



Lake Zurich Community Unit District 95
May Whitney School Improvement Plan

Lake Zurich Community Unit District 95

**MAY WHITNEY
ELEMENTARY SCHOOL**

**School Improvement Plan
2003 – 2004**



I. School/Community Profile

A. Students

a. Racial/Ethnic Background

White	90.7%
Black	0.8%
Hispanic	6.2%
Asian	2.3%

b. Total Enrollment

750

c. Socio-economic

Low-income	1.7%
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d. Attendance, Mobility, Chronic Truancy

Attendance rate	95%
Mobility	5.0%
Chronic truancy	0%

B. Instructional Setting

a. Average Class Size by Grade Levels

Kindergarten	25
First Grade	26
Second Grade	25
Third Grade	22
Fourth Grade	23
Fifth Grade	25

b. Time Devoted to Teaching of Core Subjects

Third Grade:

Math	60 minutes per day
Science	30 minutes per day
English	150 minutes per day
Social Studies	30 minutes per day

c. Contact with Parents

100%

d. Teachers by Racial/Ethnic Background and Gender

White	98%
Black	0%
Hispanic	0%
Asian	2%
Male	6%
Female	94%



e. District by Type and Enrollment

Lake Zurich Unit School District # 95 has approximately 6,500 students from grades kindergarten through high school. The community is considered middle class to upper middle class with over 90% Caucasian. The community is set in suburban central Lake County about 45 miles northwest of Chicago.

f. Teacher/Administrator Characteristics

The administrator is currently completing his 2nd year at May Whitney School. The majority of the staff is experienced with a high percentage of teachers earning a Master's degree or higher.

g. FTE

45

h. Degrees

Bachelor's	28%
Master's and above	72%

i. Experience

Average 11.6 years

j. Pupil/Teacher Ratios

16.6:1

k. Pupil/Administrator Ratio

750:1

l. Teacher/Administrative Salaries

Average teacher salary	\$48,019
Administrator salary	\$73,000

C. Academic Performance

D. Illinois Standard Achievement Tests

a. Total Enrollment

3rd, 4th, and 5th Grade Total 334

b. IEP Students

Third Grade	15
Fourth Grade	11
Fifth Grade	15

c. NON-IEP Students

Third Grade	94
Fourth Grade	105
Fifth Grade	135

d. Non-English Proficient

0.5%



2. Correlates

A. List of Possible Correlates

a. Student Academic Achievement

Goal #3 "Writing"

Improvement in writing is evident in ISAT test results and mid-term and end-of-Year writing assessment.

b. Teaching/Learning Strategies

Goal #1 "Team Building"

Individual grade level/subject area teams share a high degree of respect, communication and cooperation. Modeling of character education program will be incorporated into the school day.

c. Resource/Technology Deployment

d. Family/Community Involvement

Goal #2 "Service Learning"

May Whitney staff and families are actively involved in community service.

Goal #3 "Writing"

In-service training for parents assisting tutorial programs for students are provided annually.

e. Student Non-Academic Achievement

f. Professional Development

Goal #1 "Team Building"

In-service opportunities for leadership and team building experiences will be provided.

Goal #3 "Writing"

Professional development is provided in the area of writing.

Grade level and cross-grade level articulation meetings focus on writing.

g. Partnerships

Goal #1 "Team Building"

Foglia YMCA provided in-service team building activities for staff.

Goal #2 "Service Learning"

Students have opportunities to choose service activities outside the school day.

May Whitney School has ongoing partnerships established with Lexington Nursing Home and Carman-Buckner School.

B. Strengths of Each School Identified for Each Correlate

Areas of strength identified by the May Whitney staff include but are limited to the following areas: student academic performance, resource/technology deployment, family community involvement, and student non-academic achievement.

C. Priority Areas for Improvement

Priority areas for improvement include team building, service learning, and writing.

The School Improvement Team has identified these three areas to focus for improvement during the 2001-2002 and 2002-2003 school years. In-service opportunities will be provided for the May Whitney staff to improve and enhance their knowledge and experience.



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II. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet

School Name: May Whitney

Date:

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Chris Bohlman teacher	Mary Zarr, teacher
Sandra Burvikovs, teacher	
Robin Dishkin, teacher	
Barbara Roach, teacher	
Kathy Ugland, substitute teacher	
Susie Wheeler, parent	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|--|
| <input type="checkbox"/> Student Academic Achievement | <input type="checkbox"/> Student Non-Academic Achievement |
| <input checked="" type="checkbox"/> Teaching/Learning Strategies | <input checked="" type="checkbox"/> Professional Development |
| <input type="checkbox"/> Resource/Technology Deployment | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Family/Community Involvement | <input type="checkbox"/> Other |

II-A-1: Data Collection <i>What data do we have to inform us?</i>	II-A-2: Source of Data <i>Where did we find these data?</i>	II-B: Findings/Analysis <i>What are these data telling us?</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
Summary of school wide survey regarding current state of school climate and team atmosphere. This survey made a point to assess both grade level/subject area teams as well as staff as a whole.	Staff survey	<ul style="list-style-type: none"> • May Whitney Staff actively responded to survey • May Whitney Staff members take pride in their contributions which they perceive to be above what is expected • There are occasions when staff members do not respect the ideas/opinions of all staff • A fair number of staff members indicated that they do not feel that their opinions/ideas are valued by all staff members on an occasional basis • Individual grade level/subject area teams share a high degree of respect, communication and cooperation 	<ol style="list-style-type: none"> 1. Continue to recognize contributions of May Whitney Staff 2. Encourage staff members to promote each other for recognition purposes 3. Incorporate/encourage modeling into Character Education Program 4. Conduct in-service opportunities for leadership and team-building experiences (emphasis on total staff) 5. Explore opportunities leading to greater collaboration between grade levels/subject areas



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3. Action Chart

Correlate:	Data Sources:	School and Date:
<p>School Goal: To create and maintain an environment of trust and mutual respect among the May Whitney community.</p> <p>District Strategic Plan Strategy: May Whitney Staff will be provided with in-service opportunities to assist them in development of behaviors and attitudes consistent with our district core values and strategic plan.</p>		

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Promote and provide opportunities for leadership, team building, and greater collaboration between grade/subject areas.	1. Staff recognition at faculty meetings. 2. Time will be allotted at faculty meetings for sharing ideas or concerns. 3. Faculty Awareness (team building activities) 4. Applause Paws for staff. 5. Draw names for Reading Buddies at the beginning of each year. 6. Communication Network(7. Cross-level	2001-2003	\$2000.00	SIP Committee	Faculty Meetings E-mail Bulletin Board	In-service evaluation. Fall and spring survey. Trust audit



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	articulation 8. Monthly luncheons continued. 9. Sunshine Committee continued 10. Social Committee formed 11Develop alternative opportunities for favor exchanges among staff 12. Bulletin Board for sharing (lounge) 13. Team building course					
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III. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet

School Name: May Whitney

Date:

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Grant Seaholm, Principal	Pat Altman, teacher
Debbi Moskowitz, teacher	Beth Mitchell, teacher
Teresa Daleske, parent	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|--|
| <input type="checkbox"/> Student Academic Achievement | <input checked="" type="checkbox"/> Student Non-Academic Achievement |
| <input type="checkbox"/> Teaching/Learning Strategies | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Resource/Technology Deployment | <input checked="" type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Family/Community Involvement | <input type="checkbox"/> Other |

II-A-1: Data Collection <i>What data do we have to inform us?</i>	II-A-2: Source of Data <i>Where did we find these data?</i>	II-B: Findings/Analysis <i>What are these data telling us?</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
Summary of school wide list of community service projects for years 2000-01 and 2001-02 (see attached "Forms A1 & A2: May Whitney Community Service")	Staff survey	<ul style="list-style-type: none"> May Whitney staff and families are becoming involved in community service 	<ol style="list-style-type: none"> Monitor overlapping community service events more carefully Be aware and recognize student and staff participation in service projects outside the school community Tie community service projects into classroom lessons (writing activities, social studies, math) Continue to be aware of and sensitive to additional short term service needs
Lexington timeline of events (see attached "Form B: Lexington Timeline 2001-02")	Caring Kids Committee, Illinois State Board of Education Learn and Serve Grant proposal	<ul style="list-style-type: none"> Currently all grades are involved in nursing home activities All students are offered the opportunity to participate in acts of service to benefit others 	<ol style="list-style-type: none"> Expand students' opportunities to choose service activities outside the school day
Calendar of Caring Kids Activities	Caring Kids Committee,	<ul style="list-style-type: none"> We are actively involved in 	<ol style="list-style-type: none"> Monitor activities for overlapping



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(see attached "Form C: Calendar of Caring Kids Activities")	teachers	many different areas <ul style="list-style-type: none">Teachers and families are making a big commitment of time, effort and resources	events in order to avoid excessive demands on time and resources and to ensure activities are balanced throughout the year
Current data and timeline for Carman-Buckner School (see attached "Form D: May Whitney – Carman Buckner Sharing School Data & Timeline")	Caring Kids Committee and teachers	<ul style="list-style-type: none">Consider the implications of current events and the direction of the future program	7. Provide opportunities to make the sharing school relationship more reciprocal



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IV. Action Chart

<p>Correlate:</p> <p>School Goal: To expand students' awareness of the variety of choices of service projects available to them as well as increase their opportunities for participation.</p> <p>District Strategic Plan Strategy: By the year 2006, all students will regularly perform acts of service of their choosing which will benefit others.</p>	<p>Data Sources:</p>	<p>School and Date:</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Monitor the service programs in order to expand opportunities and tie them into classroom lessons.	To follow the steps listed below: Monitor overlapping community service events more carefully. Be aware and recognize student and staff participation in service projects outside the school community. Tie community service projects into classroom lessons. Continue to be aware of and sensitive to additional short term service needs. Expand students' opportunities to choose service activities outside the school day.	2001-02 2002-03	Transportation Necessary materials/supplies, bulletin board, Time, Staff members, students, parents, and community volunteers	May Whitney staff and Caring Kids Committee	Newsletters Print Media Phone Email	Monthly calendar of Caring Kids activities



**May Whitney
Community Service
2000-01**

Ryan York Walk A Thon
St Jude's Math A Thon
Catholic Charities Adopt A Family
 Wrapped gifts for Winter Holidays
 Collected money for Christmas gifts for local family
 Bake Sale/Book Sale for Adopt A Family
Canned Food Drive – Food Pantry
Coat Drive/Book Drive/Food Drive: Red Ribbon Week
Lexington:
 Lexington Bulletin Boards
 Lexington Family Night
 Lexington visits (presenting plays, playing games, doing crafts, interviewing residents, reading original compositions to residents)
 Lexington Birthday Cards
 Collected items and filled Valentine Bags for Lexington Residents
 Choir Boy decorations for Lexington
Pennies for Patients
Vest A Dog
Recycling
 Saved and recycled paper to earn SWALCO 2001 Award Plaque
Diabetes Walk A Thon & sold shoes to raise money
Bake Sale for Unicef
Reading Under the Stars
Made and sent cards to servicemen (received thank you from one woman)
Coins Across America
Bake sales
Christmas cards for nursing home in Wauconda
Collected school supplies for “sharing” school in Waukegan
Raised over \$2000 to send 3 burn victims to burn camp
 Candy for Burn Camp
Pennies for Pads (c/o Peace Lutheran Church in Lake Zurich)
Donna's Raffles
 Adopt A Gorilla at Lincoln Park Zoo
Thanksgiving Dinners for Homeless
Letters to Adam Petraglia



**May Whitney
Community Service
2001-02**

Ryan York Walk A Thon

St Jude Math A Thon

Catholic Charities Adopt A Family

Bake Sale/Book Sale for Adopt A Family

Canned Food Drive – Ela Food Pantry

Coat Drive/Book Drive/Food Drive: Red Ribbon Week

Bake Sales

Bake Sale for Unicef

Bake Sale for New York

Lexington:

Lexington Bulletin Boards

Lexington Family Night

Lexington visits: crafts, games, plays, singing songs with residents

Lexington Birthday Cards

Collected items and filled Valentine Bags for Lexington Residents

Choir Boy decorations for Lexington

New York – Sept. 11:

Coins Across America

Raffles to raise money for 9/11

Wrote letters to firefighters' families in New York

Letters to firefighters

Sent cards to police & fire personnel in New York

\$143 collected for New York

Food collected for New York

Donna's Raffles: Sept. 11, 2001

Sharing Schools:

Backpacks and school supplies for Carman School

Birthday Bags for Carman School students

School Supply Drive for Carman School

Pennies for PADS

Recycling

Reading Under the Stars

Krispy Kreme Donut Sale

Signed cards so book company would match and donate free books for needy

Burn Camp Goal of \$3000 (currently: \$500)

Thanksgiving Dinners for Homeless



Lexington Timeline 2001-02

- The fifth grade classes take turns going over to visit the residents twice a month for a total of 3-4 visits per class for the year. Parents are encouraged to come.
- All other classes from grades 1-4 will be given the opportunity to visit once during the year. Parents are encouraged to come.
- During the visits, residents and students will be interacting while playing games and making crafts.

September

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: Makes personalized birthday cards for residents

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

October

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: One class makes personalized birthday cards for residents

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

November

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: Two classes make personalized birthday cards for residents

4th grade: All classes work on special project for each resident

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

December

Kindergarten: Start decorating friendship bags for Valentine's Day bags

1st grade: One class decorates bulletin board about the program at May Whitney
and one class decorates bulletin board for Lexington

2nd grade: Two classes make personalized birthday cards for residents

4th grade: All classes finish special project for each resident

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend



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January

Kindergarten: Work on decorating friendship bags for Valentine's Day bags

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: One class makes personalized birthday cards for residents

3rd grade: Organizes friendship bag drive for residents. Collects items such as tissue, mints, stamps, lotion, soap,...

January cont.

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

February

Kindergarten: Finish decorating friendship bags for Valentine's Day bags

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: One class makes personalized birthday cards for residents

3rd grade: Fills friendship bags for residents

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

March

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: Two classes make personalized birthday cards for residents

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

April

1st grade: One class decorates bulletin board about the program at May Whitney

2nd grade: Two classes make personalized birthday cards for residents

4th grade: Makes special project for each resident

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend

May

1st grade: One class decorates bulletin board about the program at May Whitney
and one class decorates bulletin board for Lexington

2nd grade: Two classes make personalized birthday cards for residents

5th grade: Makes 2 visits of one class each to nursing home during the school day

Two to four other classes from grades 1-4 will make a visit during the school day

One after school visit will be open to any families who would like to attend



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Certificates will be given to fifth graders which will include a picture of the residents and themselves.

A special thank you will be given to the rest of the students at the school for participation in the program.

Monthly articles are put into the student newspaper and the PTO newsletter for all to read. Residents provide us with poetry and stories to include in the student newspaper and students share copies of the newspaper with the residents.



May Whitney Elementary School
Carman Buckner Elementary School
Sharing School Data & Timeline

May Whitney School/Carman Buckner School Sharing Program has been designed to allow children an opportunity for service and sharing with peers.

Timeline of events:

May/June 2001:

- Used school supply drive held at May Whitney School and delivered to Carman Buckner School

October 2001:

- Winter gear drive and gently used book drive held at May Whitney School
- Choice Award question and results shared between schools (What is your favorite ice cream flavor?)

November 2001:

- Winter gear and gently used books collected in October delivered to Carman School
- Backpacks donated through May Whitney School delivered to Carman Buckner School
- Caring Kids committee members and May Whitney staff visit Carman Buckner School to share ideas for programs
- Choice Award question and results shared between schools (What is your favorite color?)

December 2001:

- Birthday Bag Program started. Six May Whitney classes designed and filled Birthday Bags for Carman Buckner students
- Birthday Bags delivered
- May Whitney students visit Carman Buckner School

January 2002:

- Six May Whitney classes designed and filled Birthday Bags for Carman Buckner students.
- Birthday Bags delivered
- Choice Award question and results shared between schools (What is your favorite sport?)
- Pen pal/book reviews sharing partners between schools begun.

February 2002:

- Six May Whitney classes designed and filled Birthday Bags for Carman Buckner students.
- Birthday Bags delivered
- Choice Award question and results shared between schools
- Pen pal/book reviews sharing partners between schools continue

March 2002:

- Six May Whitney classes designed and filled Birthday Bags for Carman Buckner students.
- Birthday Bags delivered
- Choice Award question and results shared between schools



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- Pen pal/book reviews sharing partners between schools continue

April 2002:

- Six May Whitney classes designed and filled Birthday Bags for Carman Buckner students.
- Birthday Bags delivered
- Choice Award question and results shared between schools
- Pen pal/book reviews sharing partners between schools continue
- Carman Buckner students visit May Whitney School

May 2002:

- Six May Whitney classes designed and filled Birthday Bags for Carman Buckner students.
- Birthday Bags delivered
- Choice Award question and results shared between schools
- Pen pal/book reviews sharing partners between schools continue



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V. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet

School Name: May Whitney

Date:

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Ellen Gillespie, Teacher	
Barbara Milton, Teacher	
Susan Moyer, Teacher	
Rosemary Stark, Teacher	
Betty Taglieri, Teacher	
Kristie Wagner, Parent	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Academic Achievement | <input type="checkbox"/> Student Non-Academic Achievement |
| <input checked="" type="checkbox"/> Teaching/Learning Strategies | <input checked="" type="checkbox"/> Professional Development |
| <input checked="" type="checkbox"/> Resource/Technology Deployment | <input checked="" type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Family/Community Involvement | <input type="checkbox"/> Other |

II-A-1: Data Collection <i>What data do we have to inform us?</i>	II-A-2: Source of Data <i>Where did we find these data?</i>	II-B: Findings/Analysis <i>What are these data telling us?</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
Gretchen Courtney & Associates, Ltd. Writing Presentation (see attached)	Staff survey	<ul style="list-style-type: none"> • May Whitney staff responded positively to the presentation • Teachers surveyed agreed that this writing program should be incorporated into the May Whitney curriculum • Teachers indicated a desire for additional writing training 	<ul style="list-style-type: none"> • Provide more comprehensive training in narrative, expository, and persuasive writing • Define specific writing objectives for each grade level • Continue teacher awareness of state writing criteria
<ul style="list-style-type: none"> • Summaries of ISAT Narrative Expository, and Persuasive writing results (see attached) 	May Whitney ISAT 2001 – Third Grade Writing Scores	<ul style="list-style-type: none"> • The analysis of the five elements of writing indicate the comparative results of the source group • Need to develop program more consistent with current ISAT writing and scoring criteria • Need to develop tutorial program for at-risk writers based on results from ISAT scores and teacher recommendations 	<ul style="list-style-type: none"> • Support writing fluency with attention to “voice” through regular writing practice with prompts • Use of graphic organizers like “Tell me more” to improve support and organizational structure of writing • Utilize motivational strategies to engage students in writing geared to their interests and experience • Provide in-service training for parents assisting students in tutorial programs



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			<ul style="list-style-type: none">• Grade level articulation meetings to develop continuity within writing program
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VI. Action Chart

Correlate:	Data Sources:	School and Date:
<p>School Goal: Develop the curriculum and instruction practices in the area of writing.</p> <p>District Strategic Plan Strategy: Align and develop curriculum and instructional practices that integrate subject areas.</p>		

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
To develop a comprehensive training program for students and teachers that will promote proficiency in writing based on state standards.	To implement steps listed below: Provide more on-going comprehensive, training in narrative, expository and persuasive writing. Define specific writing objectives for each grade level. Continue teacher awareness of state writing criteria. Support writing fluency with attention to "voice" through regular writing practice with prompts. Use graphic organizers like "tell me more" to improve support and organizational structure of writing. Utilize motivational strategies to engage students in writing geared to their interests and experience. Provide in-service training for parents assisting students in tutoring programs. Set up grade level articulation meetings to develop continuity within the writing program.	2001-02 2002-03	Writing resources *writing consultants *classroom wall charts *writing learner statements K-5 *graphic organizers	Teachers Students Parent tutors	Staff in-service E-Mail Print media Grade level meetings	Midterm and End-of-Year Writing Assessment ISAT Test results



Reflections

A. Review of the SIP

The May Whitney School Improvement Team met on a regular basis throughout the 2001-2002 school year. Three parents, fourteen teachers and the building principal were included in the planning and implementation stages. The group functioned as a cohesive unit to improve instruction, student learning, develop a greater sense of team, and create opportunities for students to perform acts of service of their choosing.

The committee made a decision at the beginning of the process to focus on three specific areas. Those areas included Writing, Team Building, and Service Learning. Subcommittees were formed to do data collection, data analysis and gap analysis in each of these areas. These groups then developed action charts, goals, and timelines. Each subcommittee shared their ideas and information with the other subcommittees in order to get feedback and suggestions. During the March Institute Day the school improvement plan was presented to the entire May Whitney for explanations, feedback and revisions. Once the staff provided feedback, the School Improvement Team made final revisions and distributed the final copy to the entire staff at the April Institute Day.

B. Assessment of Progress

Significant progress was made this year to identify correlates, define goals, and develop a plan to meet the goals. Once the goals and correlates were identified, subcommittees were created to determine specific strategies, action steps, and evaluation methods. As part of the Service Learning Goal, opportunities were created for students, teachers, and parents to actively participate in service learning activities. Every student at May Whitney School visited Lexington Nursing Home to interact with the residents.

The Writing committee invited Gretchen Courtney & Associates Ltd. To May Whitney School to introduce writing strategies to improve the narrative, persuasive, and expository writing skills of all the students. They also identified writing objectives for each grade level.

Team building activities were held at school and at the Foglia YMCA. All staff members participated in team building activities at the Foglia YMCA during April's Institute Day and Early Release Day.

C. Celebrations of Success

During our April Institute Day, the School Improvement Team members were acknowledged for their contributions and collaborations in the development of the school improvement plan.

An all school assembly was held in December to celebrate the achievements of the service learning projects. Teachers, students, and parents were recognized for their dedication, hard work, and donations of time, money, and material products.

D. Communication with the Learning Communities

A copy of the May Whitney School Improvement Plan was given to all members of the May Whitney staff. Copies were also distributed to all the building and central office administration and the May Whitney PTO. Additional copies are available for parents, visitors, and community members when they enter May Whitney School.