

# 2009 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

## “A Tool for Plan Developers”

[http://www.isbe.net/sos/word/eplan\\_school\\_template.doc](http://www.isbe.net/sos/word/eplan_school_template.doc)

**This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.**

**Directions: Complete and update these pages in response to 2009 assessment data with the assistance of your area RESPRO. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]**

**ISBE will provide feedback on your 2009 plan after local board approval and submission via the Interactive Illinois Report Card at <http://iirc.niu.edu>. Plans that have not complied with requirements will be returned for changes and resubmission.**

What comprises “compliance” for these plans?

- All required sections completed. [Follow the directions in the [School Improvement Plan Guide](#).]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

### **Reminder:**

**To be in compliance, school improvement plans for 2009 must be submitted in the 2009 IIRC template. These improvement plans are to cover two years: 2009-2011.**

## Section I-A Data & Analysis - Report Card Data

**Data** - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

Overall 83.4% of current sixth graders met or exceeded state standards in reading, 91.2% met or exceeded state standards in math, and 54.0 % met or exceeded state standards in writing on the 2009 ISAT.

Overall 88.1% of current fifth graders met or exceeded state standards in reading and 92.4% met or exceeded state standards in math on the 2009 ISAT.

The IEP subgroup is a targeted group for continued interventions. 61.5% of current sixth grade students in this subgroup met or exceeded state standards in reading and 80.8% met or exceeded state standards in math. ELL students are also a targeted for continued interventions.

**Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Factors likely to have contributed to the results include:

- an increased level of exposure to grade level curriculum for IEP and ELL students
- introduction of researched based interventions
- an increased amount of differentiation through small group instruction in the regular education classroom
- the building of a collaborative learning community amongst staff in order to utilize data and best practices to drive instruction
- established current curriculum maps

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

These factors imply that our next steps for improvement planning should be:

- continued employment of a team-teaching approach in reading and math regular education classrooms that service IEP students, ELL students and struggling readers
- provision of professional development for members of the teaching staff, specifically in the areas of differentiated instruction, Response to Intervention, and the use of NWEA assessment data for the purposes of grouping students and monitoring growth and focus on writing instruction for all students

## Section I-B Data & Analysis - Local Assessment Data (Optional)

**Data** – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

The relevant local assessment data used in this plan is Northwest Evaluation Association's MAP assessments, which are administered to our students three times per year.

In Spring 2009, our mean RIT score was 210.6 for current fifth graders in reading; the norm mean was 206. In math, our mean RIT score was 213.8 for current fifth graders. The norm mean was 211. The mean RIT score for current sixth graders in reading was 214.6; the norm mean was 211. The mean RIT score for current sixth graders for math was 221.3; the norm mean was 219.

Overall, we are above the mean performance of the norm group.

**Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Structured NWEA testing environment

- Standardized proctoring procedures

% Students meeting or exceeding NWEA academic growth targets (Spring '08 to Spring '09)

- Current fifth graders: Reading 52.8% Math 41.4%
- Current sixth graders: Reading 52.8% Math 53.7%

% Students performing below their growth index (Spring '08 to Spring '09)

- Reading: 36.2% of students have above level projected proficiency, but below level growth index
- Math: 45.4% of students have above level projected proficiency, but below level growth index

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

These factors imply a need for targeted, skill-specific instruction as identified through NWEA – MAP assessments.

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 1 - Attributes and Challenges**

**Data** – Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

A major attribute affecting student performance is a most supportive school community.

A challenge to our school is to enrich the curriculum in order to have more students achieve scores warranting the “exceeds standards” category on the 2010 ISAT assessment. Another challenge is to ensure our teaching staff utilizes a repertoire of strategies aimed at supporting struggling readers and writers.

**Factors** – In what ways, if any, have these attributes and challenges contributed to student performance results?

Students are performing at proficient levels, as evidenced on ISAT and NWEA assessments; however, the number of students achieving their academic growth target needs to be increased.

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

These factors imply that our next steps for improvement planning should be:

- continue a team-teaching approach in reading and math regular education classrooms that service IEP students, ELL students and struggling readers
- continue providing of professional development for members of the teaching staff, specifically in the areas of differentiated instruction, Response to Intervention for Reading and Math, and the use of NWEA assessment data for the purposes of grouping students and monitoring growth and improve writing skills

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

**Data** – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

All teaching staff members are highly qualified according to NCLB standards and include three reading specialists, a special education support team, an ELL resource teacher, and a gifted education coordinator.

**Factors** – In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Our highly qualified teaching staff continually attends professional development workshops and in-house trainings, all of which have positively impacted the quality of instruction. Reading specialists provide instructional strategy sharing sessions focusing on the five components of reading for teaching staff members during professional development meetings.

**Conclusions** - What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line templates.)

These factors imply the following next steps for improvement planning:

- further collaboration amongst team members to promote improved data analysis and grouping strategies
- continuation of a district-wide first and second year teacher mentoring program to provide additional support for new staff members
- specific language and writing instructional sessions scheduled for every classroom
- implementation of researched based math intervention programs

**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 3 - Parent Involvement**

**Data** – Briefly describe data on parental involvement. What do these data tell you?

Walker Intermediate School enjoys the benefits of a most supportive school community. Parents and other stakeholders are welcome to partake in several important events throughout the school year. Examples of events that encourage the development of a partnership in educating our community's children include the Walker School-Community Organization, the Summit Hill Education Foundation, Band Boosters, Athletic Boosters, parent-teacher conferences, Walker's Veteran's Day assembly, and a district-wide Parent University program. The Walker SCO provided funds for reading kits to be used to support the school-wide reading improvement program in every classroom as appropriate to promote student learning.

**Factors**– In what ways, if any, has parental involvement contributed to student performance results?

Parent involvement has contributed to student performance in many ways. According to NWEA, our local assessment data demonstrates that our students come to school with high projected proficiency rates. Our parents are preparing their children to learn. Furthermore, our student attendance rates are consistently high and we are able to regularly communicate with our parents during parent-teacher conferences, and through PST and IEP meetings.

**Conclusions** – What do these factors imply for next steps in improvement planning?  
(Responses will be carried forward to Part D in the on-line template.)

These factors imply that our next steps in improvement planning would be to continue to encourage community involvement in our children's education and to keep the home-school lines of communication open at all times. Through administrator and teacher newsletters, through the use of the school website and blast emails to parents, we can continue to keep parents and the community abreast of happenings at Walker Intermediate School.

## Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

**Summary Conclusions:** *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

<b>I-A. Report Card Data:</b>
<b>I-B. Local Assessment Data:</b>
<b>I-C Item 1. Attributes and challenges of the school and community that have affected student learning:</b>
<b>I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:</b>
<b>I-C Item 3. Parent Involvement Data:</b>

### Section I-D - Key Factors

**From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?**

After reviewing available data and information pertaining to student achievement, we have reached the following conclusions about our next steps:

- Structure of NWEA testing environment – scheduling & use of standardized proctoring procedures
- Increased use of differentiation strategies in the classroom – use of Tier I interventions & reading strategies
- Reading improvement sessions are built into the reading block schedule for each grade level and classroom.
- Implementation of small-group reading intervention programs – training and implementation of fluency, word analysis, comprehension, vocabulary, inference and synthesis interventions
- Language/Writing sessions are built into each classroom schedule
- Increase use of data analysis to drive classroom and individualized instruction for all students – NWEA and progress monitoring tools (DIBELS, REWARDS, AimsWeb)
- Professional development - NWEA, RtI, ISAT, AimsWeb, instructional strategy sessions in reading, writing and math.

## Section II-Action Plan

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the “Manage Objectives” link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

### Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State’s target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

#### Objective 1.

**Short title for this objective** (under 20 words):

Increase the percentage of students meeting or exceeding growth targets in reading as measured by MAP assessments by 3-5%
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**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

Students:

- Consistent use of ISAT prep materials
- Incorporate Illinois Learning Standards into weekly lesson plans
- Use of NWEA benchmark results, and pre-and post-assessments for flexible, differentiated instruction
- Team taught reading classes that service students with IEPs (mainstream/inclusion)
- Push-in and pull-out services for ELL students
- Push-in and pull-out services for regular education students identified as at-risk from reading specialists for classrooms that include reading improvement students
- Integration of technology into curriculum (United Streaming, Brain Pop! multimedia, image galleries, etc...)
- Targeted, small group skills instruction using reading intervention programs in the areas of word analysis, fluency, comprehension, vocabulary, inference, synthesizing information

Staff:

- ISAT extended response
- Focus on language and writing strategies to improve expository, narrative and persuasive writing
- RtI framework, reading interventions, and differentiated instruction practices
- Current research in best practices in reading instruction provided to teaching staff
- Analyzing and using NWEA assessment results for instructional planning
- Grade level and team level articulation meetings

Parents:

- Use of reading specialists' website to provide specific strategies & resources for at-home reading support
- Parent instruction on the use of Lexile® leveling system to guide student book choices
- Parent Newsletter
- School website

**This objective covers the following areas of AYP deficiency (check all that apply):**

***IIRC populates:***

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If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

## **Section II-B Action Plan - Strategies and Activities for Students**

**Short title for Objective 1:**

Increase the percentage of students meeting or exceeding growth targets in reading as measured by MAP assessments by 3-5%

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

**Section II-B Action Plan - Strategies and Activities for Students** (continued)

**Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.**

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Consistent use of ISAT prep materials	Aug	March		District Budget	
Incorporate Illinois Learning Standards into weekly lesson plans	Aug	June		District Budget	
Use of NWEA benchmark results, and pre-and post-assessments for flexible, differentiated instruction	Sept	June		District Budget	
Team taught reading classes that service students with IEPs (mainstream/inclusion)	Aug	June		District Budget	
Push-in and pull-out services from ELL teachers and from reading specialists for classrooms that include reading improvement students	Aug	June		District Budget	
Integration of technology into curriculum (United Streaming, Brain Pop! multimedia, image galleries, etc...)	Aug	June		District Budget	
Targeted, small group skills instruction using reading intervention programs in the areas of word analysis, fluency, and comprehension	Sept	May		District Budget	

## Section II-C Action Plan - Professional Development Strategies and Activities

**Short title for Objective 1:** Increase the percentage of students meeting or exceeding growth targets in reading as measured by MAP assessments by 3-5%

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Staff development for ISAT extended response	Nov	March		District Budget	
Staff development in RtI framework, reading interventions, and differentiated instruction practices	Sept	May		District Budget	
Current research in best practices in reading instruction provided to teaching staff	Aug	May		District Budget	
Staff development in analyzing and using NWEA assessment results for instructional planning	Aug	May		District Budget	
Grade level and team level articulation meetings	Aug	June		District Budget	

## Section II-D Action Plan - Parent Involvement Strategies and Activities

**Short title for Objective 1:** Increase the percentage of students meeting or exceeding growth targets in reading as measured by MAP assessments by 3-5%

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii)). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Use of reading specialists' website to provide specific strategies & resources for at-home reading support	Aug	June		District Budget	
Parent instruction on the use of Lexile® leveling system to guide student book choices	Sept	June		District Budget	
Parent Newsletter	Aug	June		District Budget	
School Website	Aug	June		District Budget	

## Section II-E Action Plan - Monitoring

**Short Title for Objective 1:** Increase the percentage of students meeting or exceeding growth targets in reading as measured by MAP assessments by 3-5%

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Analyze benchmark data from NWEA –MAP assessments (administered 3X/year)  
 Progress monitor using DIBELS (oral reading fluency), REWARDS (word analysis), AimsWeb and CBMs (comprehension)  
 Administer Qualitative Reading Inventories (QRIs) to students performing consistently below grade level  
 Identify students whose ISAT scores warranted Academic Warning or Below Standard results

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

<b>Name</b>	<b>Title</b>
Ms. Jan Zevkovich	Principal
Mrs. Christine Hudziak	Assistant Principal
Dean Ciccone, Lauren Driscoll, Maureen Fisher, Linda O'Dell, Jeanold Poggensee, Pam Tucker	NWEA-SIP Team Members

**Objective 2.**

**Short title for this objective** (under 20 words):

Increase the percentage of students meeting or exceeding growth targets in math as measured by MAP assessments by 3-5%

**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

Students:

- Consistent use of ISAT prep materials
- Incorporate Illinois Learning Standards into weekly lesson plans
- Use of NWEA benchmark results, and pre-and post-assessments for flexible, differentiated instruction
- Team taught math classes that service students with IEPs (mainstream/inclusion)
- Integration of technology into curriculum (United Streaming, Brain Pop! multimedia, image galleries, etc...)
- Targeted, small group skills instruction in the areas of number sense, measurement, algebra, geometry, and data analysis & probability

Staff:

- ISAT extended response
- Differentiated instruction practices, including use of multiple textbooks and other research-based instructional and intervention programs and materials
- Current research in best practices in math instruction provided to teaching staff
- Analyzing and using NWEA assessment results for instructional planning
- Grade level and team level articulation meetings

Parents:

- Use of teacher websites to provide resources for at-home math support
- Parent Newsletter
- School website

**This objective covers the following areas of AYP deficiency (check all that apply):**

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If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

**Section II-B Action Plan - Strategies and Activities for Students**

**Short title for Objective 2:**

Increase the percentage of students meeting or exceeding growth targets in math as measured by MAP assessments by 3-5%

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

**Section II-B Action Plan - Strategies and Activities for Students (continued)**

**Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.**

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Consistent use of ISAT prep materials	Aug	March		District Budget	
Incorporate Illinois Learning Standards into weekly lesson plans	Aug	June		District Budget	
Use of NWEA benchmark results, and pre-and post-	Sept	June		District Budget	

assessments for flexible, differentiated instruction					
Team taught math classes that service students with IEPs (mainstream/inclusion)	Aug	June		District Budget	
Integration of technology into curriculum (United Streaming, Brain Pop! multimedia, image galleries, etc...)	Aug	June		District Budget	
Targeted, small group skills instruction in the areas of number sense, measurement, algebra, geometry, and data analysis & probability	Aug	June		District Budget	

### Section II-C Action Plan - Professional Development Strategies and Activities

**Short title for Objective 2:** Increase the percentage of students meeting or exceeding growth targets in math as measured by MAP assessments by 3-5%

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Staff development for ISAT math extended response	Nov	March		District Budget	
Staff development in differentiated instruction practices	Sept	May		District Budget	
Current research in best practices in math instruction provided to teaching staff	Aug	May		District Budget	
Staff development in analyzing and using NWEA assessment results for	Aug	May		District Budget	

instructional planning					
Grade level and team level articulation meetings	Aug	June		District Budget	

**Section II-D Action Plan - Parent Involvement Strategies and Activities**

**Short title for Objective 2:** Increase the percentage of students meeting or exceeding growth targets in math as measured by MAP assessments by 3-5%

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school’s parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Use of teacher websites to provide resources for at-home math support	Aug	June		District Budget	
Parent Newsletter	Aug	June		District Budget	
School Website	Aug	June		District Budget	

**Section II-E Action Plan - Monitoring**

**Short title for Objective 2:** Increase the percentage of students meeting or exceeding growth targets in math as measured by MAP assessments by 3-5%

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Analyze benchmark data from NWEA-MAP assessments (administered 3X/year)  
Continue item analysis of 2009 ISAT math results

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

<b>Name</b>	<b>Title</b>
Ms. Jan Zevkovich	Principal
Mrs. Christine Hudziak	Assistant Principal
Dena Ciccone, Lauren Driscoll, Maureen Fisher, Linda O'Dell Jeanold Poggensee, Pam Tucker	NWEA-SIP Team Members

**Objective 3.**

**Short title for this objective** (under 20 words):

Increase the percentage of students meeting or exceeding state standards in writing as measured by 2009 ISAT writing assessments by 3-5%

**Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)**

Students:

- Consistent use of ISAT prep materials, including exposure to and practice with expository, narrative, and persuasive writing prompts
- Incorporate Illinois Learning Standards into weekly lesson plans
- Use of NWEA results to obtain benchmark data for conventions and writing purpose
- Team taught language arts classes that service students with IEPs (mainstream/inclusion)
- Integration of technology into curriculum (United Streaming, Brain Pop! multimedia, image galleries, etc...)
- Integration of best practice writing strategies

Staff:

- ISAT writing – narrative, expository, and persuasive
- Current research in best practices in writing instruction provided to teaching staff
- Analyzing and using NWEA assessment results for instructional planning
- Grade level and team level articulation meetings

Parents:

- Use of teacher websites to provide resources for writing support
- Parent Newsletter
- School website

**This objective covers the following areas of AYP deficiency (check all that apply):**

*IIRC populates:*

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If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

**Section II-B Action Plan - Strategies and Activities for Students**

**Short title for Objective 3:**

Increase the percentage of students meeting or exceeding state standards in writing as measured by 2009 ISAT writing assessments by 3-5%

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

**Section II-B Action Plan - Strategies and Activities for Students (continued)**

**Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.**

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Consistent use of ISAT prep materials, including exposure to and practice with expository, narrative,	Aug	March		District Budget	

and persuasive writing prompts					
Incorporate Illinois Learning Standards into weekly lesson plans	Aug	June		District Budget	
Use of NWEA results to obtain benchmark data for conventions and writing purpose	Sept	June		District Budget	
Language/Writing period in schedule for each homeroom	Aug	June		District Budget	
Integration of technology into curriculum (United Streaming, Brain Pop! multimedia, image galleries, etc...)	Aug	June		District Budget	
Integration of best practice writing strategies across the curriculum	Aug	June		District Budget	

### Section II-C Action Plan - Professional Development Strategies and Activities

#### Short title for Objective 3:

**Professional Development Strategies and Activities** - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Staff development for ISAT writing – narrative, expository, and persuasive	Nov	March		District Budget	
Current research in best practices in writing instruction provided to teaching staff	Sept	May		District Budget	
Grade level and team level articulation meetings	Aug	June		District Budget	

Professional development in the use of NWEA results to obtain benchmark data for conventions and writing purpose	Sept	June		District Budget	
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**Section II-D Action Plan - Parent Involvement Strategies and Activities**

**Short title for Objective 3:** Increase the percentage of students meeting or exceeding state standards in writing as measured by 2009 ISAT writing assessments by 3-5%

**Parent Involvement Strategies and Activities** - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii)). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school’s parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Use of teacher websites to provide resources for writing support	Aug	June		District Budget	
Parent Newsletter	Aug	June		District Budget	
School Website	Aug	June		District Budget	

**Section II-E Action Plan - Monitoring**

**Short title for Objective 3:** Increase the percentage of students meeting or exceeding state standards in writing as measured by 2009 ISAT writing assessments by 3-5%

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Analyze benchmark data (for conventions and writing purpose) from NWEA –MAP assessments (3X/year)  
Continued item analysis of 2009 ISAT writing results

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

<b>Name</b>	<b>Title</b>
Ms. Jan Zevkovich	Principal
Mrs. Christine Hudziak	Assistant Principal
Dena Ciccone, Lauren Driscoll, Maureen Fisher, Linda O'Dell, Jeanold Poggensee, Pam Tucker	NWEA-SIP Team

### **Section III - Development, Review and Implementation Part A. Parent Notification**

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

**Parent Notification** - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. *(Requirement for Title I Schools only)*

### **Section III - Development, Review and Implementation B. Stakeholder Involvement**

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

#### **Description**

Administrators, classroom teachers, technology teachers, and reading specialists met to review and analyze ISAT and NWEA assessment results and to develop the school improvement plan.

## Names and Titles of School Planners

Ms. Jan Zevkovich, Principal  
Mrs. Christine Hudziak, Assistant Principal  
Ms. Dena Ciccone, Classroom Teacher (5<sup>th</sup> grade)  
Mrs. Lauren Driscoll, Classroom Teacher (6<sup>th</sup> grade)  
Mrs. Maureen Fisher, Computer Teacher  
Mrs. Linda O'Dell, Reading Specialist  
Mrs. Jeanold Poggensee, Reading Specialist  
Mrs. Pam Tucker, Special Education Teacher

### Section III - Development, Review and Implementation Part C. Peer Review Process

**Peer Review** - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review:

The district has provided the following assistance:

- Technical assistance and training for NWEA/Test Taker software
- Professional development in best practices for reading instruction, differentiated instruction, and Response to Intervention (reading, math, writing)
- Development of a first and second year teacher mentoring program

### Section III - Development, Review and Implementation Part D. Teacher Mentoring Process

**Teacher Mentoring Process** - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

**Section III - Development, Review and Implementation**  
**E. District's Responsibilities**

**District Responsibilities** - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

**Corrective actions** taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school; or
- Appointment of an outside expert to advise the school.

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies

and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP;
- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school’s governance that makes fundamental reform in:
  - i. governance and management, and/or
  - ii. financing and material resources, and/or
  - iii. staffing.

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

**Section III - Development, Review and Implementation**  
**F. State Responsibilities**

**State Responsibilities** - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

**Section III - Development, Review and Implementation**  
**Part G. School Support Team**

**School Support Team** – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide “sustained and intensive support” for those schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Role
1.		
2.		
3.		

### Section IV-A Local Board Action

DATE APPROVED by Local Board:

#### A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand. [NCLB, Section 1116 (c)(6)].
2. Strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

#### B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.