0 | 2 | | 1 | 2 | | | 1 | 2 | | | n/a | n/a | |
| Hispanic | 5 | 3 | | 2 | 11 | | | 2 | 11 | | | n/a | n/a | |

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.

Teachers in grades 3-5 compact students out for each math unit. There is a pre-test that is given and then the students have extension and differentiated math lessons taught to them. Here are some samples of student scores/chapters that were taught in 5th grade. Compacting students out of lessons provides the students with added information, it provides opportunities to expand their critical thinking/problem solving strategies and it provides the teacher with an added reporting measure to parents. The Terra Nova evaluation report clearly shares with staff areas that are strong and areas that need to be worked on. This report shares a national and a local comparison. Here is a sample report from the test date of 9/30/02. These reports are given to teachers and staff is given support in the areas of concern.

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) | 30 | 480.5 | |
| Average Teacher Experience (in years) | 13 | 12 | |
| Bachelor's Degree (%) | 37% | 37% | |
| Master's degree or higher (%) | 63% | 63% | |
| White, non-Hispanic Teachers (FTE) | 28 | 476.5 | |
| Black, non-Hispanic Teachers (FTE) | 0 | 0 | |
| American Indian / Alaskan Native Teachers (FTE) | 1 | 1 | |
| Asian or Pacific Islander Teachers (FTE) | 1 | 1 | |
| Hispanic Teachers (FTE) | 0 | 3 | |
| Male Teachers (FTE) | 0 | 118 | |
| Female Teachers (FTE) | 30 | 362.5 | |

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

| | | | | |
|--------------------------------|----------------------------------|--|---|--|
| Total teachers (FTE) | 1-5 years experience | 6-10 years experience | 11-15 years experience | 16+ years experience |
| 30 | 6 | 9 | 8 | 7 |
| | | | | |
| % attendance rate for teachers | # requesting workshop attendance | | # pursuing advanced degrees | |
| 98 | 22 | | 2 | |
| | | | | |
| | Total # paraprofessionals | # paraprofessionals with associate's degrees | # paraprofessionals with at least 2 years of post-secondary study | # paraprofessionals certified through other assessment options |
| | 7 | 1 | 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

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.

All educators at Seth Paine have the qualifications needed for their assignments. Many study groups have been in progress here at Seth Paine. In the year 2003-2004 we had a guided reading study group, anti-bullying and a school improvement group meeting on a regular basis. This year, we will continue our school improvement group, our guided reading group and we will be adding a national board group. These groups will meet regularly, share their input and shape our practices. Our district has a formal mentoring program with a set schedule and topics covered. October, 2003 Judy Wagner received the Staff Member of the Month Award, in May 2003 Chris Yrigoyen received the Teachers Make a Difference district award and in May, 2004 Gail Galter received the district Meritorious Award. The President's Education awards were given out to students in grades four and five. Professional development opportunities were/will be given in these forms: The mentoring program, district in-service days, conferences, evaluations of training, guest speakers and articulation meetings. See samples of this work cited 3.4 See documentation.

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 and family involvement at Seth Paine includes the following activities: Monthly PTO meetings, Bingo Nights, Curriculum Night, Orchestra and Band concerts/meetings, Outdoor Education – Taft, Pizza-Pop and Poetry, Teddy Bear Tea – (working a factory and tea party), Parent Conferences, Halloween Poetry Drama, Revolutionary War Days, Pioneer Days, Chorus Concerts, Fifth Grade Picnic, Gifted Fair and Enrichment classes (Grades 1-2), Grade level Music programs for 3rd-5th grades.

Participation is an estimation as sign-in sheets have not been provided for all items

Curriculum Night – About 98% participation for this event

Parent Conferences – Around 98% participation estimation based on asking teachers for non-attendance figures

Enrichment Classes – 23 parent helpers make this event possible

Pizza, Pop and Poetry – 200 families attended, 20 supported by organizing the program

Field Days- Several parent volunteers and observers

Taft Meeting – 90% of all students attending in 5th grade

Chorus Concerts – Most families attend around 65 students are in chorus

Gifted Fair – Almost all parents of gifted students attend this function

35 Families attend orchestra events – 40 parents attend from band

See highlighted areas in newsletters for examples of involvement/communication

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 – Book discussion on Best Practices

Internal Review – Book discussion of Bullying

Internal Review – In-services for common Practices in writing

Internal Review – Teacher Discussion of test data

ISAT Data – More non-fiction materials need to be purchased to increase non-fiction reading/strategies

Internal Review – Strong Start Kindergarten Testing

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.

Internal Review – meetings were held throughout the year. Book discussions were on curricular best practices and on bullying to discuss strategies and practices.

Test Data – Shared in graph form showing trends so that strategies/practices can be implemented.

Extended Day Kindergarten Data – Pre and post testing

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.

In analyzing non-fiction reading and math data, extended responses are two areas we need to target here at Seth Paine. We believe teaching good character to our students is paramount to having our students become successful, great citizens. Our staff believes in continued professional development and refining procedures in the building. Several teachers are going through National Board Certification and additional teachers will be attending conferences/seminars on latest practice. Staff members doing either of these will be sharing with the staff on a regular basis. We will also be refining our Special Education procedures and communication.

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.

We will be targeting all grade levels in the area of non-fiction reading. We will have added supplies, professional development and parent participation in this effort. (NSDC) recommends professional development through a variety of methods. NSDC also shares the value of having parent participation. Staff development is also done following the Emily Calhoun model. 1) using student data 2) focus on student learning 3) develop the school as a learning community 4) build organizational capacity to solve problems 5) personal professional development.

We will target math problem solving in grades K-5 and extended responses in grades 2-5. Student performance will improve for both of these goals. NCTM shares that exemplary programs in math have students focused on problem solving. These programs develop skills and students clearly share their reasoning. Professional development, sharing knowledge with colleagues and refining procedures is paramount to creating a building focused on the implementation of Best Practices. Supported research from the NSDC related to the area of professional development. The book/research Best Practices by Steven Zemelman conveys methods of renewing our schools through added communication, refinement and professional development.

Character Education is a core value/belief we share at Seth Paine. We believe teaching these skills helps create a better environment and gives students the foundation to become quality citizens.

NOTE: Criteria 4.3 through 4.6 addresses 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 targets and data

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, and teacher expertise. Some of these data were presented in 3.3 through 3.6.

See targets and data

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 targets and data

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 |
|-------------------------------------|----------------------------------|----------|----------|----------|------|-----|---------------|-----|-----------------------|------|-----------------|-----------|-------|-------|
| Math Problem Solving Books | (\$100) \$150 | | | | | | | | | | \$50 | | | |
| Readers Handbook | \$590 each year | | | | | | | | | | | | | |
| Comprehensive Reader Strategy Test | \$500 each year | | | | | | | | | | \$250 each year | | | |
| Seminars | \$150 per staff member/per year | | | | | | | | | | | | | |
| Non-fiction Student Materials | (\$6000) \$8000 total | | | | | | | | | | \$1000 | \$1000 | | |
| Various Teacher Support Books | (\$200 each year) \$300 total | | | | | | | | | | \$100 each year | | | |
| Character Education Bumper Stickers | | | | | | | | | | | \$250 | | | |
| TOTAL | | | | | | | | | | | | | | |

Take Home Character Education videos are free. An estimated \$500 will be spent purchasing added problem solving materials. These will come out of Title 1 and general revenue.

6.0 Professional Development

6.1 DATA USE

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

We collect data from ISAT, Terra Nova, teacher input, parent input and leadership guidance from the principal. This data is used to determine in-service topics, schedules and dialogue days.

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

We will have extensive professional development activities in the areas of: Reading, Math, how to integrate Technology, Character Education, Best Practices, and Special Education.

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 |
|--------------------------|---|
| Staff In-services | Training in areas listed in 6.2 |
| Professional Development | Seminars/Sharing Knowledge of Subject Areas |
| | |
| | |
| | |

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.

This will be determined this year but see the 2004-2005 Institute Days calendar for all of the Institute Days that are scheduled. Also, see the attached group meetings.

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 – Principal training/support, PTO support – financial and input, curriculum coordinators, Title 1 Grant, Building Allocations, Classroom Teachers, Consultants and 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

We use the research of Best Practices to guide our staff development and our practices. We also use teachers and consultants to share knowledge. The NSDC recommends this form of training.

OPTIONAL TABLE FORMAT

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

| 6.4 Scheduling | | 6.5 Resources | 6.6 SBR |
|-----------------------|-------------------------------------|----------------------|--|
| Month/Date/Year | Content of Professional Development | Supporting Resources | Scientific Research Base for the Content |
| | | | |
| | | | |
| | N/A | | |
| | | | |
| | | | |

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).

Please see technology options offered here per sheets in this plan. We also use Breakthrough to Literacy, VCR players, laptop carts, computer lab, consultant training, and classes offered regularly.

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.

We have a form staff members fill out after attending professional development classes. This form is attached with teacher input in this packet. We will also be implementing observation tools this year. See documentation.

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.

Topics:

- Meet new teachers and Introduction to Dist. 95
- Wireless laptop training
- Classroom management
- Grading/Goal setting
- Parent conferences
- Journal reflections
- Time management
- Differentiation
- Student Motivation
- Evaluation
- Peer coaching

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.

Please see the curriculum review cycle.

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

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

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

Cycle 4: Monitor, refine and articulate

Cycle 5: Articulate and assess

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.

See the board policy sheet included in the documentation. The state board has state goals that are given out. We take those goals for learning and standards to align our curriculum. Please see the curriculum review cycle sheet. We also take into account: research, demographics, our educational philosophy/goals, minimum state requirements, student testing and student needs.

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.

For our hiring purposes we use Ventures for Excellence, a minimum of three references are checked and we include staff members in the interview process. Teachers are encouraged each year to attend seminars/classes to further their professional development. We attend workshops related to our SIP goals. Consultants are used as well as the building principal to share information, answer questions and provide resources to teachers on a consistent basis. Title 1 grant money supports these efforts.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

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

The curriculum review cycle is reviewed each year. Please see the 7.1 documentation for a complete listing of the cycle. Our district objectives are aligned with the Illinois Learning Standards.

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.
We have not focused on having parents share their feedback through surveys so that has been added to our plan this year. We started with a Character Education survey and more satisfaction surveys will follow. As noted in many sections, parents are involved at every level here at Seth Paine. They are at our school events at night, they assist with our educational initiatives, they contribute to our school improvement plan and parents play a pivotal role with student success. There are many examples in the documentation of programs, special events, and initiatives that parents are involved in.

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.

Parents and stakeholders are part of our school improvement plan. They are part of our discussion groups and they share their knowledge with the teachers during scheduled meetings. The plan will be shared by the Principal at a PTO meeting and the plan will be made available to all stakeholders on our school website. We will also have paper copies with a cover letter from the principal sharing the plan is made available at our front office. Updates will be given throughout the year on ways we are meeting the goals and new resources will be shared so that parents can see the instructional material improvements that are being made.

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.

We will be working on communicating as a group during most of our Institute Days here at Seth Paine. The groups will share their progress and their challenges. We will share information in the Principal newsletter, we will have our plan on the district/school website and we will give a yearly report to the public.

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

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

Parents are part of our study groups
Information will be shared and discussed during PTO meetings
Updates will be shared in the Principal Newsletter
Character Education information was sent home as a survey
Character Education information are sent home for each pillar
Reading Newsletters are sent home offering suggestions/ideas and activities
Breakthrough to Literacy information with suggestions will be sent home to kindergarten parents
Classroom teachers will share regular newsletters with school/classroom information

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

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

Culvers Family Nights
Several local businesses offering gift certificates for learning incentives
Six Flags Reading Program
Pizza Hut Book it Program
Deer Park Smart Bucks
Barnes and Noble Discount Day
First American Bank
Costco/Walmart-Donations for programs and for students in need
Target monetary help because of shoppers

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 families have extensive roles in these areas:

The District 95 Parent Handbook

Various District 95 Committees (Learning and Cultural)

The District 95 Code of Conduct

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

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

Technology-Department and staff help to maintain the equipment and they offer a schedule of classes and inservices throughout the year as support

Curriculum Coordinators in our district help mentor new teachers and they assist with curricular initiatives

The Assistant Superintendent for Curriculum and Instruction leads curricular committees and the review cycle

The Superintendent oversees all SIP plans

Activities are designed by the building Principal to support the work of the SIP plan for Institute Days/Dialogue

Resources: PTO funds for educational materials and grants

Staff Development Funds

Grants

Building Budget Allocations

Internal Accounts

Partnerships with local businesses

9.2 EXTERNAL SUPPORT

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

External supports are as follows:

Charlotte Drayer-School Improvement Plan Speaker

Regional Office of Education

Illinois Principal's Association

National Staff Development Council

Various organizations that offer research

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

Describe the district peer review and approval process.

We do not have a peer review process, but we do get together as principals to dialogue and work together on our plans.

10.2 MONITORING PROGRESS OF THE PLAN

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

We will collect Terra Nova data, ISAT data and continued data throughout the school year in each of the areas.

We will set a timeline of created materials, collect them and share the data out as a group regularly throughout the plan.

10.3 REVISION OF THE PLAN

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

If the data will call for it, we will revise our plan as needed. We will share the data, share classroom observations and we would then make a determination to revise and implement whatever is needed.

Seth Paine School Improvement Plan Revision 2005-06

TARGET

Increase grade 5 **math** ISAT scores to overall 90% “meets or exceeds”, and specifically increase to 25% “exceeds”.

STRATEGIES

- Gifted math teacher will use problem solving strategies.
 - Gifted math teacher will use Math Olympiad and off-level CML activities to differentiate for and challenge our highest ability students.
 - Gifted math teacher will increase use of calculators with students to promote data collection, estimation, and problem solving activities.

- Teacher in grades K-5 will practice extended response math problems and focus on using appropriate math vocabulary.
 - Teachers in grade 2 will begin using a simple math rubric to reinforce extended response writing.
 - Teachers in grades K-5 will begin using a common math language (ISAT math words) in a clearly articulated way to reinforce standards.
 - Grades K-2 teachers will attend workshop with Jane Riley on math extended response.
 - Teachers in grades 2-5 will teach data collection, estimation, and problem solving activities.
 - Teachers in grades 2-5 will use retired ISAT problems and other similar problems.

- Teachers in grades 2-5 will use Continental Math League activities.
 - Teachers in grades 2-5 will use CML activities to differentiate for and challenge high ability students.

Seth Paine School Improvement Plan Revision 2005-06

TARGET

Increase grade 5 **reading** ISAT scores to overall 90% “meets or exceeds”, and specifically increase to 35% “exceeds”.

STRATEGIES

- Reading support and ELL teachers will carefully monitor struggling learners.
 - Reading Specialists will implement new Soar to Reading program
 - “Read Naturally” program will be restructured to allow for more analysis of student reading comprehension and miscues.
 - School will purchase CD version of “Read Naturally” program to allow for more time on task to improve reading fluency

- Teachers in grades 3-5 will begin to learn about and implement balanced literacy techniques.
 - Teachers in grades 3-5 will visit classrooms where others are successfully using guided reading
 - Teachers in grades 3-5 will view the guided reading training video tapes and have group discussions to follow
 - Teachers in grades 3-5 will share ongoing ideas and results at grade level team meetings.

- Grades 2-5 teachers will use the state rubric for reading extended response once every other week
 - Grade level meetings on how to implement these rubrics
 - Teachers will attend ISAT training sessions
 - Teachers will post teacher friendly rubrics in their classrooms

- Grades K-5 teachers will increase student exposure to nonfiction reading
 - Library will promote research word of the week for students in grades 3-5 Teachers will teach current events from nonfiction periodicals
 - Teachers will use nonfiction materials at least 30% of the time during reading instructional time