

December, 2004

TEMPLATE
for a
K-8 School Improvement Plan (SIP)
aligned to the
ISBE SIP Rubric

How to Use this Optional Template

This template is intended as an information organizer and is **not a required format** for SIPs in Illinois. A school improvement team may use any format it chooses. As well, use of the template does not guarantee approval of a SIP.

The components and criteria in the template match the components and criteria in the rubric ISBE uses to approve SIPs. That rubric was published in December, 2004. Because components are interrelated, specific cross-references are provided where appropriate. The same is true for criteria.

It may be useful to have the rubric on hand when using this template. The rubric may be obtained on the web at www.isbe.net/sos/word/SIPRUBRIC.pdf. Italicized text represents the implementation level for each criterion in the rubric.

The text in italics is intended to be informational or instructional only. Please do not submit the italicized text with the SIP. Before completing each component or criterion, remember to delete the italicized text.

A school improvement plan (SIP) is a public document and should not contain confidential information about teachers, staff, students, families/parents, or community.

Illinois State Board of Education
Federal Grants and Programs Division

School Improvement Plan
Cover Sheet
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: 32-038-0040
2. DISTRICT NAME / NUMBER: CENTRAL #4
3. PRINCIPAL: LORI MORELOCK
4. SCHOOL NAME: CHEBANSE ELEMENTARY SCHOOL
5. SCHOOL ADDRESS: 475 SCHOOL STREET
PO BOX 8
CHEBANSE, ILLINOIS 60922
6. GRADE LEVELS OF THE SCHOOL: K-4
7. YEARS COVERED BY THE PLAN: 2007-2008
8. CONTACT PERSON: LORI MORELOCK
9. PHONE NUMBER: (815) 697-2642
10. EMAIL ADDRESS: LMORELOCK@CUSD4.ORG
11. Title I Non-Title I
12. COMPREHENSIVE SCHOOL REFORM: No Yes Model _____
CSR Implementation: Year 1 _____ Year 2 _____ Year 3 _____

1.0 Performance Targets

1.1 AYP INFORMATION FROM THE SCHOOL REPORT CARD

2.0 School Information

2.1 Basic Information	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007
Attendance rate (%)	95%	95.3%	96%	95.3%	94.9%
Truancy rate (%)	1.6%	0%	0%	0%	0%
Mobility rate (%)	9.6%	16.9%	9.4%	10.8%	14.9%
Expulsion rate (%)	0%	0%	0%	0%	0%
Retention rate, if applicable (%)					
HS graduation rate, if applicable (%)					
HS dropout rate, if applicable (%)					
Teachers working out-of-field (#)*					
Paraprofessionals in Title I funded programs and/or schools designated as schoolwide with less than 2 years of training and/or education degree (#)					
Schoolwide Population (#)					381
Economically disadvantaged (%)	17.3%	21.1%	19.3%	25.1%	25%
Limited English proficient (LEP) (%)	0%	0%	0%	0%	0%
Students with disabilities (%)					
White, non-Hispanic (%)	94%	93.9%	95.4%	95%	96.3%
Black, non-Hispanic (%)	3.7%	2.7%	2.1%	2.1%	1.6%
Hispanic (%)	1.6%	2.3%	1.7%	2.1%	1.8%
Native American or Alaskan Native (%)	0.3%	0%	0%	0%	0%
Asian/Pacific Islander (%)	0.5%	1.1%	0.8%	0%	.3%
Multi-racial/ethnic	0%	0%	0%	0%	0%

2.2 SCHOOL CHARACTERISTICS

Central Unit School District #4 is a unified school district established in 1949 to serve the communities of Ashkum, Clifton, Chebanse and unincorporated L'Erable and Milks Grove. Chebanse Elementary was built in 1957.

Chebanse Elementary houses Kindergarten through fourth grade. Our current school population is around 380 students. The average class size is 18.5 students. The staff includes: 18 classroom teachers, 1 self-contained special needs teacher, 2 resource teachers, 3 Title I teachers, 1 speech therapist, 1 social worker, 1 school psychologist, 1 music teacher, 1 P.E. teacher, 1 librarian, 2 aides, 2 secretaries, and 1 administrator. The average class size for Kindergarten is 19.3. The average class size for first grade is 20.8. The second grade average class size is 24. The average class size in third grade is 22.3, and fourth grade is 24.

Each Kindergarten, first and second grade class has 20 minute specials with music and P.E. three times a week. Third and fourth grade have each special for thirty minutes two times per week. Library/computer meet twice a week for 40 minutes. Kindergarten, first, and second grades meet two times for 40 minutes. Third and fourth grade meet three times for 60 minutes. Times are reversed at the end of each nine weeks.

All Chebanse students in grades second through fourth participate in the Accelerated Reader (A.R.) program. A.R. is a research-based program designed to promote reading and increase comprehension and vocabulary. After reading a library book from the approved A.R. list, students take a computerized test in the classroom. Prizes are given to students who meet their grade level goals. Party goals are set at each grade level with incentives such as pizza or ice cream parties to encourage students to meet their classroom and party goals.

The Stanford Achievement Test, which measures academic achievement, is given in second through fourth grade during the school year. All local assessments are based on state goals and standards.

The Chebanse Elementary Title I Reading Program is taught by three Title I teachers: Mrs. Christiansen-Philips, Mrs. Morse, and Ms. St. Peter. All Kindergarten and first grade students are assessed in the fall, winter, and spring using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). All Kindergarten children benefit from weekly push-in strategies, and at-risk students are also pulled out of the classroom for additional academic support. The STAR Early Literacy Test (nationally normed) is given to Kindergarten, and the STAR Reading Test is used as a diagnostic tool to prescribe specific instruction to first through fourth grade students who are tested in the fall and spring. The ISEL Writing Test is given to first graders three times per school year. The Woodcock Reading Mastery Test-Revised will also be administered to students that may need further reading assessment information. The Title I teachers will provide supplemental reading instruction to students reading significantly below grade level in grades two through four. This program is provided to meet the needs of all students "at their reading level" and will be team taught by the Title I reading and classroom teachers. The Title I teachers push into the first grade classrooms for four days a week for guided reading instruction and use one day a week to plan as a team. The Title I teachers also push into the

Kindergarten and second grade classrooms for guided reading time. Kindergarten also receives push-in assistance for phonemic awareness.

Chebanse Elementary uses the MacMillan/McGraw Hill reading text adopted in 1999. The series is supplemented with chapter books and activities within the regular classroom. Coordinated "whole school" activities are also incorporated into the classroom with the leadership of the music teacher and librarian. The Kindergarten uses a reading program called "The Letter People". Scholastic guided reading books are used to supplement the reading series. Chebanse Elementary will be choosing and purchasing a school-wide reading series to be implemented in the 2008-2009 school year. The Harcourt math series, adopted in 2001, is used in Kindergarten through fourth grades and is supplemented with hands on "Math Their Way" activities and manipulatives.

Kindergarten uses AIMS and teacher created materials in science. First grade uses teacher developed units enriched with the use of a teacher developed science cart. Second grade uses the Scott Foresman Science text, 2003 edition. Third grade also uses Scott Foresman books. The fourth grade science book is published by Harcourt.

In social studies, all grades use "Time For Kids" as a supplement to their curriculum and units. Fourth graders use a textbook published by Macmillan/McGraw Hill. Teacher units on Pilgrims and Indians, Columbus, Christmas Around the World, Presidents and Martin Luther King, Jr. add to the curriculum.

For spelling, first grade teachers have developed spelling lists that coordinate with phonics, reading, and the word wall. Kindergarten teachers use "Everyday Words" from the Letter People program, and second through fourth grade teachers utilize a grade level word wall. Second grade spelling comes from the reading text, and third and fourth grades use a spelling book.

Kindergarten uses D'Nealian writing books. Phonics by Modern Curriculum Press is used by both first and second grades. Intensive Phonics is being piloted by a first and fourth grade teacher. All grade levels use the language arts and writing curriculum based on Michael Heggerty's strategies and methods. In third grade Houghton Mifflin English books are used along with extended response questions and journals. Fourth graders use the language book by McGraw/Hill.

Response to Intervention (RTI) is utilized at Chebanse. If a child is experiencing academic or behavioral difficulties, the classroom teacher fills out paperwork and refers a student to the RTI team. The RTI team consults with the classroom teacher upon request. At the meetings, each child is discussed, and interventions are developed to use with the child for at least a 21 day period. The interventions are carried out by various school personnel, and the data from the intervention is tracked by Diane Taden, the RTI Coordinator. At the end of the intervention time period, the RTI team meets again to determine if the current interventions are working, if further interventions are needed, or if a special education case study is necessary. Our school is currently using several research-based programs/interventions to address various academic areas. The programs are used as interventions for students.

SEE APPENDIX FOR "RTI RESEARCH-BASED INTERVENTION PROGRAMS"

Chebense Elementary takes part in a "Caught Being Good" program. All staff members have "Caught Being Good" tickets that are given to students who exhibit good behavior, manners, character, etc. The tickets are collected twice per month, and a prize drawing is held during lunch twice per month.

Chebense students learn about the "Six Pillars of Character": caring, citizenship, trustworthiness, respect, responsibility and fairness. Each trait is taught for one month. A school wide assembly will be held two times per month to recognize students in each class that have displayed that month's character trait. A certificate is given to the students who have shown the character trait. The students' names are also displayed on our pillars in the hallway of the school.

2.3 COMMUNITY CHARACTERISTICS

Central Community Unit School District No. 4 is located in the northwest section of Iroquois County and includes the villages of Clifton, Chebense, Ashkum, and rural unincorporated areas of L'Erable and Milks Grove. It has four schools in its district. It is approximately 70 miles south of Chicago and 20 miles south of Kankakee. Based on 2006 demographic data, Iroquois County has approximately 30,598 people. This shows a 2.3% loss in population from 2000 to 2006.

An Iroquois County 2004 report shows that 10.2% of the overall population lives in poverty. Fourteen percent of the children to the age of 17 live at the poverty level. According to the 2000 census data, 19.7% of the county population does not complete high school. In Iroquois County, the 2004 report shows that the median household income is \$40,971.

Since the 1970's, our area has experienced many socioeconomic changes. The local economy is stagnant. The lack of industrial development and residential construction is reflective of the economic trends in this area. A drawback to future growth was the outdated sewage and water systems; however, Chebense is constructing a new sewer system. Within the last few years, the area has lost a hospital, John Deere business, and numerous small businesses. This has caused a loss of jobs. However, there are many retail stores being built in the Bradley/Bourbonnais area that could provide retail employment opportunities to our area. The illiteracy rate in our community college area is 24%. The low-income rate for Chebense Elementary is 25%. The 2007 Illinois School Report Card shows a 21.2% low-income ratio for the student population district wide. The low income rates have risen in the past two years.

Our district is primarily an agricultural community; however, a substantial portion of the workforce is employed in the Kankakee area, primarily in the service industry. It has a variety of population from "inner city" to upper middle class areas. The population is overwhelmingly white with very little racial diversity.

There is definitely a need for positive adult intervention with our youngsters, as both mom and dad have to work to make ends meet. Quite often there is unemployment in the home, and the family life deteriorates. The community of Clifton depends on small, agri-based businesses

and farming for its income. The Equalized Assessed Valuation has increased approximately 1% this past year.

COMMUNITY ATTRIBUTES

Prospects for our area give our communities some hope. The state is planning a third airport. Kankakee County has recently built a convention center and a water theme park. The Kankakee metropolitan area will grow by 4.7% over the decade, representing a shift from an older, manufacturing economy to an emerging presence as a bedroom community at the edge of the Chicago metropolitan area. Census and Data Users Service at Illinois State University reports in "Demographic Trends and the Demographic Makeup of Illinois in 2010" the following information about the future of the state:

Identification of the Illinois Core and Center-Periphery Issues. Much of the population growth and likely economic growth in Illinois will be in what could be called the "Illinois Core," a growth corridor that includes the Chicago metropolitan area, the increasingly suburban Kankakee Metropolitan areas, the service oriented-high growth Central Illinois Champaign-Urbana, Bloomington-Normal, and Springfield metropolitan areas, and the Interstate 55 and Interstate 57 corridors that connect the downstate metropolitan areas to the Chicago area. Projections are that much of the rest of the state will remain stagnant. In the social science literature this raises "center-periphery" questions about uneven economic growth, uneven political power, and the potential for creating a "North-South" income differential, with the south (periphery) taking on aspects of a Third World or Lesser Developed Country. The current fashion of looking at Illinois in terms of three regions (Chicago, the suburbs, and downstate) may be replaced by regarding Illinois as two states: a healthy, growing, high income core, and a languishing, low-income periphery.

Karla Felesena has been appointed the coordinator for the mentoring grant. This is a \$500,000 grant over a period of three years with this being the last year. She is working to establish mentors with Big Brothers/Big Sisters, local church groups, and other local associations.

3.0 Data Collection and Information

3.1 STATE ASSESSMENT DATA: ISAT

The third and fourth grade reading and math ISAT scores increased this year. Our reading scores rose from 76.4% of their students passing to 84.4%. Our math scores rose from 92.6% passing to 98.4% passing. Reading scores went up approximately 8% and math scores went up approximately 6%. We do not have enough students to warrant having any subgroups for our school.

SEE APPENDIX FOR "2007 ISAT DATA"

3.2 LOCAL ASSESSMENT DATA

Each non-tenured teacher is required to give four local assessments per year. Each tenured teacher is required to give six local assessments per year.

SEE APPENDIX FOR A SAMPLE OF A "LOCAL ASSESSMENT"

SEE APPENDIX FOR A SAMPLE OF "LOCAL ASSESSMENT DATA"

3.3 EDUCATOR DATA

	School	District	State
Total Full Time Employees (FTE)	43	-	-
Average Teacher Experience (in years)	18.92	14.8%	12.9%
Bachelor's Degree (%)	48%	69.2%	47.6%
Master's Degree or higher (%)	52%	30.8%	52.3%
White, non-Hispanic Teachers (FTE)	100%	100%	-
Black, non-Hispanic Teachers (FTE)	0%	0%	8.8%
American Indian / Alaskan Native Teachers (FTE)	0%	0%	4.6%
Asian or Pacific Islander Teachers (FTE)	0%	0%	1.2%
Hispanic Teachers (FTE)	0%	0%	4.6%
Male Teachers (FTE)	1	-	-
Female Teachers (FTE)	25	-	-

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
27	6	3	3	15
% attendance rate for teachers		# requesting workshop attendance	# pursuing advanced degrees	
81%		27 (2006-2007)	1	

Total # Paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options
3	1	2	0

3.4 PROFESSIONAL DEVELOPMENT DATA

In October, each teacher completed a professional development survey. The information gathered will be used to plan future professional development opportunities. Each spring, the staff discusses what professional development opportunities we would like to have as a school. Most staff professional development pertains to new and existing programs and curriculum that we are trying to improve upon. As Ms. Morelock receives professional development information, it is posted in the lounge for the teachers to view. Ms. Morelock also looks for specific professional development for individual teachers based on their needs and wants.

SEE APPENDIX FOR "PROFESSIONAL DEVELOPMENT SURVEY"

SEE APPENDIX FOR "PROFESSIONAL DEVELOPMENT SURVEY" RESULTS

3.5 PARENT/FAMILY INVOLVEMENT DATA

The year began with a mandatory Parent Information Meeting for all grade levels. Fifty-nine percent of the parents attended the meeting. Each teacher met with the parents to go over classroom and school procedures, rules and curriculum. This is an opportunity for parents to meet the teacher and learn important information about their child's classroom and school.

At the September Chebanse School Open House, parent sign-in sheets were again available in each classroom with 80% parent attendance. Our attendance was up 5% from last year. Parents were encouraged to make conference appointments and sign up to help with the classroom parties.

In November our parent/teacher conferences will be held. At that time, parents will be asked to complete a survey asking them to rate various aspects of our school. Parents are encouraged to share their feelings about our school and ways that we can improve. Last year the areas that received the highest percentage of above average (5) ratings were: caring about each child as an individual, feeling that the conference with the teacher was productive, feeling that their (parent) questions were answered, feeling that the conference provided the parent with a good understanding of their child's progress and informing them of ways to help their child improve. The areas that received the highest percentage of below average (1) ratings were: parent satisfaction with our enrichment opportunities and their feeling that the amount of homework their child receives each night is fine.

SEE APPENDIX FOR COPY OF "PARENT/TEACHER CONFERENCE SURVEY"

SEE APPENDIX FOR "LAST YEAR'S PARENT/TEACHER CONFERENCE SURVEY RESULTS"

Chebanse Elementary is considering the addition of a Kindergarten Orientation for the incoming students. We are considering having a Meet and Greet the first day of the school year. Parents would bring their child to school, meet the teacher, bring their supplies, see the school and classroom and then go back home with their parent. A decision about the Meet and Greet will be made before the end of the 2007-2008 school year.

Chebanse Elementary has a very active parent group called C.A.R.E. (Central Alliance Rising Up For Education). The mission of C.A.R.E. is:

- A. To generate parent involvement in the educational process and provide a forum for parent/resident input in education decision making;
- B. To communicate with parents, teachers, administrators and the School Board and to serve as a liaison with the community;
- C. To discuss educational issues and school concerns and assist in formulating a plan to resolve those issues and concerns;
- D. To assist school personnel in developing meaningful programs to meet the needs and welfare of all children;
- E. To conduct and support school-level activities.

Four meetings have been scheduled for the C.A.R.E. parent group. The meetings are scheduled for: September 10th, October 23rd, February 5th and May 13th. A sign-in sheet provides data about meeting attendance. There were approximately thirty people in attendance at the September 10th meeting. The group will complete their annual candle fundraiser in October. With the money from the annual fundraiser and other activities, the group pays for various assemblies throughout the year. This year they will be providing the following assemblies at Chebanse Elementary: "Forces In Motion", "Chinese Acrobats", "Wild About Animals", "Lazar Light Show", Family Reading Night storyteller, and others which have not yet been booked. C.A.R.E. supports both teachers and students in many other ways including: Santa's Workshop, Spring Carnival, Box Tops (children win prizes for Box Tops), Teacher Appreciation Week, National Education Week gifts, Field Day, Teacher Gift Wrapping, and School Yearbook Construction. C.A.R.E. and Ms. Morelock will send home a monthly newsletter to all families. Parents in Partnership (P-N-P) meet at the school on Thursdays to complete any work that the teachers need done.

Family Reading Night will take place November 13th this year. Two hundred people attended last year's Family Reading Night.

3.6 ADDITIONAL TYPES OF DATA

All Kindergarten students are assessed in the fall to determine their reading stage. STAR Early Literacy Test (nationally normed), ISEL, and DIBELS will be used as diagnostic tools to prescribe specific instruction. First through fourth grade students are assessed in the fall, winter and spring with the STAR Reading Test (nationally normed). Students who test below grade on STAR are also given the Woodcock Reading Mastery Test-Revised. ISEL Writing will be given to first graders three times per year, and DIBELS will be given to Kindergarten, first and second graders three times per year. Title I teachers will provide supplemental reading instruction to students reading significantly below grade level. Classroom teachers will complete 4 to 6 local assessments each year. The tests assess the students' mastery of the Illinois Learning Standards. Each classroom teacher will test their students each nine weeks on the pronunciation and spelling of the grade level word wall words. Second through fourth grade students took the Stanford Achievement Test. Special Education students are assessed each spring and progress is tracked from year to year. Mastery of IEP goals is also used to track progress.

SEE APPENDIX FOR A SAMPLE OF THE "2007 STAR READING ASSESSMENT SCORES"

SEE APPENDIX FOR A SAMPLE "DIBELS BOOKLET"

SEE APPENDIX FOR A SAMPLE "WORD WALL LIST"

When a student is sent to the office from the classroom or the bus, the teacher or bus driver fills out a discipline referral form. All of the forms are saved throughout the year for documentation and data purposes. The 2006-2007 discipline data was compiled and given to

the teachers. This information was used to analyze how many referrals were completed and are used to determine our discipline plan for this year.

SEE APPENDIX FOR THE "2007-2008 DISCIPLINE DATA"

3.7 DATA QUALITY

At Open House the parents signed in confirming their attendance. The sheets were collected, and the data was compiled by Ms. Morelock. The data showed that 80% of the parents attended. All parent involvement data will represent the majority of the parent population.

The STAR, ISEL, DIBELS, Stanford and Woodcock tests are proven to be valid and reliable to determine a student's achievement.

The discipline data was compiled using referrals from the previous school year (2006-2007). It represents the entire school population.

Last year one hundred twenty-three parent/teacher conference surveys were completed. This represents the majority of the parent population.

4.0 Data Analysis

4.1 SUMMARIES OF DATA FOR PERFORMANCE TARGETS

Our goal at Chebanse Elementary is to continue to raise our ISAT scores in reading and math while providing the students with programs to develop character and good behavior. We will use ISAT data, Stanford testing data, local assessment data, portfolios, classroom assessments, STAR, DIBLES, Woodcock, discipline referrals and teacher input to drive our decision making.

4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)

After analyzing the ISAT scores, Chebanse Elementary will continue to set goals that will increase student achievement in reading and math. We will also address any other areas that could improve our school climate or relate to student achievement.

TARGET # 1 : INCREASE READING AND MATH ISAT SCORES

4.3 HYPOTHESES

- 1. Students do not try their best on the test.**
- 2. Special education students are required to take the ISAT.**
- 3. Some parents do not provide assistance at home.**

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4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES

- 1. TEACHERS WERE SURPRISED BY THE LOW SCORES OF SOME OF THE STUDENTS WHO SHOULD HAVE DONE BETTER.**
- 2. SOME OF THE SPECIAL EDUCATION STUDENTS DID NOT MEET STANDARDS ON THE ISAT.**
- 3. MANY OF THE PARENTS OF AT-RISK STUDENTS ARE NOT ACTIVELY INVOLVED IN THEIR CHILD'S EDUCATION.**

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4.5 CAUSAL FACTORS

- 1. student apathy**
- 2. special education students**
- 3. parent involvement**

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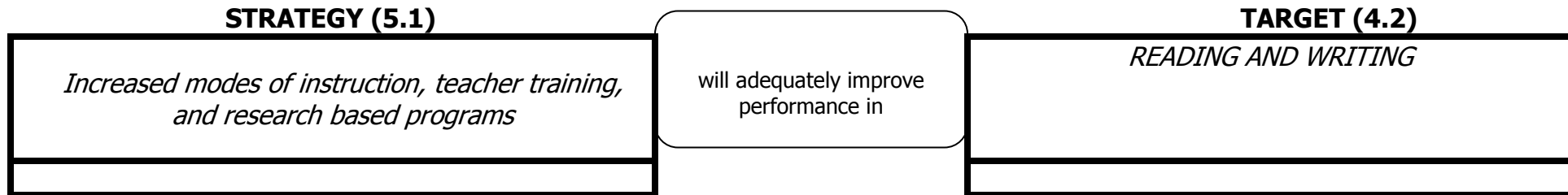
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4.6 SELECTION OF STRATEGY

- 1. Develop strategies to increase student achievement in reading and math.**

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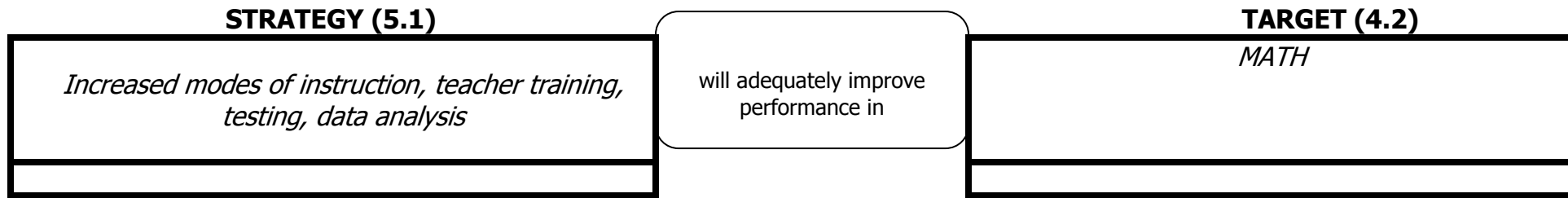
5.0 Action Plan for *School Name: Chebanse Elementary School* School Years: 2007-2008



ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity #1</p> <p>Teachers and students will continue to use the "Accelerated Reader" (AR).</p>	<p>Quarterly student goals – yearly evaluation of the program</p>	<p>Mrs. Hummel Mrs. Haigh Teachers</p>	<p>Percentage of students meeting the quarterly goals</p>	<p>supplies for the parties</p>
<p>Activity #2</p> <p>Students in second through fourth grade will take the Stanford Achievement Test.</p>	<p>Fall 2007</p>	<p>Ms. Morelock Teachers</p>	<p>Analysis of student, class and school data</p>	<p>Testing materials</p>
<p>Activity #3</p> <p>The STAR test will be given three times per year to all students. The ISEL Writing test will be given three times a year to first graders. The DIBELS assessment will be given three times per year to Kindergarten, first and second graders.</p>	<p>2007-2008</p>	<p>Mrs. Christiansen-Philips Ms. St. Peter Mrs. Morse</p>	<p>Individual test scores for each student, progress over time, targeted assistance</p>	<p>STAR, ISEL and DIBELS Tests</p>

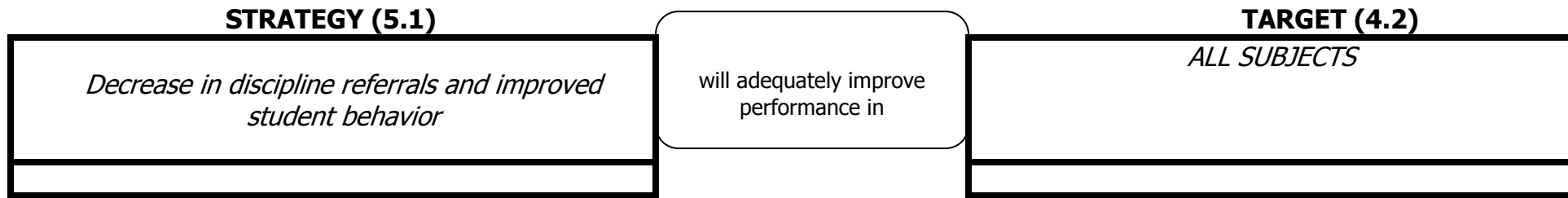
Activity #4 Title I teachers will provide targeted assistance and classroom push in lessons to students in Kindergarten through fourth grade.	September - May	Mrs. Christiansen-Philips Mrs. St. Peter Mrs. Morse	Individual test scores for each student, progress over time, targeted assistance, addressing classroom teacher needs and wants	n/a
Activity #5 Teachers will attend workshops to increase their knowledge of reading strategies that will increase student achievement.	August – May	Ms. Morelock	Percentage of teachers attending workshops	Funding for workshops
Activity #6 Lesson plans will be aligned to the Illinois Learning Standards.	August – May	Ms. Morelock	Lesson plans	n/a
Activity #7 All new teachers will be trained in the Illinois Learning Standards, Illinois Performance Descriptors and Assessment Frameworks.	Fall 2007	Ms. Morelock	Completion of trainings	n/a
Activity #8 2007 ISAT and Stanford data will be analyzed, so teachers can provide targeted instruction and assistance to those students not meeting state standards.	August – May	Ms. Morelock second, third and fourth grade teachers	Lesson plans	n/a
Activity #9 Title I, special education, third and fourth grade teachers will incorporate ISAT type questions and Study Island into their daily lessons and tests. Second grade teachers will also incorporate Study Island into their daily lesson plans.	August – May	Ms. Morelock Teachers	Lesson plans	n/a

<p>Activity #10</p> <p>Word walls will be implemented at each grade level. The students will be assessed at least once each nine weeks on the spelling and pronunciation of the word wall words.</p>	August – May	Ms. Morelock Teachers	Lesson plans	n/a
<p>Activity #11</p> <p>Micheal Heggerty’s Phonemic Awareness program will be implemented in Kindergarten through second grade.</p>	August – May	Ms. Morelock Kindergarten, first and second grade teachers	Lesson plans	n/a
<p>Activity #12</p> <p>Guided reading will be implemented at all grade levels.</p>	August – May	Ms. Morelock Teachers	Lesson plans	n/a
<p>Activity #13</p> <p>Response to Intervention (RTI) will be utilized on at-risk students.</p>	August – May	Ms. Morelock Diane Taden Teachers	RTI Meetings	n/a
<p>Activity #14</p> <p>Micheal Heggerty’s Writing Framework and Language Arts Curriculum will be implemented at each grade level.</p>	August – May	Ms. Morelock Teachers	Lesson Plans	n/a
<p>Activity #15</p> <p>Study Island will be implemented in the classroom and computer lab in second, third and fourth grade to prepare students for ISAT.</p>	August – May	Ms. Morelock Teachers	Lesson Plans	n/a



ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity #1</p> <p>Teachers will attend workshops to increase their knowledge of math strategies that will increase student achievement.</p>	August – May	Ms. Morelock	Percentage of teachers attending workshops	Funds for workshops
<p>Activity #2</p> <p>Lesson plans will be aligned to the Illinois Learning Standards.</p>	August – May	Ms. Morelock	Lesson plans	n/a
<p>Activity #3</p> <p>All teachers will teach problem solving and extended response questions on a weekly basis. Kindergarten and first grade teachers will teach their students to solve story problems using: pictures, verbalization, acting out and manipulatives. Second, third and fourth grade teachers will do daily ISAT type problems and teach extended response questions by using a T chart, modeling, practice and using the extended response rubric with their students.</p>	August – May	MS. Morelock, classroom teachers	Lesson plans	n/a

<p>Activity #4</p> <p>2007 Stanford and ISAT data will be analyzed so teachers can provide targeted instruction and assistance to those students not meeting state standards. Title I, special education, third and fourth grade teachers will incorporate ISAT type questions and Study Island into their daily lessons and tests. Second grade teachers will also incorporate Study Island into their daily lesson plans.</p>	<p>August – May</p>	<p>Ms. Morelock Teachers</p>	<p>Lesson plans</p>	<p>n/a</p>
<p>Activity #5</p> <p>All new teachers will be trained in the Illinois Learning Standards, Illinois Performance Descriptors and Assessment Frameworks.</p>	<p>Fall 2007</p>	<p>Ms. Morelock</p>	<p>Completion of Trainings</p>	<p>n/a</p>
<p>Activity #6</p> <p>Response to Intervention (RTI) will be utilized on at-risk students.</p>	<p>August – May</p>	<p>Ms. Morelock Diane Taden Teachers</p>	<p>RTI Meetings</p>	<p>n/a</p>
<p>Activity #17</p> <p>Study Island will be implemented in the classroom and computer lab in second, third and fourth grade to prepare students for ISAT.</p>	<p>August – May</p>	<p>Ms. Morelock Teachers</p>	<p>Lesson Plans</p>	<p>n/a</p>



ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
<p>Activity #1</p> <p>We will implement school-wide rules and expectations. Teachers will post rules, consequences and rewards in each classroom.</p>	August-May	<p>Ms. Morelock All Staff</p>	Number of discipline referrals	n/a
<p>Activity #2</p> <p>We will implement "Caught Being Good" school-wide.</p>	August-May	<p>Ms. Morelock All Staff</p>	Improvement in student behavior	Prizes
<p>Activity #3</p> <p>We will implement the "Pillars of Character" program.</p>	August-May	<p>Ms. Morelock All Staff</p>	Improvement in student behavior	Award certificates
<p>Activity #4</p> <p>Each staff member will make and document one positive phone call to a student's home each month.</p>	August-May	<p>Ms. Morelock All Staff</p>	Improvement in student behavior	n/a

6.0 Professional Development

6.1 DATA USE

After each professional development opportunity at Chebanse Elementary, a satisfaction survey will be given to participants to gauge the effectiveness and teacher satisfaction with the training.

When teachers return to school after a professional development training, they will fill out a professional development log sheet. The log sheets track all the professional development trainings that teachers attend and their satisfaction with the training.

SEE APPENDIX FOR "PROFESSIONAL DEVELOPMENT SATISFACTION SURVEY"

SEE APPENDIX FOR A "PROFESSIONAL DEVELOPMENT LOG SHEET"

6.2 QUALIFIED AND EFFECTIVE EDUCATORS

Teachers will be provided with yearly professional development opportunities. Teachers will also attend trainings to earn CPDUs in their teaching areas. All teachers have been registered through the Illinois State Board of Education as highly qualified.

6.3 RELATION TO STRATEGIES

Strategy (5.0)	Professional Development
The teachers will learn about the latest research and strategies on improving discipline and teamwork.	Barry Buttz
Teachers will become knowledgeable of this internet based ISAT preparatory program.	Study Island
Teachers will become knowledgeable of phonemic awareness and scaffolding writing techniques.	Micheal Heggerty

6.6 SCIENTIFICALLY BASED RESEARCH (SBR)

6.4 Scheduling		6.5 Resources	6.6 SBR
Month/Day/Year	Content of Professional Development	Supporting Resources	Scientific Research Base for the Content
08/20/2007 and January 2008	Barry Buttz	Lori Morelock – principal	-
10/13/2007	Study Island	Lori Morelock - principal	-
10/20/2007	Micheal Heggerty	Lori Morelock – principal	-

6.7 INTEGRATION OF TECHNOLOGY

Each Chebanse Elementary student has computer lab instruction twice a week. Each classroom has one computer for the students to use on a daily basis. In the appendix are examples of programs and activities used at Chebanse Elementary to support teaching and learning by integrating technology.

SEE APPENDIX FOR "TECHNOLOGY PROGRAMS AND ACTIVITIES"

6.8 EVALUATION / CONTINUOUS IMPROVEMENT

At the beginning of the school year, the teachers completed a professional development survey. Ms. Morelock plays an important role in identifying individual teachers' needs through what she learns during observations and discussions. Ms. Morelock may assist individuals through one-on-one conferences and classroom demonstrations. Ms. Morelock will also be aware of teachers' needs for professional development through her individual contact with teachers and classroom observations. Evaluations of student work will allow Ms. Morelock to determine if the teacher needs further professional development in that particular area. The purpose of evaluating students' work is to measure and determine the impact on student learning that goes beyond the test. Ms. Morelock will continuously monitor professional development. Reflection sheets or evaluations are completed by participants whenever workshops or trainings are conducted.

6.9 MENTORING

The mentoring/protégé program is an option for new teachers to move from the initial to standard certification. The program must be approved by the Illinois State Board of Education and is provided through the I-KAN Regional Office of Education. The mentor and protégé meet weekly for discussion, analysis, and reflection. Along with the weekly meetings, the program includes a mentor/protégé orientation, three observations by the mentor, written evaluations, pre/post conferences, two types of student work analysis, four professional development opportunities, and written reflections and evaluation from the mentor and the protégé about the performance of the new teacher. New teachers in this program receive formal mentoring from an experienced teacher who has received mentor training and has been certified as a mentor, school/district/regional support, professional development opportunities, and help with understanding expectations from the school and the community. Currently, Chebanse Elementary has three teachers that are certified to be mentors. Our school has three teachers participating in the mentoring program.

SEE APPENDIX FOR "MENTORING PROGRAM GUIDELINES"

7.0 Illinois Learning Standards (ILS) Implementation

7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

Each year all new teachers are trained in the Illinois Learning Standards, Performance Descriptors and Assessment Frameworks. Lesson plans are aligned to the Illinois Learning Standards and turned into Ms. Morelock weekly. The third and fourth grade teachers have also been provided large, classroom posters stating the standards. These are easy to refer to and help focus daily instruction.

SEE APPENDIX FOR "SAMPLE LESSON PLANS"

7.2 STANDARDS-ALIGNED CLASSROOMS

Chebense Elementary School specifically teaches to the Illinois Learning Standards every day and holds high expectations that our students meet or exceed these standards. All faculty are required to align their curriculum to the Illinois Learning Standards, Performance Descriptors and Assessment Frameworks. In addition to the standards-aligned curriculum, instruction and assessment, emphasis is placed on improving reading and mathematics. High-quality standards-aligned professional development opportunities are given to the teachers throughout the year that insure implementation of the standards-aligned curriculum, instruction and assessment, and the ability to document the fulfillment and effectiveness of these standards-aligned components within Chebense Elementary. Accountability toward the Illinois Learning Standards is checked when faculty members submit their lesson plans on a weekly basis to Ms. Morelock.

7.3 ILS PRACTICES AND PROCEDURES

Chebense Elementary School teachers will continue to align and implement standards-based learning through their daily lesson plans. This will be monitored by administrative observation. Ms. Morelock will review the teachers' lesson plans on a weekly basis. All teachers have been trained in the Performance Descriptors. Third and fourth grade teachers have been trained in the Illinois Assessment Framework. All teachers have had standards training in their college experience and/or through professional development. This ensures that Chebense Elementary only employs educators with knowledge of the Illinois Learning Standards and how to implement them in their lessons. Chebense Elementary is dedicated to fostering professional development that supports standards and research-based education. We will continue to survey parents, teachers, and students to address the needs of standards implementation and school policies.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

Classroom teachers regularly revisit/reteach the Illinois Learning Standards to provide effective standards-based teaching and to ensure that students are mastering the concepts. Assessment data has been used to drive or modify the curriculum. Technology has been

integrated into each classroom and computer class time to enhance instruction and student achievement.

8.0 Family and Community Involvement

8.1 DATA USE

Chebalse Elementary School obtains data from a variety of sources including: Parent Orientation Night, Parent/Teacher Conferences, Open House, CARE meetings, Reading Night, and Title I participation. Questionnaires and interaction with teachers helps us to gauge how our parents perceive our school. Using data helps us to identify strengths and weaknesses. Our sign-in sheets and questionnaires help us track parent involvement and give us insight on how to increase that number.

8.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS

A variety of stakeholders are involved in our SIP process. Staff members on the SIP team represent the areas of music, special education, classroom elementary teachers and administrators. SIP implementation is brought about by the classroom teachers and overseen by administration. There will be periodic review at faculty meetings throughout the year of our progress on our SIP goals.

8.3 COMMUNICATION OF SIP PROGRESS

Classroom newsletters are sent home to families weekly. Newsletters include information regarding objectives achieved and highlight upcoming academic goals and events. Ms. Morelock also participates in the notification process by distributing monthly newsletters. Newsletters contain information on teacher development and student activities. Newsletters are a great way to keep information flowing. Our district also has a new website where parents can obtain information about our school. Teachers will be posting information on classroom websites, and Ms. Morelock will be posting school information. Parents can be sent information electronically to keep up-to date on the happenings here at Chebalse.

SEE APPENDIX FOR A SAMPLE "TEACHER NEWSLETTER"

SEE APPENDIX FOR A SAMPLE "PARENT NEWSLETTER"

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

The Action Plan is on our website for the community to view. We also communicate the Action Plan to the CARE group at their meetings. Any concerns, questions, or comments are always welcome.

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

Parents will be expected to read with their children and help them with homework. The C.A.R.E. group partners with the library to participate in Family Reading Night and provides educational assemblies to the students. Teachers will send home weekly newsletters that highlight ways in which parents can help their child/children succeed in school. Parental support at home always helps to ensure a child's success at school.

8.6 PROCEDURES/PRACTICES/COMPACTS

At the beginning of the school year, parents and students sign off on our student handbook. This signifies that the students and parents will read and follow the contents of the handbook. The signing of the handbook guarantees that all students and parents have received the handbook, read it together, and have agreed to abide by its contents. Parents who wish to volunteer their time and talents at school are given a volunteer handbook with guidelines and are expected to sign a contract of confidentiality.

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

Speech Specialists – The speech specialists work with students in speech and language as a pullout program. These students also have Individualized Education Plans (IEPs).

Occupational Therapy/Physical Therapy Specialists – This pullout program helps students with fine and gross motor skills. These students have an Individualized Education Plan (IEP).

Aides – Classroom and individual aides provide extra assistance for large classes and individual assistance to students with an Individualized Education Plan (IEP).

C.A.R.E. Group – The parent organization provides much needed support for extra activities, including assemblies and family events. Each Thursday the parent group volunteers their time to help teachers with copying, special projects, laminating, cutting, head checks, word wall testing, etc.

Title I Reading Teachers – The reading teachers test all students in first through fourth grade three times a year with STAR. Likewise, Kindergarten students are given the STAR Early Literacy Test three times per year. All students in Kindergarten through fourth are tested on DIBELS three times per year by reading teachers or members of the RTI Team. First grade students are tested three times per year with ISEL Writing. Second grade is tested in writing three times per year with the Written Language Curriculum Based Measurement by reading teachers or Title I teachers. Reading teachers provide guided reading instruction for first grade classes. They also provide push in and pull out instruction to Kindergarten, second, third and fourth grade students.

Resource Specialists and RTI Specialists – The resource specialists and RTI specialists work with students that have Individualized Education Plans (IEP). They push in with at-risk Kindergarten and first grade students as well. The Developmental Reading Assessment (DRA) is given to students who are experiencing difficulty in reading. This assessment allows teachers to know the developmental level that each student is reading at during the year. For Kindergarten there is a math screening called “Curriculum Based Measurement” (CBM). Resource specialists teach guided reading groups in second grade, and Mrs. Taden teaches the guided reading groups with third grade.

9.2 EXTERNAL SUPPORT

Camp 911 – The Iroquois County emergency responders came to the school to do a presentation for the second and third graders. The students learned about fire safety, police officers, 911, and other emergency procedures and personnel.

Clifton Women’s Club – They provide free KIND newspapers for all students to help with “social issues”.

Clifton Lion’s Club – They provide free glasses for all qualifying students.

Chebanse Fire Department – This volunteer department provides fire prevention tips and materials for students. Students have hands-on learning experiences when the volunteers bring the fire truck and equipment to school for each class to observe.

Cub Scouts/Brownies – They provide opportunities for each child to grow and learn to be better citizens.

Iroquois County Health Department – They provide oral health presentations for classes and give each student a toothbrush. This agency also provides hearing and vision screenings for some grade levels.

KC-CASA – They provide “Stranger Danger” and “Good Touch, Bad Touch” programs to make children aware of rules for their safety.

Regional Office of Education – They provide professional development opportunities and workshops, as well as assistance with processing teacher certificates. Life Education is a county program to help students learn about their bodies and how to stay healthy. A truancy officer is provided by the Regional Office to ensure that all students are attending school on a regular basis.

SAM (Sportsmanship, Attitude, Motivation) – They provide athletic opportunities for students. This program is directed by volunteers in the school community.

University of Illinois Extension – They provide resource packets, newsletters and ag materials for teachers and students.

Otto Fire Department – They participate in mock fire drills. They also do a fire prevention presentation each year during Fire Prevention Week.

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

The SIP will be reviewed by the entire staff before and after submitting it to the School Board for approval. All staff members were given a “School Improvement Plan Goals” sheet to complete in order to get the input from everyone for this year’s goals. The School Improvement Team will monitor the progress of the plan on a regular basis and communicate the results to the staff and School Board.

SEE APPENDIX FOR AN EXAMPLE OF THE “SCHOOL IMPROVEMENT PLAN GOALS”

10.2 MONITORING PROGRESS OF THE PLAN

- The School Improvement Team will review the SIP during team meetings and monthly by staff at building level meetings. Based on data, revisions will be made as needed.
- The School Improvement Team will monitor the implementation of the plan on a daily basis through informal observation.
- Any revisions made to the SIP will be communicated to the teachers, staff, board members, administrators, and parents.

10.3 REVISION OF THE PLAN

- Time is planned throughout the year to update the SIP.
- Student data will be analyzed every nine weeks in reading and math to provide evidence of progress toward goals. An initial report will be issued quarterly to all stakeholders during C.A.R.E., school board and community meetings.
- Student achievement will be reported, communicated, and celebrated with the students, parents, and staff. The students, parents, and community will be notified of students’ academic successes through the district website, newsletters, the newspaper, student work on the walls in the hallway and classroom, and assemblies planned to honor our successes.

Appendix A

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	No
Is this School making AYP in Reading?	No
Is this School making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			89.0		66.0	
All	99.5	Yes	98.7	Yes	50.8		Yes	55.3		Yes			85.5	Yes
White	99.7	Yes	99.4	Yes	65.9		Yes	66.2		Yes				
Black	97.9	Yes	97.9	Yes	32.9	35.7	No	32.9	27.5	Yes			78.0	
Hispanic	100.0	Yes	97.8	Yes	29.7	36.1	No	43.9		Yes			72.5	
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	96.2	Yes	94.3	No	29.8	29.8	Yes	26.1	24.7	Yes			71.8	
Economically Disadvantaged	100.0	Yes	96.7	Yes	14.8	26.7	No	22.6	29.2	No			77.0	

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/03.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Appendix B

An Illustration of Rubric Component 4.0

Selection of optimal strategies for improving school performance entails a series of logical steps, each of which is part of the process of experimental design.

PERFORMANCE TARGETS

4.1 School personnel summarize data for performance targets from a variety of sources as gaps, comparisons, and trends. These performance targets are usually academic data—now, by law, reading and mathematics scores. Due to NCLB, percent of students tested, attendance rate at grade schools, and graduation rate at high schools are also performance targets.

COMMENT: The performance for which the school did not make adequate yearly progress defines the school's targets. An example of an AYP target is "47.5 percent of student scores meet or exceed state standards in mathematics in 2005." NCLB accountability measures use only *schoolwide* data to calculate and report composite and subgroup scores. Diagnostically, these schoolwide data are limited. ISAT and PSAE provide each school the same data disaggregated by grade, gender, and ILS sets, among others. For example, mathematics scores are further broken down by estimation/number sense/computation, algebraic patterns/variables, algebraic relationships/representations, geometric concepts, geometric relationships, measurement, data organization/analysis, and probability. Data for these and other ILS sets are reported for each student. In addition, results from local assessments, including classroom tests, augment and verify these disaggregated scores.

4.2 A school uses its achievement results diagnostically to narrow and refine its problem (target). For example, an analysis of data shows that the problem is not low mathematics achievement in all grades but low scores among students in grades 3 and 5 only. Additional analysis shows that it is primarily boys, not girls. Further analysis shows that this gender difference holds across all ethnic, racial, and income groups. Furthermore, this gap has been a trend over the last three years. Data from local assessments and teacher observations reinforce this focus.

COMMENT: Diagnosing the problem and clarifying the target in this way will determine the breadth of the strategy eventually selected to address it; hence, the cost to the school in terms of people, time, money, materials, and disruption. Of course, had the data shown a schoolwide reading problem, a schoolwide solution would be required. In short, the adage applies, "Clarifying the problem is half the solution."

HYPOTHESES

4.3 What is causing boys in grades 3 and 5 to score low in math? Planners should brainstorm as many hypotheses—possible causal factors—as seem plausible. Is it developmental? Do boys have lower aspirations or motivation than girls? Is the instructional practice poorly suited to them? Do they lack resources at home? Do they do less homework? Are they tired because they play more sports? And why are the scores always lowest at grades 3 and 5, not 8? Is the curriculum misaligned? Is it teacher turnover? Is it teacher absenteeism?

COMMENT: Many more plausible hypotheses could be added to this list. Note that this list does not spring from the achievement data, rather from the knowledge and expertise of experienced practitioners.

4.4 The school collects and summarizes as much data on as many potential causal factors as possible.

COMMENT: A school may need to collect additional data to inform an hypothesis. These data for potential causal factors inform the next step. The most informative data come from before-and-after measures of a single group or from comparisons between groups.

4.5 Many of the above hypotheses can be logically eliminated. For example, curriculum misalignment, teacher turnover, teacher absenteeism, and resources at home can be eliminated because they should equally affect girls. Other hypotheses can be eliminated based on local data. For example, school surveys show that girls play sports as often as boys, that boys' academic aspirations are higher than girls', and that boys do as much homework (just not as well).

COMMENT: By logically and empirically winnowing the hypotheses, only two primary factors remain viable: Developmental differences and a difference in response to instructional practices.

4.6 The school adopts strategies that change primary factors under its control. Of the two remaining hypotheses, the school cannot control developmental differences between boys and girls. Changing developmental differences, therefore, cannot be a strategy. But the school can change instructional practices. Thus, the strategy will be to change the mode of math instruction for boys at grades 3, 4, and 5.

COMMENT: Many important primary factors are beyond the power of the school to change or control. The school must treat all such factors as "givens" and focus its efforts on the factors it can control.

STATEMENT OF STRATEGY

5.1 Changing the mode of mathematics instruction for boys at grades 3, 4, and 5 will adequately improve their academic achievement in mathematics.

COMMENT: It is not useful to add to this statement such phrases as "...by 5 percent each year for the next two years." The target for success has been set by law. The school should aim at nothing less than doing its best to exceed the adequate yearly progress target. Substituting some lesser standard of its own may prove counterproductive, especially as performance targets mandated by law rise in coming years.

5.2

Activity 1: Numerous hands-on mathematics manipulatives and kits will augment traditional instruction.

Activity 2: Boys and girls will tutor one another, as appropriate.

Activity 3: The use of mathematics will be integrated into science instruction.

Activity 4: The use of mathematics will be integrated into physical education class.

Activity 5: Both school and homework will require explicit connections to everyday events.

Activity 6: Tutoring in mathematics before school will be made available to all students.

COMMENT: The results of this school improvement plan—one that tests the hypothesis that changing from traditional math instruction to hands-on instruction will improve mathematics scores for boys in grades 3 and 5 in this school—will not be known for several months. In many cases, the final results may require a year or more.

APPENDIX C

EXAMPLES OF STRATEGIES AND TARGETS (5.1)

Targets should address, at a minimum, the AYP targets, i.e., any “No” (not met), on the AYP Information page in the School Report Card. The purpose of the SIP is to select a strategy that will change each “No” to “Yes.” The height of the bar for AYP (e.g., percent of reading scores meets and exceeds) is set by law as part of the definition of “target” and is given on the AYP Information page. Therefore, to add phrases such as “increase by 5 percent each year for two years” to the target is not necessary or appropriate. The examples below illustrate two strong and two weak statements. Read each row as a complete sentence.

STRATEGY

TARGET

The following example is a well-defined statement because it is specific to grades (3-5), subject (mathematics), and group (boys).

Expanding current modes of
mathematics instruction

will adequately improve
performance in

boys’ math scores in grades 3, 4, and 5.

The following example is a well-defined statement because it has a schoolwide focus (all learning areas and grades tested.)

Implementing a consistent system of classroom management
schoolwide

will adequately improve
performance in

all learning areas and grades tested.

The following example is vague because it does not clearly specify a target. It is also weak because it changes the target from “meet AYP” required by law to “5 percent each year.”

Expanding current modes of
mathematics instruction

will adequately improve
performance in

math by 6 percent each year.

The following example is a vague, undefined statement because the target (reading and math-grade 8) has no connection to the strategy (parent involvement in science projects.)

More parental involvement in their children’s science fair
projects

will adequately improve
performance in

reading and math scores in grade 8.