



Lake Zurich Community Unit District 95  
School Improvement Plan Template

Lake Zurich Community Unit District 95

**SARAH ADAMS  
ELEMENTARY SCHOOL**

**School Improvement Plan  
2003 – 2004**



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**SARAH ADAMS ELEMENTARY**

I. School/Community Profile

A. Students

- a. Racial/Ethnic Background  
White: 91.8%; Black 2.4%; Hispanic 3.4%; Asian 2.4%; native American 0%;
- b. Total Enrollment  
535
- c. Socio-economic  
Low Income 5.6%; Limited English Proficient 0%
- d. Attendance, Mobility, Chronic Truancy  
Chronic Truancy 0%; mobility Rate 4/8% Attendance Rate 95.8%

B. Instructional Setting

- a. Average Class Size by Grade Levels  
Kindergarten: 26  
First Grade: 20  
Second Grade: 25  
Third Grade: 22  
Fourth Grade: 28  
Fifth Grade: 26
- b. Time Devoted to Teaching of Core Subjects  
Math 60; Science: 30; English: 150; Social Science: 30
- c. Minutes Per Day  
See b.
- d. Contact with Parents  
99.0
- e. Teachers by Racial/Ethnic Background and Gender

	White	Black	Hispanic	Asian/ Pac.	Native Amer.	Male	Female	Total Number
District	98.8	.02	.05	.05	0	23.6	76.4	403
State	84.6	10.8	3.6	0.9	0.1	24	76	123,408

- f. District by Type and Enrollment  
Unit; 6,156
- g. Teacher/Administrator Characteristics

Pupil-To-Teacher/Administrator Ratios

	District	State	Similar Type	Similar Size
Pupil-Teacher Ratio (Elementary)	17.1:1	19.1:1	19.6:1	20.3:1
Pupil-Teacher Ratio (High School)	16.9:1	18.0:1	17.5:1	19.0:1
Pupil-Administrator	293.1:1	233.9:1	254.1:1	270.3:1

- h. FTE
- i. Degrees  
Bachelor's Degree  
Master's or above
- j. Experience  
District Level 11.6 Years



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- k. Pupil/Teacher Ratios  
District Level: 17.1:1
- l. Pupil/Administrator Ratio  
535:1
- m. Teacher/Administrative Salaries  
District Level Administrative Salary \$89,181  
District Level Teacher Salary \$49,287

C. Academic Performance

**THIRD GRADE** – Test time enrollment 132

% of students who meet or exceed state goals

All Students	School	District	State
<b>Reading</b>	<b>73</b>	<b>80</b>	<b>62</b>
<b>% on academic warning</b>	<b>4</b>	<b>2</b>	<b>7</b>
<b>Math</b>	<b>80</b>	<b>90</b>	<b>74</b>
<b>% on academic warning</b>	<b>7</b>	<b>3</b>	<b>8</b>
<b>Writing</b>	<b>59</b>	<b>68</b>	<b>58</b>
<b>% on academic warning</b>	<b>4</b>	<b>4</b>	<b>9</b>

**FOURTH GRADE** – Test time enrollment 74

% of students who meet or exceed state goals

All Students	School	District	State
<b>Science</b>	<b>85</b>	<b>91</b>	<b>65</b>
<b>% on academic warning</b>	<b>0</b>	<b>1</b>	<b>8</b>
<b>Social Studies</b>	<b>81</b>	<b>87</b>	<b>61</b>
<b>% on academic warning</b>	<b>1</b>	<b>1</b>	<b>11</b>

**FIFTH GRADE** – Test time enrollment 91

% of students who meet or exceed state goals

All Students	School	District	State
<b>Reading</b>	<b>82</b>	<b>80</b>	<b>59</b>
<b>% on academic warning</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Math</b>	<b>94</b>	<b>89</b>	<b>61</b>
<b>% on academic warning</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Writing</b>	<b>89</b>	<b>85</b>	<b>70</b>
<b>% on academic warning</b>	<b>0</b>	<b>1</b>	<b>4</b>

D. Illinois Standard Achievement Tests

- a. Total Enrollment grades 3-5  
297
- b. IEP Students  
25
- c. NON-IEP Students  
269
- d. Non-English Proficient  
5



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II. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet

School Name: Sarah Adams Elementary

Date: 5/7/02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Sheila Wells Teacher	Karen Tienson – Teacher
Sharon Rane- Teacher	Mary Margaret Olson- Reading
Sue Doczi-Teacher	Michelle Ronan- PE
Jill Brooks- Teacher	
Eleanor Brongiel-Teacher	
Penny Carduff-Teacher	

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Academic Achievement<br><input type="checkbox"/> Teaching/Learning Strategies<br><input type="checkbox"/> Resource/Technology Deployment<br><input checked="" type="checkbox"/> Family/Community Involvement | <input checked="" type="checkbox"/> Student Non-Academic Achievement<br><input checked="" type="checkbox"/> Professional Development<br><input checked="" type="checkbox"/> Partnerships<br><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>
ISATs	In building	That our reading and writing scores are below expectations up to and including grade 3.	Reading and writing K-3
Terra Nova tests			
Reading Tests			



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III. Correlates

A. List of Possible Correlates

- a. Student Academic Achievement
- b. Teaching/Learning Strategies
- c. Resource/Technology Deployment
- d. Family/Community Involvement  
X
- e. Student Non-Academic Achievement  
X
- f. Professional Development  
X
- g. Partnerships  
X
- h. Other

B. Strengths of Each School Identified for Each Correlate

**Family/Community Involvement**

DARE;  
PTO Assemblies;  
Girl Scout; Boy Scout;

Family Festivals;  
Unicef;  
Blood Drive

**\*List Strengths –**

Strongest Link;  
Parent Tutors;  
Parent Volunteers;  
Fun Run;  
Family Literacy;  
PTO Round-up; PTO Breakfast;  
Book Fair;  
Room Parents;  
Jump Start 1<sup>st</sup> Grade;  
Kindergarten information night;  
5<sup>th</sup> grade Taft night



## **Student Non-Academic Achievement**

(Anything not evaluated or graded)

### **List Strengths**

- Character Ed (Buddy Program and Strongest Link)
- Fitness Test
- Intramurals
- Enrichment
- Battle of Books
- Outside of school individual achievement
- Garden Club
- Chorus
- Read-to-Succeed
- Safety Patrol
- Student You should Know (monthly Board Meeting)
- DARE (Drug awareness program for 5<sup>th</sup> grade)

## **Professional Development**

### **List Strengths**

- Articulation
- Workshops
- GroupWise Training
- School Improvement Plan

## **Resource/Technology Deployment**

### **List Strengths**

Computer Lab;  
Classroom Internet;  
Report Card;  
Slide Show (end of year);  
Voicemail/Phones;

Web Page; TV/VCR;  
Tape Recorders;  
Digital Camera; LMC;  
Video Camera



## **Partnerships**

### **List Strengths:**

Junior Achievement  
DARE  
Lake County Food  
Pantry  
American Legion  
Homeless Shelter  
Orbit  
Lake County Extension  
Service of U of I  
Kids on the Block  
Dog Shelter  
NY Relief fund  
Unicef  
Barnaby's  
Life Source  
Wisc. Dairy Assoc.  
Read to Succeed/Great  
America  
TATU  
Ela Library



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- C. Priority Areas for Improvement  
Reading, Writing, Character Education



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IV. Action Chart

<p><b>Correlate:</b> Academic Achievement</p> <p><b>School Goal:</b> Develop Readers who independently apply strategies to comprehend appropriate materials as measured by grade level benchmarks.</p> <p><b>District Strategic Plan Strategy:</b> #5 Align and develop curriculum and instructional practices that integrate subject areas.</p>	<p><b>Data Sources:</b> ISAT, Terra Nova, Publisher Reading Tests</p>	<p><b>School and Date:</b> Sarah Adams 2001-2002</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>First Grade:</b>						
Support strategies to enhance word analysis.	<ul style="list-style-type: none"> <li>* Phonics</li> <li>* Vocabulary</li> <li>* Word walls</li> <li>* Making words</li> <li>* word families</li> <li>*Word sorts</li> <li>*Vocabogram</li> <li>*Sight words</li> <li>*ABC order</li> <li>* Parts of a book</li> <li>*Morning message</li> <li>*Dictionary readiness</li> <li>*Differentiating the reading curriculum through flexible grouping</li> <li>* Reading Wheel</li> <li>* Big books</li> <li>* Covered Word</li> </ul>					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Initiate uninterrupted reading time in the building for up to 20 min. per day	<ul style="list-style-type: none"> <li>*Browsing boxes</li> <li>*Book baskets</li> <li>*one-on-one, teacher student reading</li> </ul>					
Enhance “interclass partnerships” (buddy program) throughout the building.	<ul style="list-style-type: none"> <li>*Research support</li> <li>*letter writing practice</li> <li>*various literature based activities</li> </ul>					
Increase reading comprehension.	<ul style="list-style-type: none"> <li>*Flexible grouping</li> <li>*Leveled take-home books</li> <li>*Follow-up activities</li> <li>*Reading wheel</li> <li>*Predicting</li> <li>*predictogram</li> <li>*Summaries</li> <li>*Story mapping character analysis</li> </ul>					
Establish a daily read aloud.	<ul style="list-style-type: none"> <li>*Author’s of the Month</li> <li>*Chapter books</li> </ul>					
Increase student fluency when reading.	<ul style="list-style-type: none"> <li>*Star readers</li> <li>*Journal sharing</li> <li>*Plays</li> <li>*Reader’s theater</li> <li>*Story sharing</li> <li>*Leveled books</li> </ul>					
Home/School Literacy link	Family Literacy Workshops (parents)					



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	<ul style="list-style-type: none"> <li>* Jump Start First Grade (parents)</li> <li>*Book bags</li> <li>*Daily school report</li> <li>*Leveled take home books</li> <li>*Parent volunteers</li> </ul>					
<b>SECOND GRADE:</b>						
Support strategies to enhance word analysis.	<ul style="list-style-type: none"> <li>* Phonics</li> <li>*Vocabulary</li> <li>* Word Walls</li> <li>* Making Words</li> <li>* Configurations</li> <li>* Word sorts</li> <li>* Dictionary skills</li> <li>* Context plus phonics (guess the covered word)</li> <li>* Multiple meanings</li> <li>* Vocaba gram</li> </ul>					
Initiate uninterrupted reading time in the building for 20 mins. Per day.	<ul style="list-style-type: none"> <li>*DEAR</li> <li>*Buddy reading</li> <li>*"Popcorn" reading</li> <li>*Read alouds</li> <li>*Literature Circles</li> <li>*Spotlight readers</li> </ul>					
Initiate at-home reading component.	<ul style="list-style-type: none"> <li>*At home reading log</li> <li>*Read to Succeed (Great America)</li> <li>*Book – It (Pizza Hut)</li> <li>*Other reading incentive</li> </ul>					



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	Programs (Summer – Ela Library, Zainy Brainy and School Year.					
Enhance “interclass partnerships” (buddy program) throughout the building.	*School wide “Buddy Reading Days *Cross curricular projects					
Increase reading comprehension.	*Teacher/Student book discussion *Story Mapping *Journaling *Monitor reading levels *Use prior knowledge to create “what’s next” *Centers (example: games)					
Establish a daily Read Aloud	See #1					
Increase student fluency when reading.	*Leveled Reading *Tape recording *Partner reading *Whole class read alouds *Reading to the teacher *Read aloud to parents *Read aloud with buddies *Family reading day					
Increase student fluency when reading.						



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	*Read aloud to parents *Read aloud to buddies *Family Reading					
<b>Third grade</b>						
Support strategies to enhance word analysis.	Phonics *File folder games *Explode the code *Spelling *Computer software? *Word Sorts Vocabulary *Flashcards *Word sorts *Picture/word cards (match) *Game –reward *Bonus words from “specials” *Group answers (activity) Making Words *Partners *Center *Small group Dictionary Skills *Incorporate in other subject areas ABC order *Scavenger Hunt *Game *Missing letter:					



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	alphabet *Index (magnetized cards with terms –guide words, place correctly, entry words, etc)					
Initiate uninterrupted reading time in the building for 20 mins. Per day.	*S.S.R. – on own, by classroom *Read with popcorn as reward *Read with Buddies					
Initiate at-home reading component.	*Read to Succeed (Great America) *Book – It (Pizza Hut) *Orbit *Old Country *Buffet * Ela Library Visual Record in classroom of progress – *Sticker chart *Auction (reward raffle) *Book Bag – at home					
Increase Reading Comprehension	*Time for Kids *Computer software *Listening centers *Book Reports *Reading kits *Illinois Kit Book					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>Fourth Grade</b>						
Strategies to enhance word analysis	<ul style="list-style-type: none"> <li>*Dictionary skills</li> <li>*Multiple meanings</li> <li>*Parts of speech</li> <li>*Phonics</li> </ul>					
Support/Implement strategies to enhance study skills/Increase use of strategies to enhance comprehension in expository text	<ul style="list-style-type: none"> <li>*Skimming/scanning</li> <li>*Support details</li> <li>*Note taking</li> <li>*SQ3R</li> <li>*Outlining</li> <li>*Research Skills</li> <li>*Using encyclopedia</li> <li>*Using index</li> <li>*Main idea/details</li> <li>*Reference skills</li> <li>*Previewing</li> <li>*Summarizing</li> <li>*Content vocab. Strategies</li> </ul>					
	<ul style="list-style-type: none"> <li>*Graphic organizers</li> <li>*Cause/effect</li> <li>*Generalizing</li> </ul>					
Initiate uninterrupted reading time in building for 20 min. per day	Do it					
Initiate at-home reading component	*Book share					



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Enhance inter-class partnerships “buddy program”	<ul style="list-style-type: none"> <li>*Direction following</li> <li>*Interviewing skills</li> <li>*Listening skills</li> <li>*Apply strategies of a “Good reader” – S step card</li> <li>*apply research strategies</li> </ul>					
Increase use of strategies to enhance comprehension in narrative text	<ul style="list-style-type: none"> <li>*Problem/Solution</li> <li>*Setting</li> <li>*Prediction</li> <li>*Response journal</li> </ul>					
Establish daily read aloud	Do it					
Increase student fluency when reading	<ul style="list-style-type: none"> <li>*Taped reading</li> <li>*Repeated reading</li> <li>*Buddy reading</li> <li>*Readers theater</li> </ul>					
Implement test-taking strategies	<ul style="list-style-type: none"> <li>*Test vocab.</li> <li>*Read questions first</li> <li>*Direction following</li> <li>*Eliminate incorrect answers</li> <li>Use the test as a resource</li> </ul>					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>Fifth Grade</b>						
Word Analysis	<ul style="list-style-type: none"> <li>*Prefix, suffix, affix</li> <li>*Pronunciation key/use in dictionary</li> <li>*Root words</li> <li>*Compounds</li> <li>Nonsense words</li> <li>*Game-dictionary</li> <li>*Accent marks</li> <li>*Context clues</li> <li>*Syllabication</li> </ul>					
Study Skills	<ul style="list-style-type: none"> <li>*Fact/opinion</li> <li>*Comparisons &amp; Contrast</li> <li>*Story genres</li> <li>*Detail/main ideas</li> <li>*Sequencing</li> <li>*Influence</li> <li>*Generalization</li> <li>*Drawing conclusions</li> <li>*Locate information – skim/scan</li> </ul>					
Silent Reading	<ul style="list-style-type: none"> <li>*Read after coming in from recess/prior to teacher read aloud time</li> <li>*Make sure to assign silent reading (example: novel, Social studies chapter) that can be evaluated by summarizing or pop quizzes.</li> </ul>					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
At home reading	*Reading Olympics *Book-It (Pizza Hut) *Read to Succeed (Great America)					
Buddy Program	*Read aloud to buddies *Listen to buddies read					
Comprehension – Expository	*Note taking *Previewing *Summarizing *Content vocab. Strategies – word maps *Graphic organizers *Outlining *SQ3R					
Understanding Narrative	*Prediction *Character setting, plot, problem – solution *Poetry (both writing/ interpreting)					
Daily Read Aloud	*Teacher read novel *During Social Studies, etc. – reading test aloud in group discussion time					
Fluency	*Read aloud until you make an error *Context clues *Recognize correct meanings/multiple meanings *Synonyms, antonyms ,homophones					



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<p><b>Correlate:</b> Academic</p>	<p><b>Data Sources:</b> ISAT 2001 Terra Nova Fall 2001</p>	<p><b>School and Date:</b> Sarah Adams 2001-2002</p>
<p><b>School Goal:</b> Develop writers who independently apply conventions of writing measured by grade level benchmarks.</p>		
<p><b>District Strategic Plan Strategy:</b> 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
<b>KINDERGARTEN</b>						
Spelling	<ul style="list-style-type: none"> <li>*First &amp; Last Name</li> <li>*Initial consonant sounds</li> <li>*Final consonant sounds</li> <li>*Developmental spelling</li> </ul>					
<b>First Grade</b>						
Spelling	<ul style="list-style-type: none"> <li>*Developmental spelling</li> <li>* Weekly spelling lists</li> <li>*Spelling Sight words (50)</li> <li>*Word Families</li> <li>*Word book</li> <li>*Incorporate phonic rules</li> <li>*Picture Stories</li> </ul>					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>Second Grade</b>						
Spelling	<ul style="list-style-type: none"> <li>*Weekly spelling lists</li> <li>*Spelling sight words (100)</li> <li>*Recognize incorrect spelling</li> <li>*Editing skills</li> <li>*Word books</li> <li>*Dictionary use</li> <li>*Spelling dictionaries</li> <li>*Developmental spelling</li> <li>*apply phonic rules</li> </ul>					
<b>Third Grade</b>						
Spelling	<ul style="list-style-type: none"> <li>*Weekly spelling tests</li> <li>*Spelling sight words (150)</li> <li>*Word books</li> <li>*Spelling bee</li> <li>*Editing skills</li> <li>*Syllabication</li> <li>*Content area vocabulary</li> <li>*Apply phonic rules</li> <li>*Homophones</li> </ul>					
<b>Fourth Grade</b>						
Spelling	<ul style="list-style-type: none"> <li>*Weekly spelling test</li> <li>*Spelling sight words (200)</li> <li>*Spelling Bee</li> <li>*Editing skills</li> <li>*Syllabication</li> <li>*Content area vocabulary</li> <li>*Apply phonic rules</li> <li>*Homophones</li> <li>*Days, months, states</li> </ul>					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>Fifth Grade</b>						
Spelling	<ul style="list-style-type: none"> <li>*Weekly spelling tests</li> <li>*Content area vocabulary</li> <li>*Spelling sight words (200)</li> <li>*Apply phonic rules</li> <li>*Editing skills</li> <li>*Spelling Bee</li> </ul>					
<b>Kindergarten</b>						
Capitalization	<ul style="list-style-type: none"> <li>*Uses upper case and lower case in writing their first and last name</li> <li>*First word in sentence</li> </ul>					
<b>First Grade</b>						
Capitalization	<ul style="list-style-type: none"> <li>*Proper nouns</li> <li>*Uses upper case and lower case appropriately in all writing</li> <li>*First word in a sentence</li> <li>*The word I</li> </ul>					
<b>Second Grade</b>						
Capitalization	<ul style="list-style-type: none"> <li>*Proper nouns</li> <li>*Titles</li> <li>*First word in sentence</li> <li>*The word I</li> </ul>					
<b>Third Grade</b>						
Capitalization	<ul style="list-style-type: none"> <li>*Proper nouns</li> <li>*Titles</li> <li>*First word in sentence</li> <li>*The word I</li> </ul>					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>Fourth Grade</b>						
Capitalization	Proper nouns *Titles *First word in sentence *The word I *Appropriate words in quotations					
<b>Fifth Grade</b>						
Capitalization	*Proper nouns and adjectives *Titles *First word in sentence *The word I *appropriate words in quotations					
<b>Kindergarten</b>						
Punctuation	*Recognize a period at the end of a sentence					
<b>First Grade</b>						
Punctuation	*Uses appropriate end punctuation *Uses commas correctly in friendly letters and in a series *Abbreviations					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<b>Second Grade</b>						
Punctuation	<ul style="list-style-type: none"> <li>*Uses appropriate end punctuation</li> <li>*Correct apostrophes for possessives and contractions</li> <li>*Uses commas correctly in friendly letters, in a series, dates</li> <li>*Abbreviations</li> </ul>					
<b>Third Grade</b>						
Punctuation	<ul style="list-style-type: none"> <li>*Uses appropriate end punctuation</li> <li>*Correct apostrophes for possessives and contractions</li> <li>*Uses commas correctly in friendly letters, interjections, between cities and states, dates</li> <li>*Punctuate titles correctly</li> <li>*Abbreviations</li> </ul>					
<b>Fourth Grade</b>						
Punctuation	<ul style="list-style-type: none"> <li>*Uses appropriate end punctuation</li> <li>*punctuates dialog correctly</li> <li>*Correct apostrophes for possessives and contractions</li> <li>*Uses commas correctly in friendly letters, business letters, interjections, between cities and states, dates</li> <li>*Punctuate titles correctly</li> <li>*Abbreviations</li> </ul>					



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<b>Grade 5</b>						
Punctuation	*Uses appropriate end punctuation *punctuates dialog correctly *Correct apostrophes for possessives and contractions *Uses commas correctly in friendly letters, business letters, interjections, between cities and states, dates *Punctuate titles correctly *Abbreviations					



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<p><b>School Goal:</b> To provide an environment which promotes honesty, kindness, cooperation, problem solving, respect, responsibility and self-discipline.</p> <p><b>District Strategic Plan Strategy:</b> Secure the ongoing commitment of our community members so they participate as stakeholders in the achievement of our strategic plan.</p>	<p><b>Data Sources:</b></p>	<p><b>School and Date:</b> Sarah Adams 2001-2002</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
“Sarah Adams’ Buddies Building Bridges”	Sarah Adams’ students and faculty will use a grant to promote/enhance reading as well as perform acts of service. The grant is designed in a five-component format, which will encourage maximum participation by the entire school in a yearly cycle of opportunities. Funding from a grant would support the five basic components of this proposal.					
	Adoption of a Buddy School (Kids helping kids) Sarah Adams will donate used books, out-of-adoption textbooks and other learning materials no longer being utilized, to the needy school. Further, Sarah Adams will develop a link to the adopted school through grade-level visits and student letter writing.	Spring 2003				
	Family Literacy Workshops (School-home literacy link)					



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
	<p>A series of Family Literacy Workshops will be held in the evenings in the LMC at Sarah Adams. The informal and fast paced sessions are designed to show parents how to maximize the fun and learning when reading with their child. The first and or second grade child is invited to attend, too, as a component of the workshop involves the reading of a special book together. Presented by the First and Second grade teachers, as well as the Specialists, the workshops will focus on both fiction and nonfiction materials. Babysitting is provided for siblings and refreshments are served.</p>	November 2002				
	<p>Student Literacy Buddies (Kids helping kids) Sarah Adams will invite older students (“Buddies”) from Lake Zurich High School and Middle School South to visit specific grade levels to read to younger students and do literacy related projects.</p>	1 visit per trimester				
	<p>Community Literacy Link (Seniors helping kids; Kids helping seniors) Sarah Adams will invite senior citizens from the Ela Township Senior Center and Lexington Nursing Home to read to students. Students will read to seniors and perform short plays, etc.</p>	1 visit per trimester				
	<p>P.A.W.S. (Promoting Academics, Work Habits and Socialization) A P.A.W.S. team is already in place at Sarah Adams. This component will focus</p>	Four weeks in October, twice weekly;				



Lake Zurich Community Unit District 95  
School Improvement Plan Template

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
	<p>On students who perform just below the expected standards, yet do not qualify for special services. P.A.W.S. is a tutoring/support program, which involves faculty, participating Sarah Adams students, older students from the High School and Middle School, parent volunteers and community members.</p>	<p>Four weeks in January, twice weekly</p>				
	<p>The Character Education Committee will meet on a monthly basis. They will plan suggested activities that reflect aspects of the District Strategic Plan another worthy projects. They will coordinate with the “Strongest Link Club”, a group of volunteer students and parents, when projects that share similar goals are proposed. Assemblies will be conducted at least five times during the year in order to celebrate the accomplishments of the listed projects and activities, as well as provide models for targeted character traits. This group will also monitor the “Caught You Being Good” program, which is used to select the monthly school representative for the District “Student You Should Know” program.</p>					



**School Improvement Synopsis**  
**Sarah Adams Elementary School**  
**May 1, 2003**

**Goals:**

1. Develop readers who independently apply strategies to comprehend appropriate materials as measured by benchmarks.
2. Develop writers who independently apply conventions of writing measured by grade level benchmarks.
3. Provide an environment, which promotes honesty, kindness, cooperation, problem-solving, respect, responsibility, and self-discipline.

**Goal Implementation Status report:**

1. Reading Goal: This year's objective was to develop grade level "benchmark" assessments from kindergarten through grade five. In order to achieve this objective, it was necessary to align the curriculum in the areas of word analysis, comprehension and fluency. The staff successfully aligned curriculum content for word-analysis and comprehension. Benchmarks drafts are completed for grades K, 1, and 2. The building Curriculum Coordinator is currently compiling the benchmark items selected by the staff at grades 3,4, and 5. We expect the completion of these benchmarks by June 6, 2003. Further, the staff applied for a grant that would support reading and writing related activities that would engage families and community members in a meaningful application of targeted strategies. The grant provided half of the anticipated revenues, but the staff was able to modify and adjust the projects to complete over sixty percent of the intended activities. Nighttime Family Literacy workshops were presented to parents in grades one and two. Nearly seventy families participated in the two events. We "adopted" a school in Waukegan, Illinois, Little Fort Elementary School. Students engaged in writing activities and presented books, supplies, and clothing items. A field trip will allow two classes to visit the school and students will engage in reading activities during the visit. In conjunction with the newly formed Sarah Adams Student Assistance Program, the staff assisted in the pilot presentation of the after school program called P.A.W.S. (Promoting Academics, Work-skills, and Socialization- our mascot is the bulldog). During the month of February, four staff members conducted two weekly one-hour sessions for four consecutive weeks. These sessions targeted students in grades two and three, whose achievement levels were essentially on the cusp of meeting the reading standards for their respective grades. We used modified guidelines and strategies recommended by the state SAP training guides. The students rotated through stations that supported reading fluency, spelling and study skills. We invited former Sarah Adams students from Middle School South to be student tutors. They did a wonderful job. The PAWS experience also assisted us in our query to support our fluency objective. We feel that additional development is necessary in next year's plan. The reduced funds made it necessary to eliminate the programs intended to involve senior citizens and community volunteers.



## Lake Zurich Community Unit District 95 School Improvement Plan Template

2. **Writing Goal:** The staff participated in two workshops designed to provide a comprehensive structure for writing throughout the elementary grades. The content of these workshops, along with the state goals and district adopted writing curriculum were intended to form a basis of information in preparation for next year's activities in this area.
3. **Character Education Goal:** The staff promoted the specific character traits named in the goal by promoting and participating in the "Caught You Being Good" program. Staff members would acknowledge students who demonstrated the target traits in a manner befitting the possible selection of that student as our school representative at the monthly School Board presentation, "A Student You Should Know". We also supported and participated in a number of projects conducted by the parent and student group known as "The Strongest Link". Projects included the New York Quarters Wreath that was presented to the New York City E.M.T.'s on the one-year anniversary of 9-11. (this was highlighted on the NYFD's web page). Other projects included food (we donated over one ton of food to the local PADS) and clothing collections for local shelters and the adopted school. The Strongest Link spearheaded the Columbia Astronaut star project. The children made and sold stars to raise money to purchase a dedicated star for each of the late astronauts through the International Star Registry. Each of the astronaut's families will receive this and a card from the students at Sarah Adams.

### **Plans for 2003-04 the School Year:**

The staff will:

1. **Reading:** Implement the "benchmarks" in reading for word analysis and comprehension. Staff will review the viability using "Read Naturally" as a tool for supporting the development of fluency. Other strategies and tools will be considered as needed. The "benchmarks" will be reviewed and revised as needed.
2. **Writing:** Repeat the process that we used in reading to develop an aligned curriculum from kindergarten through grade five that will develop writers who independently apply conventions for writing. Benchmarks will be developed for writing as they were developed for reading.
3. **Character Education:** The building committee assessed this year's accomplishments. These were shared with the staff. We will seek to improve communication and coordination of activities with the PTO and Strongest Link Club. The committee will develop a calendar for character trait themes and projects. The "Caught You Being Good" procedures will be refined. Further, a timeline for the implementation of the three Strategic Objectives will be developed to meet the 2006 target date.

Speakers and workshop presenters are being contacted and reserved to foster the necessary staff development required to empower the staff to achieve the desired goals. We will share this with the other elementary schools to promote teamwork and mutual support.