

2011 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

“A Tool for Plan Developers”

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 2010 assessment data with the assistance of your area ROE/ISC. 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 2010 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.

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?

68 student scores were reported. In grade 3, 67.6% of our students met or exceeded standards in reading; this is an increase from 60.9% the year before. Areas of concern are reading comprehension and literature. Vocabulary development and reading strategies were slightly below the state average (an improvement from last year).

Overall males outperformed the females by 20%. 57.4% of the low -income students met or exceeded standards.

33.3% of the students with an IEP met or exceeded standards; 91.7 Hispanic students met or exceeded standards;

52.5% African American students met or exceeded standards; 100% White students met or exceeded standards.

On Standardized Questions (SAT 10); Lowest Quartile –(25th %tile) 13.2%; Quartile 2 - 22.1%; Quartile 3 - 22.1 %;

And Quartile 4 42.6%tile

Stanine scores – 1 (1.5%); 2 (1.5%); 3 (10.3%); 4 (10.3%); 5 (13.2%); 6 (29.4%); 7 (17.6%); 8 (10.3); 9 (5.8)

In Math, 80.9% of our 3rd grade students met or exceeded standards. We were below the state performance in all areas of math including number sense, measurement, algebra, geometry, data analysis, statistics, and probability. 82.9% of the males met or exceeded in math while 78.8% of the females met or exceeded. 100% Hispanic students, 67.5% of the African American students, and 100% of the white students met or exceeded standards. 74.5% of low-income students met or exceeded standards. 41.7% of the students with IEP's met or exceeded standards.

Standardized Questions (SAT 10); Lowest Quartile (25th %tile) – 20.6%; Quartile 2 – 16.2%; Quartile 3 – 19.1%; Quartile 4 – 44.1.

Stanine Scores – 1 (0%); 2 (7.4%); 3 (13.2%); 4 (8.8%); 5 (13.2%); 6 (13.2%); 7 (22.1%); 8 (14.7%); 9 (7.4%)

GRADE 4 – 78 student scores were reported. 64.1% of our students met or exceeded standards in reading; this is an increase from 56% in 2010. This group of 3rd grade students scored 60.9% on their 3rd grade ISAT exam. Reading comprehension and literature were areas of concern. Vocabulary development and reading strategies continue to be weak.

70.3 %of the females compared to 58.5% of the males met or exceeded standards.

85.7% Hispanics, 51.1% African Americans, 90% White, 55.7% low income, and 35.3% of students with IEP's met or exceeded standards in Reading.

On Standardized Questions (SAT 10); Lowest Quartile (25th %tile) 7.7%; Quartile 2 – 23.1%; Quartile 3 – 29.5%; and Quartile 4 – 39.7%.

Stanine Scores – 1 (0%); 2 (2.6%); 3 (5.1%); 4 (12.8%); 5 (17.9%); 6 (21.8%); 7 (15.4%); 8 (16.7%); 9 (7.7%)

In Math, 87.2% of our 4th grade students met or exceeded standards. We were above state average in geometry. We were slightly below state performance in Data Analysis, Statistics and Probability and Algebra. We were below state performance in number sense and measurement. Again, females outperformed males by 4%tage points. 85.7 Hispanic students, 86.7% African American students, 100% White, 85.2% low income, and 76.5% students with IEP's met or exceeded standards.

Standardized Questions (SAT 10); Lowest Quartile (25th %tile) – 7.7%; Quartile 2 – 26.9%; Quartile 3 – 37.2%; Quartile 4 – 28.2%.

Stanine Scores – 1 (0%); 2 (2.6%); 3 (5.1%); 4 (16.7%); 5 (24.4%); 6 (23.1%); 7 (11.5%); 8 (11.5%); 9 (5.1%)

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

We implemented Daily 5 into our reading instruction. Instructional Planning Guides were written for Reading and Math. Math time was increased to 60 minutes in grades 1-4. Reading block continues to be 90 minutes a day. Reading interventions were more consistent and data was accurately tracked to show progress (or lack of). 3 week assessments were written to show progress on the IPGs.

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.)

We studied the process of Daily 5 and implemented the teaching methods in each and every classroom in August 2010. Now we are refining the practices of Daily 5 to make sure there is rigor in student work. Writing is an area of need. We developed Instructional Planning Guides to guide skill development and focus skill for the week. We assess these skills every three weeks and then sit down as a team to discuss results, determine who needs re-teaching and who is ready to move on. Aimsweb data is analyzed and students in “red” are progress monitored each week. Students will receive targeted instruction at their skill level. Each grade level will have a two - hour reading block each day. Specialists will work in each classroom with students at the lower level.

Lesson plans and teacher reflections on learning are expected each week.

Problem solving meetings are held every six weeks to reviews cumulative data.

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?

Grades K-1 use the Early Literacy and Early Numeracy test in AIMSweb. AIMSweb CBM benchmarks, MCAPS and MCOMPS are given three times per school year. This data examines the effectiveness of our core curriculum in our school and gives us information on our strengths and weakness and growth from year to year. This data along with teacher input help us determine strategic or intensive interventions.

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

The internal factors that contributed to these results are data driven decision-making and teacher knowledge on analyzing and implementing data. The data and formative assessments provide us with opportunities to monitor students continually throughout the school year.

The external factors contributing to these results are the increasing number of low- income students, particularly children who come to our school from low performing schools and have little to no background knowledge, understanding of vocabulary, and poor comprehension skills. We are working harder to help our parents understand the expectations at each grade level. We have shared the Common Core Standards and how those are linked to our six week IPG's and Parent Checks.

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.)

We needed to begin our interventions immediately focusing on students from the previous year who were just below target or receiving interventions from the previous year. Common assessments were created at each grade level as well as targeted standards in the areas of reading and math. Assessments will be given quarterly to assist in closing achievement gaps. Problem solving meetings are scheduled every 6 weeks to review progress. Secondary and Tertiary Teams continue to study data and implement interventions in the classroom based on the information. Based on 2011 test scores, students in grades 3 and 4 were placed in groups reflective of their skill base and additional trained staff are working in the classrooms to help challenged students. Our parent check reports will indicate performance on the six skill sets and reading level. Information will be shared with parents regarding specific skill exercises they can complete at home with their child. Workshops will be provided to parents of children who receive additional reading help at school.

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?

Because we are an excellent school and care about our children and their families, more of them are staying with us longer. For us, this means longer than one year. More student scores count so our subgroups are more evident. Many of our children come to us with very limited skills but with excellent teaching, and curriculum supports that meet their needs, they are making very nice progress, sometimes, however, not to the expected slope of increase in ISAT scores that increases from year to year. All our teachers are highly qualified, and we are fortunate to have two reading specialists providing interventions separate from classroom instruction, and 1.5 social workers to provide additional supports.

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

Students from low income families typically experience more mobility in schools, decreased background knowledge and vocabulary with common school experiences, and may not have received the intensive services that are offered in our schools. Parent training is critical especially at the young ages. We are working harder to provide our parents with practical skills to help their children at home to increase their skills.

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.)

Continue talking about Common Core Standards and College Readiness skills. Parents believe (as do we) that ALL our students should have college as a goal in the future. Continue to discuss the Instructional Planning Guides and post the expectations and skill sets so that everyone is using common language. Complete assessments every three weeks and inform parents of student performance and provide specific strategies for them to work on at home.

Use our interventionists better to “push in “ supports in reading and math classrooms. Focus on vocabulary and comprehension in the small - guided reading groups. Use the data to drive teaching of different skill sets based on student needs.

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 elementary teachers and teaching assistants are highly qualified according to the state of Illinois. All staff have been trained in RtI procedures and are aware of the many interventions available for the child within the classroom. All staff is working on revising our Common Assessments to reveal more rigor to the work. Staff has been trained in MENTA and PBIS to increase student engagement in the classroom. Our interventionists are trained reading specialists or have a background in special education. We are working on aligning our IPG's to the expectations of Common Core.

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

Our staff is unique because they want to teach our students. Their positive attitudes and behaviors contribute to the success of our children because they believe in building relationships with the students and their families. All teachers have training in PBIS expectations and procedures. Class sizes are small (under 25 in all grades)

Our professional development activities focus on implementation of Daily 5. Our teachers are revising the Instructional Planning Guides and three week assessments based on feedback from ROE and expectations of Common Core.

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.)

Our next step is to continue to use the instructional planning guide to drive instruction and to take a hard look at the comprehensive data from Aimsweb, three week assessments, and student class work to help us make better decisions about who receives additional supports and interventions. We have studied a number of intervention packages on the market to match with the unique needs of our students. Staff have been trained in the implementation of the programs. We will also focus the majority of our day on reading, math and writing. We will work hard to keep the Reading and Math blocks "sacred" so there are no interruptions to these classes.

Walkthroughs focus on reading and math and are specific to implementation of Daily 5.

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?

Many of our parents attended our Curriculum Night. 100% attend our parent teacher conferences. Parents have attended our ISAT training classes, Family Reading Nights, Title 1 workshops to name several events. Many of our parents respond to learning situations with a note or a phone call.

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

Some of our parents simply do not know how to help their child be a better student. Some of them lack skills in writing, reading and computing math. They find it hard to work several jobs, make sure their child has practice at home and to check their work. Because we have over 80% low - income families, parents are limited in what they believe they can do. They do care very much how their child performs and are happy with the high expectations we have for the child to succeed.

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.)

We have redesigned our newsletters that go home to be specific with easy, manageable ideas to help the child improve skills in reading and math. We communicate standards in kid and parent friendly language. We plan workshops that “train” the parents in implementation of strategies at home. We provide resources for them to take home (games, flashcards, books) so they do not have to go out and buy things on their own.

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.)*

I-A. Report Card Data: 67.6% of our 3 rd grade students met/exceeded in reading; 64.1% of our 4 th grade students met or exceeded in reading
I-B. Local Assessment Data: We have just completed our Aimsweb and Rigby and we defined our bottom 25% (and more) of our students and are providing services accordingly. Students in the bottom 10% are progressed monitored every week; others every three weeks. We are using data information from May 2011 to make sure those children are also picked up for services early in the year.
I-C Item 1. Attributes and challenges of the school and community that have affected student learning: Students are staying with us longer. Many of our students have made tremendous gains yet not the expectations of the ISAT. The summer school program provided to the students showed significant retention of skills learned during the regular school year.
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information: Continue staff development in reading and math methodology.
I-C Item 3. Parent Involvement Data: Provide additional opportunities to train parents in a number of venues. Provide brochures, information on line, small group workshops. Use specific student performance information to bring parents together to learn more about specific skill sets and teach parents how to support their child at home. Keep it simple, many of our parents lack time to work extensively with their children.

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?

Continue to benchmark student progress at the appropriate level depending on student performance. For some children this is every week, for others every three weeks, and for many, three times a year. Principal and Curriculum Director will meet with each team to review three week assessments and determine who did not meet performance standards. Re-teaching strategies will be scheduled and then reassessment results will be reviewed. We have tutors available to work with children after school. Principals and Curriculum Director will work to schedule children who need interventions. Staff development will include training in intensive reading strategies that can increase student performance. Parental workshops will be scheduled based on student performance.

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):

Students in reading will make safe harbor target

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

1. Students will score at least 70% on assessments that reflect focus skill on Instructional Planning Guide
2. Students will score at least 70% on interventions that target skill deficits
3. Students will participate in ISAT skill development classes
4. Teachers will implement interventions with integrity
5. Teachers will adjust class work to match data on assessments
6. Parents will help their children at home with basic skill sets (vocab, spelling, math facts)

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:

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.

	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
Students who do not meet ISAT will attend summer school	July 2012	August 2012	Before School During School After School Summer School		
Students who scored in the bottom 20% on AIMSWEB will receive intensive interventions and be progressed monitored for growth every week	September 2011	June 2012	Before School During School After School Summer School		
Students who scored in the bottom 15% will be progress monitored every three weeks	September 2011	June 2012	Before School During School After School Summer School		
Summer School will be scheduled for the entire summer	June 2012	August 2012	Summer School		
Students in grades 3 and 4 who are not completing homework on a regular basis will be recommended for Saturday School	November 2011	March 2012	Before School During School After School Summer School		

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

Short title for Objective 1:

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
Continue to provide resources for implementation of Daily 5 in the classroom	August 2011	June 2012	<input type="checkbox"/> During School <input type="checkbox"/> Summer School		
Train teachers on interventions that help children in Tier 3	August 2011	June 2012	<input type="checkbox"/> During School <input type="checkbox"/>		
Develop Instructional Planning Guides with assessments of rigor	Summer 2010		<input type="checkbox"/> During School		
Develop assessments that are aligned with IPG	Fall 2010	1 year	<input type="checkbox"/> During School		
Data meetings will be structured to talk about student progress as a whole	Fall 2010	1 year	<input type="checkbox"/> Before School <input type="checkbox"/> During School		
Principal and Curriculum Coordinator will attend team meetings on a weekly basis to discuss student progress	Fall 2010	May 2011	<input type="checkbox"/> Before School <input type="checkbox"/> During School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

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

Short title for Objective 1:

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
Meet with parents of children who did not meet target and explain goals for their development	November 2011	May 2012	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School		
Restructure Curriculum Night to include a focus on National Core Standards, Instructional Planning Guides and curriculum goals for first quarter	September 2011		<input type="checkbox"/> After School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
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			<input type="checkbox"/> Summer School		
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Section II-E Action Plan - Monitoring

Short title for Objective 1:

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?)

The administrative team will determine what the benefits of students receiving support services were on ISAT scores.

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.

Name	Title
Dr. Tom Schneider	Superintendent
Dr. Debbie LeBlanc	Principal, Anne M. Jeans School and Sped Coordinator
Mrs. Cathe Smith	Curriculum Coordinator
Holly Van Howe	Reading Specialist/Coach
Christine Snyder	Reading Coach

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)*

Parents were notified of student performance by a letter that went home with first quarter report cards. A link was given to access off website as well as an offer for a hard copy if needed. The principal met with students in grades 3 and 4 who met/exceeded standards. She also met with students who did not meet and mapped out a corrective plan with them.

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

The Anne M. Jeans Leadership Team met to review the data and set objectives for the 2011/2012 school years. The leadership teams from both schools worked collaboratively to write the district plan.

Names and Titles of School Planners

Debbie LeBlanc and Julie Bartell (Principals) and Cathe Smith (Curriculum Coordinator) and the respective Building Leadership teams

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, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC 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:

September 20, 2011 the AMJES staff reviewed this document and provided feedback.

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.

The two year teacher mentoring program is a state approved program. It provides support for novice teachers from experienced professionals who serve as role models.

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.

We use AIMSweb and Data Director to aide in our data analysis. We have progress monitoring meetings every 6 weeks to review our assessments, and discuss interventions. Teachers are provided the opportunity to work during the summer on common assessments, core curriculum maps and interventions.

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, ROEs/ISCs 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.

The ROE provides many professional development opportunities for our staff. Our relationship with SASSED (spec ed cooperative) also provides training on RtI, interventions, and strategies to help Tier 2 and 3 students be more successful in the classrooms.

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 ROE/ISC 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.	Holly Van Howe	Reading Specialist
2.	Christine Snyder	Reading Specialist
3.	Elaine Weil	Special Education Teacher

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.