



Lake Zurich Community Unit District 95 School Improvement Plan Template

School Community Profile

A. Students

- a. Racial/Ethnic Background
 - White 92.2%
 - Black 0.9%
 - Hispanic 5.0%
 - Asian/Pacific Islander 1.7%
 - Native American 0.2%
- b. Total Enrollment
 - 540
- c. Socio-Economic
 - Low Income 2.4%
- d. Attendance, Mobility, Chronic Truancy
 - Attendance Rate 95.6%
 - Mobility Rate 4.3%
 - Chronic Truancy Rate 0%

B. Instructional Setting

- a. Average Class Size by Grade Levels
 - Kindergarten: 19
 - Grade 1: 20
 - Grade 2: 20
 - Grade 3: 23.2
 - Grade 4: 20.6
 - Grade 5: 19.3
- b. Time Devoted to Teaching of Core Subjects:
 - Minutes Per Day:
 - Primary (Grades 1-2)
 - Math: 60
 - Science: 25
 - English: 42
 - Social Sciences: 25
 - Intermediate (Grades 3-5)
 - Math: 60
 - Science: 30
 - English: 60
 - Social Sciences: 30
- c. Contact With Parents:
 - 100%
 - Forms of Communication Used:
 - Parent visits to school
 - Parent/Teacher Conferences
 - Telephone Conversations
 - Written Correspondence
 - Email/Voice Mail



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Home Visits

d. Teachers by Racial/Ethnic Background and Gender:

White:96.6%
Asian/Pacific Islander:3.3%
Female: 96.6%
Male:3.3%

e. District by Type and Enrollment

White: 92.5%
Black: 0.9%
Hispanic: 3.5%
Asian/Pacific Islander: 3.1%
Native American: 0.1%
Low Income: 2.5%
Limited English Proficient: 0.5%
Chronic Truancy Rate: 4.5%
Attendance Rate: 96.0%
Total Enrollment: 6,156

f. Teacher/Administrator Characteristics

g. FTE

30

h. Degrees

School Level
Bachelor's: 33.3%
Masters: 66.6%

i. Experience

District Level: 11.6 years
School Level:15.85 years

j. Pupil/Teacher Ratios

District Level: 17.1:1
School Level: 18:1

k. Pupil/Administrator Ratio

District Level: 293:1
School Level: 540:1

l. Teacher/Administrative Salaries

District Level Administrative Salary: \$89, 181.00
District Level Teacher Salary: \$49,287.00

C. Academic Performance

2001 ISAT Achievement Test Results

3rd Grade

Math: 88% met or exceeded state standards
Writing: 63% met or exceeded state standards
Reading: 80% met or exceeded state standards

4th Grade



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Science: 93% met or exceeded state standards
 Social Science: 93% met or exceeded state standards
 5th Grade
 Math: 89% met or exceeded state standards
 Writing: 89% met or exceeded state standards
 Reading: 84% met or exceeded state standards

Terra Nova Test Mean Scores NCE's 2001

	Reading	Math	Language	Soc.Sc.	Sci.	Total Score
Grade 1:	59.9	61.2	54.6			61.3
Grade 2						
Grade 3:	61.2	62.3	61.5	63.6	63.1	62.3
Grade 4:	64.1	63.4	61.6	64.5	63.1	64.0
Grade 5:	64.9	67.5	70.1	66.6	66.5	68.8

D. Illinois Standard Achievement Tests

- a. Total Enrollment
540 students
301 enrolled in grades 3-5
- b. IEP Students
19
- c. NON-IEP Students
282
- d. Non-English Proficient
5
- e. IAA
1

c. Correlates

- A. List of Possible Correlates
 - a. Student Academic Achievement
 - b. Teaching/Learning Strategies
 - d. Resource/Technology Deployment
 - e. Family/Community Involvement
 - f. Student Non-Academic Achievement
 - g. Professional Development
 - h. Partnerships



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i. Other

B. Strengths of Each School Identified for Each Correlate

C. Priority Areas for Improvement

I. Reflections

A. Review of the SIP

SIP committee will meet every other month to assess progress

Review and update timelines as appropriate

Utilize Professional Dialogue Days and Institute Days to evaluate and support the SIP goals

B. Assessment of Progress

Survey Staff

Student Progress

Articulation between grade levels, specialist teachers and grade level team meetings

C. Celebrations of Success

Recognition of individual and team efforts

Planned mid-year and end of the year celebration (luncheon)

D. Communication with the Learning Communities

Newsletters and technological communications

District Grade level Articulation Meetings



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I. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet
Mathematical Applications

School Name: Seth Paine

Date: 5-1-02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Gail Galter	
Bev Grosse	
Nancy Gwost	
Sue Zissman	
SP Staff	

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

- | | |
|--|---|
| X Student Academic Achievement
Teaching/Learning Strategies
Resource/Technology Deployment
Family/Community Involvement | Student Non-Academic Achievement
Professional Development
Partnerships
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>
Information on mathematical applications allowing students to make connections to daily life skills	<ul style="list-style-type: none"> • ISAT • Terra Nova • Teacher Observations • Formal Assessments • Informal Assessments • Parent Observations 	Students require more support in making math real and connected to daily life	<ul style="list-style-type: none"> • Measuring • Money • Time • Graphing • Probability



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III. Action Chart

<p>Correlate: Mathematical Applications</p> <p>School Goal: Develop and Define strategies that enable all students to make mathematical applications and connections to daily life skills at all grade levels and across the curriculum.</p> <p>District Strategic Plan Strategy: Align and develop curriculum and instructional practices that integrate subject areas.</p>	<p>Data Sources: ISAT, Terra Nova, Teacher Observations, Formal/Informal Assessments, Parent Observations</p>	<p>School and Date: Seth Paine 2002-2003 school year</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Intermediate Grades	Continue selling popcorn and ice cream to off set the cost of TAFT	On going	Cost of popcorn, oil and ice cream	5 th grade teachers and students, lunchroom supervisors	Email, Morning Announcements	5 th grade students are able to accurately take popcorn orders, make enough popcorn, manage the money for popcorn days as well as ice cream days
Primary Grades	Continue graphing, recognizing math all around them:	On going	Cost of supplies for activities	1 st and 2 nd grade teachers,	Lesson plans, email, Team meetings	Students will understand that math is all around by teacher



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	space, planning vacations			students		evaluations, completed projects, formal and informal assessments
Cross Grade Level Buddies	Work with younger child in "doing" math and writing about math in the real world	On going	Time	SP Faculty	Email, Cross grade level team meetings, lesson plans	Informal and Formal Assessments Teacher Observations Completed Group Projects



School Improvement Survey Celebrate What We Do Mathematical Applications

- **Candy estimations using seasonal celebrations as a springboard**
- **Bar Graphs of a variety of situations: birthdays, reading logs, letters in names...**
- **Role playing real life situations – restaurant patron with real menus and money**
- **Cooking**
- **Measuring**
- **Creating items such as a quilt**
- **Graphing in social studies, scientific data**
- **Creating garden project – measuring, graphing**
- **TAFT orienteering**
- **Selling popcorn**
- **Traveling through technology as 5th grade students planned a trip to the Southwest and figured out costs of the flight, hotel...**



Student Academic Achievement

- Teachers connect literature and technology to integrate character education in the daily curriculum
- Teachers utilize the teachable moment to provide for direct instruction
- Teachers provide structured character education designed lessons to be assessed through the use of role-playing, mini-plays/skits, drawing and writing activities

Family/Community Involvement

- The school social worker and the school psychologist act as liaisons between the home and school
- Teachers utilize information gathered and provided by district elementary PTO parents from their TARP program



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II. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet
Character Education

School Name: Seth Paine

Date: 5-1-02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Gail Galter	
Bev Grosse	
Nancy Gwost	
Sue Zissman	
SP Staff	

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

- | | |
|--|---|
| <ul style="list-style-type: none"> X Student Academic Achievement Teaching/Learning Strategies Resource/Technology Deployment X Family/Community Involvement | <ul style="list-style-type: none"> X Student Non-Academic Achievement Professional Development Partnerships 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>
Student information on non-academic achievement	<ul style="list-style-type: none"> • Daily attendance records • Daily tardy records • Student referrals from transportation • Student referrals for behavior from the classroom teacher • Student referrals for behavior from the recess supervisors • Teacher collected data regarding student responsibility and other character traits 	<ul style="list-style-type: none"> • Students need direct instruction in specific areas of character development. • Lunch room/recess supervisors need specific training in character education issues • Character Education should be incorporated across all arenas of the academic setting 	Students need improvement in the following areas: <ul style="list-style-type: none"> • Respect for each other and adults • Responsibility • Conflict Resolution Strategies • Articulation of these skills across grade levels • Cross grade level activities for students • Lunch room/recess supervisors would benefit from information on specific strategies to utilize with the children



CORRELATES

CHARACTER EDUCATION

STRENGTHS OF EACH CORRELATE MARKED

Student Non-Academic Achievement

- Teachers utilize basic conflict resolution skills within the classroom
- Piers-Harris survey administered and results compiled to provide data on self-esteem levels of current 4th and 5th grade students
- School social worker works in partnership with classroom teachers as well as students to provide information and skills necessary for successful inter-relationships between students and students, teachers and students, students and parents and teachers and parents
- School psychologist works in partnership with classroom teachers as well as students in administering appropriate surveys and evaluative instruments to provide information to better meet the needs of the student



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IV. Action Chart

<p>Correlate: Character Education</p> <p>School Goal: Develop and define a character education program which:</p> <ul style="list-style-type: none"> • Addresses the specific needs of the SP student population • Incorporates strategies that teach respect, listening skills and cooperation • Teaches life skills in defining and dealing with bullying behaviors • Utilizes a conflict resolution program through peer mediation <p>District Strategic Plan Strategy: Create and maintain an environment of trust among all members of the community.</p>	<p>Data Sources: Daily school records, behavior referrals, teacher collected data</p> <p>Other: Having respect for Yourself: honesty, integrity, humility, effort, responsibility and pride Having Respect for Others: peace-seeking, generosity, compassion, forgiving and loyalty Having a Positive Outlook: sense of humor, fairness, open-mindedness, initiative, optimism and risk-taking</p> <p>Core Values: People are responsible and accountable for their actions. Successful relationships are built upon mutual honesty, respect and trust.</p>	<p>School and Date: Seth Paine 2002-2003 and 2003-2004 school year</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
To address the needs of the students in developing positive character	Character Ed. Assemblies	Fall 2002 Spring 2003 Fall 2003 Spring 2004	\$2,000.00	PTO	PTO Meetings PTO Cultural Arts Chair Persons	Student behavior Teacher assessment of assemblies presented



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traits						
Provide Parent Education Meetings	TARP Information	2002-03 2003-04		TARP Committee School Social Worker	Email Web sites Newsletters	Parent Survey Student Behavior Teacher Observations



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School Wide system of recognizing positive behavior	Develop Program "Catch Them Being Good"	2002-03 and thereafter	Nominal printing costs for "Catch Them Being Good" forms	SP Staff School Social Worker	Morning Announcements	Increase in number of students 'caught being good' Decrease in negative behaviors seen throughout the school
Cross Grade level Buddy Program	Develop Program where intermediate students act as the Big Buddy of a Primary student	2002-03 and thereafter	Time would need to be spent defining what a buddy would do for his buddy as well as for getting the buddies together to bond	Classroom teachers and school social worker	Email Morning Announcements	Students develop a sense of caring and responsibility
Assess Student Self-Esteem	Administer Piers Harris Self Esteem Inventory to students in grades 3-4-5 in the spring and fall	2002-03 2003-04	\$1,000.00	School Psychologist Classroom Teachers	Administer the test during classroom time in the fall and spring	Data collected to provide specific self-esteem issues for each child in grades 3-4-5
Conflict Resolution Program	Create and implement a conflict resolution	2003-04	\$2,000.00	School social worker, students and	Email Morning Announcements	Students become more responsible for their actions and develop



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	program through peer mediation			SP and SP staff	Program would take place during lunch each day	strategies to resolve conflicts.
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School Improvement Survey Celebrate What We Do Character Education

- **Direct Instruction at the teachable moment**
- **Model appropriate behavior**
- **Use of conflict resolution skills (from “Helping Children Getting Along”)**
- **No tolerance of bullying behaviors**
- **Introduce pro-social skills to help resolve and deal with conflict**
- **Role play skills by students**
- **Use puppets to demonstrate and resolve conflict scenarios**
- **Assertive conflict resolution techniques discussed and demonstrated**
- **Posted material on charts and used in discussions to show how to be assertive:**
 - Do not be passive**
 - Be assertive (but not angry)**
 - Make eye contact**
 - Use body language to show assertive posture**
 - Use “I” communication (ex. I don’t like when you do that.)**
 - If bullying persists get adult support**
- **Use of visual aids**
- **Use of videos**
- **Group discussions and class meetings for sharing/problem issues/celebrations**
- **Modification strategies**
- **Use of district social worker**
- **Use of High School role model program**
- **High expectations for consistent behavior**
- **Use “Express Diversity” a program designed to help children understand and relate to individuals with disabilities**
- **Discuss pillars of moral behavior – respect- responsibility**
- **DARE**



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- **High 5 conduct expectations**
- **Connect literature and technology to highlight respect**
- **Fourth and fifth grade students taught technology classes to senior citizens**
- **Administered the Piers Harris Self Esteem Inventory to current 4th and 5th grade students**



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III. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet
Writing

School Name: Seth Paine

Date: 5-1-02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Gail Galter	
Bev Grosse	
Nancy Gwost	
Sue Zissman	
SP Staff	

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Academic Achievement
Teaching/Learning Strategies
Resource/Technology Deployment
Family/Community Involvement | Student Non-Academic Achievement
Professional Development
<input checked="" type="checkbox"/> Partnerships
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>
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<p>Information on: Writing across the curriculum Across Grade levels</p>	<ul style="list-style-type: none">• ISAT• Terra Nova• Unit Tests• Formal Assessments• Informal Assessments• Teacher Observations• District 95 Reading Assessment	<p>Beginning in kindergarten students need to develop effective writing strategies which enable them to communicate effectively utilizing the following strategies:</p> <ul style="list-style-type: none">• Use correct grammar, spelling, punctuation, capitalization and structure• Compose well organized coherent writing for specific audiences and purposes• Communicate ideas in writing to accomplish a variety of purposes	<p>Students should improve in the ability to demonstrate the knowledge of:</p> <ul style="list-style-type: none">• Writing across the curriculum• Scaffold across the grade levels• Writing descriptors such as expository, narrative and persuasive
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CORRELATES

WRITING

STRENGTHS OF EACH CORRELATE MARKED

Student Academic Achievement

- Consistent philosophy among staff members regarding the importance or writing across the curriculum
- Consistent philosophy among the staff members regarding the importance of writing across the curriculum to include the terms narrative, expository and persuasive at the earliest writing experiences beginning in kindergarten
- Consistent philosophy among staff members to align the curriculum at this district with the state standards

Partnerships

- Staff members working across grade level teams to define and refine writing goals specific to this school
- Teachers utilizing cross grade level writing buddies
- Some teachers utilize parents to assist in the implementation of writing workshops in the individual classrooms



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V. Action Chart

<p>Correlate: Writing</p> <p>School Goal: Write to Communicate for a variety of purposes and audiences</p> <p>District Strategic Plan Strategy: Align and develop curriculum and instructional practices that integrate subject areas.</p>	<p>Data Sources: ISAT, Terra Nova, Unit Tests, Formal/Informal Assessments, Teacher Observations, District 95 Reading Assessment</p>	<p>School and Date: Seth Paine 2002-2003 and 2003-2004 school years</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Develop and use common terminology as it relates specifically to those on the ISAT	Beginning with 5 th grade, at grade level teams, create a notebook of appropriate terms and develop writing activities and rubrics. The goal is that each teacher will have a complete book from kindergarten-5 th grade writing	2002-2003	\$500.00	SP Staff	Email Grade level team meetings Cross grade level team meetings Completed notebooks	Notebooks will be completed Students at all grade levels will be exposed to ISAT writing terminology and will be able to use the terms effectively as developmentally appropriate



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	strategies					
Cross Grade level reading/ writing buddies	Primary teachers pair up with intermediate teachers to create the buddy system	2002-03 2003-04 on going	Time Cost of any projects that may evolve	SP Staff SP Students	Email, cross grade level team meetings, grade level team meetings	Teacher observations Formal Assessments Student self assessments
Parent Volunteers	Parents can be invited to the primary classrooms to help students with writing activities	2002-03 2003-04 on going	Time	SP Staff Parent volunteers	Email, telephone conversations	Teacher observations Formal assessment Student self assessments



School Improvement Survey Celebrate What We Do Writing

- **Journal writing**
- **Reflections**
- **Expressions**
- **Sharing with Partners**
- **Used as an assessment for indicators of progress in development, spelling, use of sight word spelling, use of punctuation, sentence structure, and expressing a beginning, middle and ending to thoughts**
- **Subject specific journals (rock journals, animal journals... in 1st grade integrating science)**
- **Field trips to support writing and literature**
- **Writing workshops in individual classes**
- **4th and 5th grade reading/writing buddies that read and write with the first grade students from the beginning of the year until the end of the year**
- **Performances of students in plays in the classroom to support what they write/read**
- **Writing letters to the firemen/policemen in the community to support them after the September 11th tragedy**
- **Math journals**
- **Book reports**
- **Research projects**
- **Letter writing in general**
- **Writing to explain science experiments/data and math problems**
- **Narrative, expository and persuasive writing across the subject areas**
- **Song literature to compliment and enrich individual grade level curricula**
- **Explaining song lyrics for meaning, background and history**



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V. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet
Special Needs Students

School Name: Seth Paine

Date: 5-1-02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Gail Galter	
Bev Grosse	
Nancy Gwost	
Sue Zissman	
SP Staff	

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

- | | |
|--------------------------------|----------------------------------|
| X Student Academic Achievement | Student Non-Academic Achievement |
| X Teaching/Learning Strategies | X Professional Development |
| Resource/Technology Deployment | Partnerships |
| Family/Community Involvement | Other |

II-A-1: Data Collection <i>What data do we have to inform</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>
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<i>us?</i>			
<ul style="list-style-type: none">• Student academic achievement for special needs students• Teaching and learning strategies• Professional Development	<ul style="list-style-type: none">• ISAT• Terra Nova• ESL Data• District 95 Reading Assessment• Teacher Observations• Informal Assessments	<p>Student achievement can be improved through the following strategies:</p> <ul style="list-style-type: none">• Cross grade level sharing• Grade level team meetings• Parental involvement and education• Professional Development is needed for all teachers in the area of: ESL/Bilingual Students Students having IEPs At-risk students	<ul style="list-style-type: none">• More time for cross grade level sharing of strategies that have worked with this type of student(s)• More time for discussions between special education and regular education teachers with discussions specifically geared to particular students• Inservice/Workshops/Conferences for all teachers who are working with ESL/Bilingual students, those having active IEPs and those who are at risk



CORRELATES

SPECIAL NEEDS STUDENTS

STRENGTHS OF EACH CORRELATE MARKED

Student Academic Achievement

- Teachers differentiate the curriculum in the regular education classroom
- Teachers actively utilize peer tutoring at grade levels as well as across grade levels
- Teachers utilize the district provides ESL program
- Kindergarten teachers intend to implement the Kindergarten Strong Start Program pending board approval
- Teachers continue to align instruction with Illinois State Standards

Teaching/Learning Strategies

- TEAM support provided for staff to help identify learning styles and effective teaching strategies for individual students
- Articulation between regular education and special education teachers for the benefit of special needs students

Professional Development

- Staff members attend conferences and workshops providing methods of addressing special needs students



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III. Action Chart

<p>Correlate: Special Needs Students</p> <p>School Goal: Define and develop strategies that enable staff to meet the educational needs in both the academic and affective arenas of special needs students. Special needs students in this setting are those who are at risk academically, IEP students and ESL/Bilingual students.</p> <p>District Strategic Plan Strategy: Align and develop curriculum and instructional practices that integrate subject areas.</p>	<p>Data Sources: ISAT, Terra Nova, ESL data, teacher observations</p> <p>Core Value: All people can learn and they do so at different rates and in different ways.</p>	<p>School and Date: Seth Paine 2002-2003 and 2003-2004 school years</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Develop a program for at risk kindergarten students	Implement a pilot program at SP and IF called "Strong Start"	2002-03	Teachers trained in the program Funding from District 95	IF and SP Principals Kindergarten teachers	Email Newsletters Articulation Meetings Parent-Teacher Conferences	Teacher Observation Formal Assessments Informal Assessments
Develop a program that meets the needs of At-Risk Students K-5	Parent Volunteers		Time Commitment	SP Staff Parents OR Senior Citizen group Reading Teachers		



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Develop and define strategies for ESL/Bilingual students within SP	Hire expert in ESL/Bilingual education to present to SP staff	Fall 2002-03	\$2,000.00	SP Principal SP Staff Speaker	Email Telephone Staff meetings Individual Discussions	Staff Survey ESL/Bilingual Student Assessments Grade level Team Meetings Staff Meetings
	Utilize High School volunteers to work 1 on 1 with bilingual/ESL students as tutors		Time 0 cost	SP Principal HS. Laison SP Staff		
	Purchase bilingual books for the library to assist students	Fall 2002	\$2,000.00	SP Principal SP LRC Staff PTO Grant Committee	Email	Books will be in the library and will be checked out
Develop and Define strategies for all teachers to meet the needs of students with IEPs when these students are in the regular education	Cross Grade level meetings with regular education teachers Consistently held meetings engaging active dialogue between special education teachers and regular education teachers	Fall 2002-03 Spring 2003	Time Commitments	SP Staff	Email Staff Meetings	Articulation between special education and regular education teachers will create an environment where all children are accepted members of the school. Teachers will employ strategies in the regular education classroom (when the children are in the regular education



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classroom for the specified amount of time as indicated on the IEP						classroom for the specified portion of their day) to meet the needs of the special education students
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School Improvement Survey

Celebrate What We Do

Special Needs Students

At Risk Academically

- **Make assessments and address strengths and weaknesses**
- **Address different learning styles**
- **Differentiate the curriculum**
- **Parent Support**
- **Peer tutoring**
- **Rephrase directions**
- **Shorten assignments**
- **Use graphic organizers**
- **Provide lessons that begin where the student is functioning**
- **Bring the student to TEAM**
- **Celebrate basic achievements**
- **Provide intensive/explicit instruction to improve areas of need**
- **Provide individual attention**
- **Modify spelling lists**
- **Adjustable speed tape recorder for reading reinforcement**
- **Modification of assignments and assignment amounts**
- **Additional time given for in class assignments, extended due dates**
- **Use manipulatives**
- **Role-playing**
- **Peer tutoring, work in teams or with partners**
- **Use the buddy system**
- **Provide a safe, caring environment for these children to become risk takers in their learning**

Students Having IEPs

- **Keep current with research, trends and effective teaching strategies**
- **Modified spelling lists**
- **Use visual aids**
- **Use large print**
- **Provide less choices**
- **Use games**
- **Tests read to students**
- **Allow student to dictate**
- **After school weekly team meetings**
- **Use of manipulatives**



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- **Role playing**
- **Peer tutors, work in teams or with partners**
- **One on one instruction**
- **Modify and differentiate according to IEP**
- **Provide a safe, caring environment for these children to become risk takers in their learning**

ESL/Bilingual Students

- **Constant visual/auditory exposure to language**
- **Use of pictures**
- **Use of graphic organizers**
- **Videos**
- **Cassettes**
- **Music/Rhyming**
- **Partner learning**
- **Peer tutoring**
- **Parental inclusion/support in all that is done in the classroom and at the ESL Center**
- **Parent meetings**
- **Use of manipulatives**
- **Role playing**
- **One on one instruction**
- **Sharing of languages**
- **Purchase books targeting these students for use in the LRC and classroom**
- **Staff and students learn the culture of the bilingual student**
- **Provide a safe, caring environment for these children to become risk takers in their learning**



SCHOOL IMPROVEMENT SURVEY

Grade Level and/or Individual Teacher

Date _____

List what you are currently doing in your individual classroom or at your grade level to address the following: (Don't forget to list any cross grade level interactions you do) Use a separate sheet if necessary.

Character Education:

Writing Across the Curriculum:

Mathematical Applications which allow students to make connections to daily life skills:

Addressing Special Needs Students:

At Risk Academically:

IEP Students:

Bilingual/ESL Students:



Lake Zurich Community Unit District 95 School Improvement Plan Template

School Improvement Plan Update-Seth Paine School

The first goal that we focused on was in the area of mathematical concepts. We developed and defined strategies that enabled students to make mathematical applications and connections to daily life skills at all grade levels and across the curriculum. For the intermediate grades we continued to sell popcorn and ice cream to off set the cost of TAFT. A total profit thus far of \$1,984.64 has been collected and put toward the TAFT trip. This helped fund the full TAFT cost for our families in need and it defrayed the cost for all students. Students were responsible for all the components of organizing, collecting, and selling these items. They were also responsible for counting all the money and recording the total. In fifth grade our students worked under Junior Achievement to create a business. They had to present the idea to the building Principal, write up the business plan and share what obstacles needed to be overcome. Their plan involved working cooperatively with other team members, sharing an original idea and the profits were donated to local charities. More businesses are currently in the process of obtaining approval from the building Principal. The charities that received a donation were: The Ronald Mc Donald House, Make-A-Wish Foundation, The Lyons Club, The National Science Foundation, Brazil Children's Fund and The American Cancer Society. These students used allowance money to cover the initial start up cost of their business. The second grade recently had a gently used Toy Sale where items were donated and then the students, parents and teachers organized the selling of those items. The students were responsible for counting up the profits and a check to Children's Memorial Hospital for \$525.00 will be given next week.

We had a goal that focused on graphing, recognizing math all around them and planning vacations. For the primary grades much of the math instruction and practice time was devoted to hands-on group discussions and experiences. This helps students develop a greater understanding of basic mathematical concepts and their applications in daily life. Many times these activities are cross-curricular and related to thematic units. Activities include but are not limited to:

- Calendar/opening group time as a connection to numbers, patterns, predictions, graphing, beginning place value, and time (sequencing and scheduling)
- Graphing in various forms (bar graphs, picture graphs, real graphs, charts, etc..) several times each week relating to current themes and seasonal events
- Graphs are analyzed and interpreted as a group or by individuals
- Hands-on activities and games to introduce coins, their values, and the concept of using money in exchange for something else
- Hands-on and paper & pencil measurement activities throughout the year incorporating both standard and non-standard units of measurement
- Cooking/snack preparation several times monthly, which allows children to explore measurement concepts and follow written and picture based measurement instructions
- Activities throughout the year which allow children to develop sorting, classifying and patterning skills
- Use of manipulatives and real-world objects to develop understanding of numbers, counting, and one-to one correspondence
- Introduction to addition and subtraction and the corresponding symbols through activities which allow children to use objects and other counting devices to aid in the understanding of the concepts behind addition and subtraction
- Development of spatial skills and geometric concepts through use of building blocks, pattern blocks, tangrams and other manipulatives
- Each class utilized graphing information to chart authentic real life situations
- Money, cash register activities, hands on trading, memory match, money bingo and practical use of time was targeted
- Several classrooms utilized 5th Grade and High School Math Buddies to model math and to meet individual needs of students
- Many differentiated activities were created by our curriculum coordinator and by our gifted teacher for the classroom teachers

See attached items for an example of the activities and for pictures of the product.

Our Character Education school goal was to address the specific needs of the Seth Paine student population. We incorporated strategies that teach life skills and we modeled positive character traits. The PTO put on a character Education assembly called Tough that addressed the topic of bullying. The building Principal shared stories and thoughts related to making friends, treating people with respect and how bullying affects people after the presentation. Teachers had classroom



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discussions related to these topic areas after the assembly. The PTO also had Barbara Coloroso share with the staff about bullying. We will be starting a book club at the beginning of next year with the teachers and parents to explore this topic further. A Character Education Program was developed this year and given to teachers to highlight character qualities. The topic areas we focused on this year were: pride, respect, responsibility, honesty, compassion, perseverance and courage. The teachers were given a book list of books that they could read related to each of these topic areas. They were also given lessons that they could choose from related to the topic areas. We highlighted one trait per month and we had color coded stars so that we could “Catch students being good” and then list out what they did related to the character trait on a star which was then displayed in the hallway. Before each trait was discussed in class, a letter was sent home to parents explaining what trait was going to be highlighted and suggestions for home discussion was contained in the letter. See sample letter for a further understanding of our home-school connection. The in class situations and problems relevant to our students provided a spring board for discussion related to character education topics in class. As a school we provided frequent reinforcement of positive behavior. Nancy Grobarek, our Social Worker, meets weekly with the Kindergarten Strong Start group to model character qualities and to discuss them. She has also met with several classrooms and so has the building Principal to discuss topics in this area as they came up. Trade books related to character traits were purchased and tapes explaining stories were purchased. Students write out a story or sentence depending on the grade level about the related topic each month. We have had students shared their stories on honesty and compassion over the loud speaker to model these traits.

Our next School Improvement goal is related to the area of writing. We devoted several of our institute days to cover the area of writing. We had Gretchen Courtney and Associates come in to inservice the staff regarding effective writing strategies and how to collectively use common vocabulary and common activities. Each grade level was to pick two of the teacher created sheets that were given so that posters could be made. This helped team members discuss what they each wanted to highlight and the next grade level was able to see what is focused on. During one of the inservices staff members from May Whitney came over and explained how they utilized and adapted some of the Gretchen Courtney materials. Then our staff members were able to discuss how they were utilizing the activities. Time for cross-grade level articulation also did take place. The fifth grade created a writing handbook this year. The second grade team has initiated a Brighter Writer’s Publishing Company. The parents assist the teachers and students in typing the manuscripts and binding the finished product. Each student will create a hardcopy book and a celebration will take place at the end of the year honoring all of our authors. Parent volunteers are utilized approximately twice a week for writer’s workshop so that this can take place. Cross grade level buddies are taking place in the area of writing. Eighth grade and high school students have donated some of their time to assist us. We also have different grade level buddies in the building that are assisting in the area of writing. Writing rubrics are now utilized as a result of this initiative. See sample activities, writer’s workshop samples and teacher created sheets for more information.

In the area of Special Education many initiatives have taken place throughout the year. The Special Education staff has been working in conjunction with grade level teachers to implement the use of graphic organizers and charts from the writing seminars.

- Primary teachers have been working with Special Education on organizers that rely on the senses to improve descriptive language
- Fill-in the blank writing prompt organizers help students to see an overview of the writing lesson
- Time order transition charts were provided so that a consistent classification system for all teachers and students could be utilized
- The staff has been involved in identifying and working with students in the newly piloted program “Strong Start” for kindergartners
- Strategies and interventions, including alternative materials provided through building team meetings to assist teachers with specific concerns regarding students
- A frequently asked questions handout was developed and given to teachers to provide support in both talking to parents and bringing students to Team
- Test modifications were made for all Third and Fourth Grade tests for students with special needs