

Local Board Approved	09/28/2009
Submitted	09/29/2009
Plan Resubmitted	
ISBE Monitoring Completed	

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

Student Groups	Percentage 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		70.0			70.0			90.0		78.0	
All	99.6	Yes	99.6	Yes	85.3		Yes	94.0		Yes	96.4			
White	100.0	Yes	100.0	Yes	87.2		Yes	97.3		Yes				
Black														
Hispanic	98.0	Yes	98.0	Yes										
Asian/Pacific Islander														
Native American														

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:

Is this school making AYP in the ALL subgroup in reading?

Is this school making AYP in the ALL subgroup in math?

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

Section I-A Data & Analysis - Report Card Data
Item 3 - School Information

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)					96.3	96.1	96.3	96.4
Truancy Rate (%)					-	-	-	0.0
Mobility Rate (%)					10.7	7.0	9.8	6.5
HS Graduation Rate, if applicable (%)					-	-	-	-
HS Dropout Rate, if applicable (%)					-	-	-	-
School Population (#)					326	508	587	577
Low Income (%)					10.1	4.9	3.9	6.9
Limited English Proficient (LEP) (%)					5.2	2.8	6.5	6.8
Students with Disabilities (%)								
White, non-Hispanic (%)					72.1	76.0	72.6	73.7
Black, non-Hispanic (%)					4.3	2.8	3.7	2.8
Hispanic (%)					17.8	16.1	17.7	16.6
Asian/Pacific Islander (%)					5.2	3.5	3.1	3.3
Native American or Alaskan Native(%)					0.3	0.2	0.2	0.2
Multiracial/Ethnic (%)					0.3	1.4	2.7	3.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian/ Pacific Islander (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2006	72.1	4.3	17.8	5.2	0.3	0.3
	2007	76.0	2.8	16.1	3.5	0.2	1.4
	2008	72.6	3.7	17.7	3.1	0.2	2.7
	2009	73.7	2.8	16.6	3.3	0.2	3.5
D I S T R I C T	1999	95.9	0.8	2.3	0.8	0.2	-
	2000	96.1	0.6	2.4	0.8	0.2	-
	2001	96.1	0.7	2.5	0.5	0.1	-
	2002	95.0	0.9	3.0	0.9	0.1	-
	2003	94.4	0.9	3.3	1.2	0.1	-
	2004	92.8	1.1	5.0	1.1	0.1	-
	2005	90.4	1.1	6.2	1.7	0.1	0.4
	2006	88.7	1.3	7.4	1.9	0.2	0.5
	2007	86.5	1.4	8.9	2.1	0.1	1.1
	2008	84.1	1.6	10.0	2.4	0.2	1.8
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7

	2009	53.3	19.1	20.8	4.1	0.2	2.5
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2006	5.2	10.1	100.0	96.3	10.7	-	-	-	-
	2007	2.8	4.9	100.0	96.1	7.0	-	-	-	-
	2008	6.5	3.9	100.0	96.3	9.8	-	-	-	-
	2009	6.8	6.9	100.0	96.4	6.5	-	0	-	-
D I S T R I C T	1999	-	1.3	97.6	95.5	6.0	7	0.3	0.9	94.9
	2000	0.7	2.0	93.6	95.6	8.3	5	0.2	0.8	95.7
	2001	1.3	2.3	98.0	95.5	10.2	5	0.2	1.0	99.4
	2002	1.4	2.5	94.6	95.2	8.1	8	0.3	2.0	96.5
	2003	0.6	2.7	96.0	95.7	7.0	7	0.2	1.3	100.0
	2004	1.4	3.2	98.2	95.6	8.6	11	0.3	0.6	97.7
	2005	1.6	4.8	99.4	95.2	11.9	26	0.7	0.9	100.0
	2006	1.4	6.4	99.5	95.1	7.3	22	0.6	0.8	97.0
	2007	1.4	5.6	99.5	95.6	7.5	28	0.7	0.5	96.0
	2008	2.6	5.9	99.4	95.5	6.1	4	0.1	0.4	99.6
2009	3.0	7.3	99.6	94.6	4.8	3	0.1	1.2	96.4	
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	-	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2006	326	56	57	47	-	-	-
	2007	508	87	87	72	-	-	-
	2008	587	95	95	98	-	-	-
	2009	577	86	95	96	-	-	-
D I S T R I C T	1999	2,476	-	-	-	-	-	-
	2000	2,647	-	-	-	-	-	-
	2001	2,747	224	219	213	229	228	202
	2002	2,862	218	225	221	220	231	186
	2003	3,049	236	238	236	228	245	218
	2004	3,325	280	262	255	266	237	235
	2005	3,616	302	299	286	275	277	240
	2006	3,994	328	355	327	276	289	264
	2007	4,146	352	335	352	326	292	245
	2008	4,409	399	367	360	355	336	283
2009	4,581	358	395	379	362	353	290	
S T A T E	1999	1,962,026	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Average Teacher Experience (Years)	Average Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials (%)	Classes not taught by Highly Qualified Teachers (%)
D I S T R I C T	1999	151	15	42,999	41	59	19	18	-	-
	2000	161	14	43,713	46	54	19	18	-	-
	2001	175	14	44,072	44	56	18	18	-	-
	2002	193	13	45,355	46	54	17	17	0	-
	2003	195	13	48,386	39	61	18	17	1	-
	2004	202	12	52,447	39	61	19	19	0	-
	2005	219	11	52,107	42	58	18	18	-	-
	2006	240	11	52,226	48	52	18	18	-	-
	2007	276	10	52,884	48	52	16	17	1	-
	2008	285	10	54,648	46	54	17	17	-	-
2009	300	10	56,525	39	61	16	17	0	0	
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	12	61,402	44	56	18	18	1	1	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	73.5	86.3	85.1	83.2	-	-	80.0	81.5	85.7	88.0	-	-	90.9	88.7	88.3	83.4
White	-	-	68.4	85.0	86.3	85.5	-	-	91.9	83.7	90.1	87.2	-	-	90.6	96.3	92.5	90.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	91.0	80.0	66.7	-	-	-	71.4	66.6	93.4	-	-	100.0	-	73.7	57.9
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	66.6	-	-	-	-	-	-	81.8	-	-	-	-	-	-
Low Income	-	-	-	-	60.0	-	-	-	-	-	-	-	-	-	-	70.0	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark																		
% Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
% Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	88.6	97.6	93.6	95.2	-	-	86.0	96.3	89.1	95.6	-	-	93.2	94.4	90.4	90.0
White	-	-	89.5	98.4	94.5	100.0	-	-	89.1	98.4	95.1	95.6	-	-	93.8	96.2	97.0	95.1
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	100.0	93.3	75.0	-	-	-	85.7	63.1	100.0	-	-	100.0	-	68.4	68.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	83.4	-	-	-	-	-	-	90.9	-	-	-	-	-	-
Low Income	-	-	-	-	90.0	-	-	-	-	-	-	-	-	-	-	90.0	-	-

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark																		
% Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data

Data – *What do the 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?*

McDole's reading and math scores meet state standards. 4th grade has shown steady improvement in the area of reading. In math, all grades meet and exceed, but do not show an increase in percentages.

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

Possible contributors to the above student performance: Limited English Proficiency, a steady rate of growth in student population, an increase in the percentage of low-income, and a higher number of non-tenure teachers in the school.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

The school needs to continue to focus on professional educator development, continued focus on reading comprehension and extended response and a continued improvement in math scores.

Section I-B Data & Analysis - Local Assessment Data

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?*

Curriculum Based Assessment (CBA) is utilized in every grade level from 1st through 5th grade. Teachers administer CBA's in both math and writing three times a year. The information is gathered and compiled at each building to be used to determine any gaps in skill that need to be addressed. Each teacher is able to gain a snapshot of where their class is in relationship with other same grade classes throughout the district and in relation to the curriculum map for that content area.

Rigby Benchmark Test are used to determine the level each child is currently reading based on oral accuracy and comprehension. These results are used to create guided reading groups and monitor student progress. It is an assessment that is benchmarked at the beginning and end of the year.

Illinois Snapshot of Early Literacy (ISEL) is used in kindergarten through second grades. These tests are administered as a pre and post test. It shows growth over time and is used to show comparative data based on norms for students in Illinois at the specific grade level.

AimsWeb is a progress monitoring system based on direct, frequent and continuous student assessment. The data a source of information used to determine Response to Intervention in the area of reading fluency.

Extended Response probes were created during the 2008-2009 school year by each grade level. They are administered 3 times throughout the school year. The focus of the probes is to provide feedback on students ability to read text and respond and support a question in writing.

Some of the data listed above are diagnostic in nature and provide specific information for the school to use to instruct individual students. Teams of teachers meet to discuss the data throughout the year to inform their instruction. A continued area of strength are the gains our students make throughout the school year. They often come in lower, relative to other schools within the district, but achieve near, at or above students in other schools within the district. We continue to collect data to inform decisions on extended response.

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

The following factors may have contributed to the above student performance: Limited English Proficiency, low-income, mobility numbers have increased, environmental factors and a higher number of non-tenured teachers.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Utilizing local assessments, the school identifies students that need additional support in content areas.

Section I-C Data & Analysis - Other Data 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?*

McDole is fully implementing Reading Rtl. We have reallocated our reading specialist positions into Rtl staff.

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

We are able to identify more students who may need additional support within specific and targeted areas of reading.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

The above data point to a continued focus on reading improvement.

Section I-C Data & Analysis - Other Data 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?*

Each educator is state certified and highly qualified. Many teachers are working towards earning a Master's degree.

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

Having a large portion of non-tenured staff, we are familiar with the newer teaching trends of differentiation, best practices, collaboration and balanced literacy. These skills lead to better instruction an openness to sharing ideas and a focus on improving student achievement.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

We conclude that continued professional development to maintain state certification and a high value on collaborative teachers is beneficial to increasing our test scores.

Section I-C Data & Analysis - Other Data Item 3 - Parent Involvement

Data - *Briefly describe data on parent involvement. What do these data tell you?*

We have 100% parent contact. Parent-Teacher conferences are held each November, following the end of the first quarter. Curriculum Night is held in the fall and Open House is held in the spring. Our school's PTO is supportive of the goals of the school and develop ways to increase parent involvement.

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

Information through several formats (newsletters, notecards, emails, website) has provided awareness of the school's curriculum and testing information so that support can be provided at home to further enhance student achievement.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Continue to partner with parents is necessary in creating a positive school climate.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school'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?

A factor that we feel contributed to our perceived weakness is the school's young and underdeveloped staff. We continue to encourage teachers to partake in the established two-year mentoring program. We continue to utilize professional development programs and resources available. Teachers work collaboratively in study and book clubs, voluntary training sessions and institute days. Knowledge from these activities as well as classroom experiences coupled with a highly collaborative culture increase student achievement and contribute to further development of the McDole Learning Community.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Extended Response	
2	Behavior Expectations	
3	Community Awareness	

No deficiencies have been identified in the most recent AYP Report for your school

Section II-A Action Plan - Objectives

Objective 1

Extended Response

Objective 1 Description

During the 2009-2010 school year, use established rubric and probes (from 09-09 SIP) to develop grade level baselines for measuring student improvement of comprehension skills on the reading extended response for the purpose of facilitating student learning.

No deficiencies have been identified from your most recent AYP Report.

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

Extended Response

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will utilize three different extended response probes at appropriate grade level to show progress throughout the year.	10/05/2009	05/14/2010	During School	Local Funds	
2	Students complete extended response probes 3 times during the year. (week of Oct. 5th, week of Jan. 11th, week of April 19th).	10/05/2009	04/23/2010	During School	Local Funds	
3	Team collaboration to assess student probes. To be done during collaboration time on Oct. 15, 2009 and May 11, 2010 and SIP time on January 15th.	10/05/2009	05/04/2010	During School	Local Funds	
4	Develop consistent recording tool for teachers to record student data	08/24/2009	09/28/2009	During School	Local Funds	
5	Use data to guide reading and writing instruction through the practice of, but not limited to: reading response journals, listening responses, comprehension stems, graphic organizers and comprehension strategy instruction.	10/05/2009	05/14/2010	During School	Local Funds	
6	Share results with students, staff and team binder.	10/05/2009	05/14/2010	During School	Local Funds	

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

Extended Response

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Vertical collaboration to align rubrics and create standardization across grade levels.	08/24/2009	09/22/2009	During School	Local Funds	
2	Develop consistent recording tool for teachers to input data.	08/24/2009	09/28/2009	During School	Local Funds	
3	Administer 3 probes (during week of Oct. 5th, Jan 11th and April 19th)	10/05/2009	04/23/2010	During School	Local Funds	
4	Through team collaboration assess student probes during collaboration time (Oct.15/ May 11) and SIP day (Jan. 15th)	10/15/2009	05/11/2010	During School	Local Funds	

5	Staff will post data spreadsheets in Team binders and submit to Principal by 10-22-09,1-19-10 and 5-11-10.	10/22/2009	05/11/2010	During School	Local Funds	
6	Share results with staff and students	10/22/2009	05/21/2010	During School	Local Funds	
7	Use data to guide reading and writing instruction through the practice of, but not limited to: reading response journals, listening responses, comprehension stems, graphic organizers and comprehension strategies.	10/05/2009	05/21/2010	Before School	Local Funds	

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

Extended Response

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Share objectives with PTO and developing ways to partner to increase literacy awareness	08/05/2009	05/18/2010	Before School	Local Funds	
2	Share an understanding of literacy strategies through classroom newsletter, websites, Curriculum Night and Open House.	08/24/2009	05/21/2010	After School	Local Funds	

Section II-E Action Plan - Monitoring

Extended Response

The teachers will monitor this goal through the data collected from student probes, discuss during team and faculty meetings to share student's strengths, weaknesses and teaching strategies, and through 09-10 ISAT results on the extended response passage.

	Name	Title
1	Martne McCoy	Principal
2	Kevin Gordon	Assistant Principal
3	Classroom Teachers	Professional Educators

Section II-A Action Plan - Objectives

Objective 2

Behavior Expectations

Objective 2 Description

Increase student awareness of consistent school-wide behavioral expectations to promote a safe and positive learning community measured by the completion of the following activities: expectation walks, KNIGHT tickets, and the use of a safety patrol during the 2009-2010 school year.

No deficiencies have been identified from your most recent AYP Report.

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

Behavior Expectations

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will attend stations through the Behavior Expectation Walk and model the expectations throughout the year.	08/28/2009	06/02/2010	During School	Local Funds	
2	5th grade students, with permission of their parent, will participate in safety patrol at the end fo the school day.	01/19/2010	06/02/2010	During School	Local Funds	

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

Behavior Expectations

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All non-classroom, certified employees will teach an expectation at the following stations: bathrooms, stairs, hallways, office, nurse, entrance/exits, cross walk, and assemblies.	08/28/2009	01/06/2010	During School	Local Funds	
2	Post behavioral expectations in the common areas.	08/24/2009	06/02/2010	Before School	Local Funds	
3	Use KNIGHT ticket to reinforce expected behavior for individual students	08/26/2009	06/02/2010	During School	Local Funds	200
4	Specials teachers will begin using Mr. Attitude award with Kindergarten classes to instill common practices and expectations in specials.	08/26/2009	06/02/2010	During School	Local Funds	
5	Lunchroom and Recess monitors will begin using Attitude Award for reinforcing lunchroom and recess expectations	08/26/2009	06/02/2010	During School	Local Funds	
6	Teachers will collaborate to gain a Safety Patrol with common expectations for the end of the day.	10/01/2009	06/02/2010	During School	Local Funds	
7				Before School	Title I	
8				Before School	Title I	

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

Behavior Expectations

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Share progress with PTO.	08/05/2009	05/18/2010	After School	Local Funds	
2	Share KNIGHT ticket celebrations through the school newsletter and website	10/01/2009	06/01/2010	Before School	Local Funds	

Section II-E Action Plan - Monitoring

Behavior Expectations

This objective will be measured through the number of KNIGHT tickets given to students throughout the school year. There is a graph displayed so that all students and staff can see the building's progress by grade level. Teachers also receive feedback on student's behavior and safety which is shared with the SIP team.

	Name	Title
1	Martne McCoy	Principal
2	Kevin Gordon	Assistant Principal
3	McDole Staff	Professional Educators

Section II-A Action Plan - Objectives

Objective 3

Community Awareness

Objective 3 Description

Maintain community awareness of student successes at McDole during the 2009-2010 school year by communicating monthly with the district, parents and the local community.

No deficiencies have been identified from your most recent AYP Report.

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

Community Awareness

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will share their successes with staff, parents and the community.	08/26/2009	06/01/2010	During School	Local Funds	

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

Community Awareness

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Share student success in the KCN, Kingdom of Readers, local news media, classroom and school newsletters, KME website, McDoleTV (mTV), classroom volunteers, classroom invitations and KME postcards	08/26/2009	06/02/2010	During School	Local Funds	
2	Share ideas at faculty meetings, grade level meetings, teacher lounge bulletin board.	08/26/2009	06/01/2010	During School	Local Funds	
3	Share pictures of successful activities with staff, parents, and local community.	08/26/2009	06/01/2010	During School	Local Funds	

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

Community Awareness

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will have the opportunity to learn about student successes at McDole through the KCN and newsletters.	08/26/2009	06/02/2010	During School	Local Funds	

2	Parents will have the opportunity to visit classrooms.	08/26/2009	06/02/2010	During School	Local Funds	
3	Share pictures of successful student activities.	08/26/2009	06/02/2010	During School	Local Funds	

Section II-E Action Plan - Monitoring

Community Awareness

This goal will be monitored through opportunities that have been provided for community members as reported on the monthly team form and through the number of articles in the KCN about KME students.

	Name	Title
1	Martne McCoy	Principal
2	Kevin Gordon	Assistant Principal
3	McDole Staff	Professional Educators

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 have been notified about the school's academic status through the monthly school newsletter and at Curriculum Night.

Section III - Development, Review and Implementation Part 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.

Teachers receive feedback from parents. They share this information with the administration and the SIP team when developing plans for the coming school year. Data gathered through local and state assessment are utilized along with best practice current research.

	Name	Title
1	Martne McCoy	Principal
2	Kevin Gordon	Assistant Principal
3	Kathy Buhrt	Early Childhood teacher
4	Kelly DeGaetano	Kindergarten teacher
5	Jennifer Schieber	First Grade teacher
6	Kim Wicyk	Second Grade teacher
7	Chrissy Olma	Third Grade teacher
8	Jenny Wold	Fourth Grade teacher
9	Rick Scott	Fifth Grade teacher
10	Jeremy Berger	Computer teacher
11	Vikki Moeller	Social Worker

12	Kris Dill	Paraprofessional
13	Renee Kuryliw	Paraprofessional
14	Betty Benham	Rtl Facilitator

Section III - Development, Review and Implementation

Part C. Peer Review Process

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

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

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

After initial development by the SIP team, the school improvement plan was shared with grade level teams by the members of the SIP team. The plan was shared with district level administration for review. The plan was presented to the staff for review and comment at the beginning of the school year.

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.

Kaneland Community Unit District #302 provides FRIENDS/Mentoring program (Fostering Relationships Involving Educators New to District Schools). FRIENDS is a two year program with several critical and training opportunities for both the mentor and mentee.

The program includes a multi-day orientation program designed to introduce new teachers to important policies, practices and expectations set by the Kaneland School District. The primary purpose of the orientation program is to welcome, acclimate, guide and support new and novice teachers. Each teacher is paired with an experienced staff member in the same building or of a like job assignment. As a result of the individual mentoring experience, new teachers build a greater understanding of their job responsibilities and begin to

understand the District's cultures, values, beliefs and traditions. Meeting with the mentor continue through the year.

Throughout the year, monthly training sessions are provided for the new and novice teachers. Topics covered in the sessions include parent communication, classroom instruction and assessment, effective communication, building a positive classroom environment, effective planning and preparation, and the professional responsibilities of a teacher. Sessions are held at both the district and individual building level. The final session of the year allows the participants in the program an opportunity to provide feedback to help improve the program for the following year.

Section III - Development, Review and Implementation Part E. District 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.

The district provides training and discussion opportunities for the administration to adequately create and implement an effective School Improvement Plan. We are provided monies to enact the identified strategies that can effectively improve the areas of need. Our current plan looks at reading and writing strategies, as well as, character education as our primary focus area.

Throughout the year, mini-reports are made to the administrative team and ideas are generated to further enhance the identified plan. Feedback is provided by the district administrative team, including Curriculum Director and Coordinator, Special Education Director and Coordinator, Assistant Superintendent of Human Resources, and Assistant Superintendent of Business, and Superintendent of Schools. Also, elementary principals meet bi-monthly to discuss progress and provide feedback to each other.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

- 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;
- 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 Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

- 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 a private 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:
 - governance and management, and/or
 - financing and material resources, and/or
 - staffing.

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

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

None at this time.

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board: **09/28/2009**

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 in 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 the 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 assessments 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 the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

- Yes No Have the areas of low achievement been clearly identified? [C]
- Yes No Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]
- Yes No Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]
- Yes No Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

- Yes No N/A If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
- Yes No N/A Do these local assessment results add clarity to the state assessment data?
- Yes No N/A Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

- Yes No N/A If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
- Yes No N/A Do the other data add clarity to the state assessment data?
- Yes No N/A Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

Yes No

Have data or research been used to determine the key factors believed to cause low performance? [C]

 Yes No

Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES Yes NoHas the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C] Yes No N/A

Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES Yes No

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

 Yes No

Will the selected strategies and activities likely improve student learning and achievement? [C]

 Yes No

Are the strategies and activities measurable? [C]

 Yes No

Are the measures of progress for the strategies and activities clearly identified? [C]

 Yes No

Are expectations for classroom behavior and practice related to the objectives clear? [C]

 Yes No N/A

Is professional development aligned with the strategies and activities for students? [C]

 Yes No N/A

Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

 Yes No N/A

Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

 Yes No N/A

Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

 Yes No

Are timelines reasonable and resources coordinated to achieve the objectives? [C]

MONITORING

Yes No

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]

Yes No

Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

Yes No N/A

Does this plan 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 parents can understand? (Title I Schools Only) [C]

STAKEHOLDER INVOLVEMENT

Yes No

Does the plan describe how stakeholders have been consulted? [C]

Yes No

Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

Yes No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP? [C]

TEACHER MENTORING PROCESS

Yes No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

DISTRICT RESPONSIBILITES

Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

Yes No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

Yes No N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS