

Local Board Approved	11/22/2010
Submitted	12/02/2010
Plan Resubmitted	12/02/2010
ISBE Monitoring Completed	

Section I-A Data & Analysis - Report Card Data
Item 1 - 2010 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	2010-11 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2010-11 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		77.5			77.5			91		80	
All	99.0	Yes	99.0	Yes	86.1		Yes	94.4		Yes	95.2	Yes		
White	99.4	Yes	99.4	Yes	86.1		Yes	95.4		Yes				
Black														
Hispanic														
Asian/Pacific Islander														

Native American													
Multiracial/Ethnic													
LEP													
Students with Disabilities													
Economically Disadvantaged													

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2010 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	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)			96.1	96.4	96.3	98.6	95.9	95.2
Truancy Rate (%)			0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate (%)			30.1	16.1	14.5	9.5	7.8	7.7
HS Graduation Rate, if applicable (%)			-	-	-	-	-	-
HS Dropout Rate, if applicable (%)			-	-	-	-	-	-
School Population (#)			475	357	378	427	443	475
Low Income (%)			0.8	3.4	4.0	2.6	7.0	8.6
Limited English Proficient (LEP) (%)			2.1	3.1	3.7	5.2	4.3	3.6
Students with Disabilities (%)			-	-	-	-	-	16.0
White, non-Hispanic (%)			89.1	88.0	86.0	81.5	85.1	85.1
Black, non-Hispanic (%)			0.6	0.0	0.0	0.5	0.0	0.2
Hispanic (%)			6.9	6.4	7.7	9.1	7.2	6.9
Asian/Pacific Islander (%)			2.7	4.2	4.8	4.4	4.3	4.2
Native American or Alaskan Native(%)			0.2	0.0	0.0	0.5	0.0	0.0
Multiracial/Ethnic (%)			0.4	1.4	1.6	4.0	3.4	3.6

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 (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2005	89.1	0.6	6.9	2.7	0.2	0.4
	2006	88.0	-	6.4	4.2	-	1.4
	2007	86.0	-	7.7	4.8	-	1.6
	2008	81.5	0.5	9.1	4.4	0.5	4.0
	2009	85.1	-	7.2	4.3	-	3.4
	2010	85.1	0.2	6.9	4.2	-	3.6
D I S T R I C T	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
	2009	84.1	1.2	9.9	2.5	0.2	2.1
	2010	83.4	1.7	9.6	2.7	0.2	2.4
S T A	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

T E	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
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2005	2.1	0.8	98.7	96.1	30.1	-	-	-	-
	2006	3.1	3.4	98.0	96.4	16.1	-	-	-	-
	2007	3.7	4.0	99.0	96.3	14.5	-	-	-	-
	2008	5.2	2.6	98.7	98.6	9.5	-	-	-	-
	2009	4.3	7.0	98.0	95.9	7.8	-	-	-	-
	2010	3.6	8.6	98.0	95.2	7.7	-	-	-	-
D I S T R I C T	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
	2010	2.4	9.1	98.4	95.1	4.8	-	-	0.5	100.0
S T A T	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

E	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	87.1
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8

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	2005	475	81	68	73	-	-	-
	2006	357	53	55	54	-	-	-
	2007	378	72	56	64	-	-	-
	2008	427	69	74	61	-	-	-
	2009	443	72	67	74	-	-	-
	2010	475	56	79	70	-	-	-
D I S T R I C T	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
2010	4,757	364	358	393	358	367	294	
S T A T E	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
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919

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)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	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	1	-
	2003	195	13	48,386	39	61	18	17	1	-
	2004	202	12	52,447	39	61	19	19	1	-
	2005	219	11	52,107	42	58	18	19	-	-
	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	-	-
2010	275	10	58,870	32	68	19	19	-	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	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	3	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	13	61,402	44	56	18	18	1	1	

	2010	132,502	13	63,296	42	57	18	18	1	1
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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 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	81.4	80.7	88.6	79.0	81.2	84.3	-	94.3	91.2	91.3	76.1	91.7	69.0	86.8	82.1	88.1	89.1	82.6
White	80.5	83.3	86.4	79.3	79.6	86.7	-	95.7	88.6	92.6	78.4	89.5	71.0	89.4	82.2	89.1	88.0	83.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	25.0	-	-	-	-	-	-	41.6
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
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, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	95.2	96.2	97.1	96.8	97.1	100.0	-	100.0	100.0	100.0	94.0	100.0	78.6	94.3	92.6	89.9	95.8	85.7
White	96.0	97.7	96.6	98.1	98.2	100.0	-	100.0	100.0	100.0	98.3	100.0	80.3	95.8	92.9	91.3	94.7	88.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	91.7	-	-	-	-	-	-	58.3
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
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?

1. Kaneland Blackberry Creek Elementary has achieved AYP in all areas, all grades.
2. 3rd and 4th grade overall AYP scores increased from last year. 5th grade overall AYP scores decreased.
3. Students subscores in writing indicate that low ISAT scores for 5th grade were a result of lower scores in Support, Organization, and Integration with less than 45% of the students receiving a 4 or above. Scores for Focus and Conventions were high with 70-90% of students scoring in the upper range. 76%-85% of the third graders scored a 4 or above. Conventions scores were lower. Highest percentages of student scores for both grades were mid-range scores of 3 and 4.

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

1. The 5th grade AYP scores may be reflective of the level of scores this particular group of students achieved in previous years. When the scores are compared to other groups of students in previous years, they ranged from .3% to 15.2% lower.
2. The data shows that each grade exhibits a variety of performance levels of students' skills in writing. One of those skills which vary between grade levels is 'developing an idea/focus for writing with supports'. This skill/step is crucial for developing the writing piece. Student performance data for this skill/step should reflect upper range

scores across all grade levels. Two reasons the varying scores may be occurring are; 1) the increase in writing expectations from grade-to-grade and between primary and intermediate elementary students are either too extensive, not well defined, or could be better addressed and 2) writing instruction across grade levels is occurring, but may be lacking an appropriate level of common understanding and consistent delivery of the core elements of the writing process and resources.

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

Data indicates the need to increase student performance in writing, specifically Ideas with Support across grade levels, this may be accomplished through: professional development to create a common/universal understanding of Writer's Workshop, the writing process and knowledge of writing resources and collaboration both at the grade levels and vertically between grade levels for implementation and continued conversation and growth in teaching writing.

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?

1. All grades increased their reading scores from Fall 09 to Spring 10 in the Rigby and ISEL assessments.
2. The CBM writing data reflects little change from Fall 09 to Spring 10 for 1st, 2nd, and 4th grades and an increase in scores for 3rd and 5th. All grade data fell within acceptable ranges.
3. Math CBM data for math problems and digits from Fall 09 to Spring 10 show a slight increase in 4th and 5th grades, a slight decrease in 2nd grade, and 1st and 3rd grades remained fairly consistent.

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

Due to the minimal variances in the data, no specific factors have been identified that contributed to these results.

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

The data does not reflect the need for further steps as part of the school improvement plan. The data however is being reviewed and by grade levels and classroom teachers.

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?

1. Research shows that students reported as reading almost every day dropped from 35% in 1984 to 30% in 2004 and those students who read in frequently increased from 8% to 13%. Further research shows a direct correlation between students who read for pleasure score better on reading and writing assessments.
2. **Data from school's local report cards show a broad range in the level of students' making the appropriate progress in their writing skills:** 64% - 94% of 1st and 2nd graders and 43-82% of 3rd and 4th graders. All grade levels have specific areas indicating need for improvement; main idea with supports and conventions were indicated for two or more grade levels.
3. School-wide discussions concerning student behavior indicate:
 - o Communication about student misbehavior across different areas/locations could improve
 - o Misbehavior is addressed quickly
 - o Need for a common set of rules/expectations for the entire school
 - o **Increase assistance for repeat offenders**

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

1. Reading for pleasure correlates strongly with academic achievement; voluntary readers are better readers and writers than nonreaders, children who read for pleasure on a daily or weekly basis score better on reading tests than infrequent readers, and frequent readers also score better on writing tests than nonreaders or infrequent readers. **Decrease in student reading time outside of school impacts student learning in school.**

2. **The factors are same as reported in Section I-A Data & Analysis - Report Card Data:** The data shows that each grade exhibits a variety of performance levels of students' skills in writing. **One of those skills which vary between grade levels is 'developing an idea/focus for writing with supports'.** This skill/step is crucial for developing the writing piece. **Student performance data for this skill/step should reflect upper range scores across all grade levels. Two reasons the varying scores may be occurring are; 1) the increase in writing expectations from grade-to-grade and between primary and intermediate elementary students are either too extensive, not well defined, or could be better addressed and 2) writing instruction across grade levels is occurring, but may be lacking an appropriate level of common understanding and consistent delivery of the core elements of the writing process and resources.**

3. All classroom and administrative expectations and responses to student behavior have common elements, **but are not connected directly together in one school-wide** approach to student management making it more difficult to communicate across the different areas of the school and maintaining consistency with response to students once outside their classroom.

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

1. Continue to collect internal and external data on student self-selected reading and use information to develop and provide targeted activities to promote self-selected reading.
2. **The conclusions are same as reported in Section I-A Data & Analysis - Report Card Data:** Data indicates the need to increase student performance in writing, specifically **Ideas with Support** across grade levels, this may be accomplished through: professional development to create a common/universal understanding of Writer's Workshop, the writing process and knowledge of writing resources and collaboration both at the grade levels and vertically between grade levels for implementation and continued conversation and growth in teaching writing.
3. What is needed is a school-wide set of expectations, rewards, and consequences. This would not only consistently reinforce expectations and increase cooperation, but empower all students with the knowledge and understanding what is expected of them and others. This is important due to the fact of the level of mobility of families these days and with them comes their concepts of what is and isn't appropriate behavior in school. We need to define our culture. Also with this school-wide set of expectations, infractions can be monitored to assist students and enable staff to be proactive in addressing increasing/consistent infractions and problem areas

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?

Staff development for Kaneland schools includes a three tiered process: district days, personal choice for a cohort, and building level days. The district days are designed to meet the needs of the strategic plan, the building days are designed to meet the SIP goals, and the personal choice is meant to provide time for staff to meet and collaborate on student learning and how to best improve curriculum. The building level days are both district set and building set. The district has designated specific School Improvement Days that include half days specifically for building focus. These days are utilized for; SIP goal implementation and professional development focused on helping to achieve our SIP goals (providing staff with information and training). The building set days are utilized for; SIP goal implementation and professional development focused on helping to achieve our SIP goals (providing staff with information and training). The building set professional activities may include SIP related activities, but also address other needs related to student performance, i.e., understanding and utilizing data to direct student learning, instruction/training for interventions and progress monitoring, curriculum focus, development of

formative assessments. These and other activities are also incorporated throughout the year in our common collaboration time in the morning.

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

Over the past several years, professional development opportunities have increased. With this increase, student performance has for the most part improved and maintained. Providing professional development opportunities that focus on curriculum and examining student data to guide student learning is probably an important factor in our level of student performance.

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

Maintain our present level of professional development opportunities to continue to focus on student learning; using data, Response to Intervention, curriculum, collaboration, etc.

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

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

Parents have a variety of opportunities to be involved at Kaneland Blackberry Creek Elementary. Classroom volunteers assist teachers allowing them more time with students and parents themselves have the opportunity to do individual or small group work. Parents assist with field trips. Our fifth grade two day outdoor field trip would not be possible if parents did not help with the activities. Parents are invited to attend our Curriculum Night where they are introduced to grade level curriculum and have the opportunity to ask questions. Progress reports and report cards are sent home updating parents and encouraging them to contact the teachers with any questions. Parent/teacher conferences are well attended providing the opportunity for exchange of information between the classroom teacher and parents. All grade levels send homework home providing parents the opportunity to get involved with their child's curriculum. Parents can also get involved with their children in an optional book club that culminates in an evening event. Our musical performances are called 'Informances'. They are designed to display what students are learning in Music class, entertain, and some Informances involve the parents. The Open House and PTO activities are heavily attended. Parent support has enabled our staff to spend more time on planning and teaching. It has also enabled our teachers to provide learning opportunities they could either not do or, as well, without extra assistance.

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

The assistance provided by parents in allowing the teacher more time to prepare, plan, and teach, plus the individual and small group work parents themselves do with students establishes a learning environment that provides more opportunities for student learning in classroom settings and with individual students. These extra opportunities positively impact overall student performance.

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

Maintain our present level of parent involvement while continue to develop more opportunities for parents to assist with student learning.

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?

The identified areas of improvement for self-selected reading, writing, and school-wide behavior interventions will require ongoing time for professional development, developing agendas, strategies, materials, monitoring techniques, collaboration, and data review. These are elements that are within the school's ability to work with.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Student Writing	
2	Behavior Strand (Rtl)	
3	Self-selected Reading	

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

Section II-A Action Plan - Objectives

Objective 1

Student Writing

Objective 1 Description

By the final quarter of the 2011-12 school year, a minimum of 85% of students will meet or exceed expected grade level progress in focus and ideas objectives, as indicated on the grade level rubric. The assessment will be done on a teacher selected piece of each student's draft writing each quarter, generated during Writing Workshop.

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

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

Objective 1 Title :

Student Writing

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will produce various writing pieces, participating in all components of a Writer's Workshop.	08/30/2010	06/01/2012	During School	Local Funds	0
2	Students will incorporate all steps of the writing process with emphasis on ideas/focus with support.	08/30/2010	06/01/2012	During School	Local Funds	0
3	Students will participate in a minimum of one pre-publishing conference with the teacher per quarter to assess his/her progress on demonstrating ideas and focus with supports.	08/30/2010	06/01/2010	During School	Local Funds	0
4	Students will be provided opportunities to share their writing.	08/30/2010	06/01/2012	During School	Local Funds	0

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

Objective 1 Title :

Student Writing

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will participate in a survey to determine a baseline of staff understanding of Writer's Workshop and previous training in writing instruction (Six Traits, Lucy Calkins, Step-Up, ideas/focus with support, and other).	08/23/2010	06/01/2012	Before School	Local Funds	0

2	Staff will participate in professional development on Writer's Workshop structures and routines.	08/30/2010	06/01/2012	Before School	Local Funds	450
3	Staff will participate in professional development on current writing resources, i.e., Six Traits, Lucy Calkins, Step-Up, etc.	08/30/2010	06/01/2012	Before School	Local Funds	0
4	Staff will be provided opportunities for collaboration with grade levels, school staff, and other district staff concerning writing resources and incorporating ideas/focus with supports into Writer's Workshop.	08/24/2010	06/01/2012	During School	Local Funds	600
5	Staff will incorporate Writer's Workshop components in their writing program.	08/30/2010	06/01/2012	During School	Local Funds	0
6	Staff will collect data from student writing samples during quarterly pre-publishing conferences. (This data will assist in developing a rubric for assessing student use of focus/ideas and supports.)	08/30/2010	05/27/2011	During School	Local Funds	0
7	Grade level and vertical teams will develop writing rubrics to assess student use of ideas/focus and supports in their writing.	01/18/2011	08/24/2011	During School	Local Funds	0
8	Staff will assess student writing samples using grade level rubrics developed in year one.	08/24/2011	06/01/2012	During School	Local Funds	0
9	Grade level teams will meet quarterly and vertical teams will meet each semester to analyze writing data	08/24/2011	06/01/2012	Before School	Local Funds	0
10	Staff will provide information to parents regarding writing instruction in school and ways they can be involved with their child's writing at home.	08/30/2010	06/01/2012	After School	Local Funds	60

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

Objective 1 Title :

Student Writing

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Parents will be provided information throughout the school year (Curriculum Night, conferences, newsletters, Open House, etc.)	08/24/2011	06/01/2012	After School	Local Funds	60

	regarding school implemented writing instruction.					
2	Parents will receive information concerning ways they can be involved with their child's writing at home	08/24/2011	06/01/2012	After School	Local Funds	60

Section II-E Action Plan - Monitoring

Objective 1 Title :

Student Writing

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 of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

- Staff will develop the writing rubrics for grades K-5 and will use them to assess student progress toward the goal.
- Grade level teams will meet individually and vertically to analyze the rubric data to assess its effectiveness and what the data is indicating about student learning / writing; writing trait of Ideas/Focus with supports and the writing process in general. This information will assist in improving the rubric and guide student learning toward goal accomplishment.
- Staff survey information, rubric data, and grade level and school-wide collaboration about writing instruction and its impact on student learning will provide information to guide ongoing professional development.
- Administrative observations, learning walks, and peer collaboration will help maintain the integrity of writing instruction; **Writer's Workshop and writing resources.**

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

	Name	Title
1	Kyle Kuhns	Principal
2	Bradley Linko	Assistant Principal
3	Linda Zulkowski	RTI Facilitator
4	Chris Sears	Literacy Teacher
5	Sharlene Momich	Classroom Teacher
6	Pam Lemp	Classroom Teacher
7	Lisa Weimer	Classroom Teacher
8	Barb Messina	Classroom Teacher
9	Jennifer Bovee	Classroom Teacher
10	Lynda McGowen	Classroom Teacher

11	Lindsay Szewczyk	Classroom Teacher
12	Erin Eickman	Classroom Teacher
13	Jamie Holubecki	Physical Education Teacher
14	Tammy Metz	Computer Teacher
15	Laura Emmert	Speech Pathologist
16	Lisa Campise	Social Worker
17	John Warrington	School Psychologist
18	Terri Konen	RTI Facilitator / ELL Teacher

Section II-A Action Plan - Objectives

Objective 2

Behavior Strand (Rtl)

Objective 2 Description

By May 2012, 85% of students will consistently exhibit all behavioral expectations according to the behavioral matrix in order to promote a positive learning community

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

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

Objective 2 Title :

Behavior Strand (RtI)

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Participate in instruction and activities of core behavior expectations; Expectation Walks, classroom instruction/activities, school-wide activities, assemblies, end-of-year, etc.	08/27/2010	06/01/2011	During School	Local Funds	2,400
2	Demonstrate their knowledge of core behavior expectations through verbal/model/written responses to questions and in their daily behavior	08/27/2010	06/01/2012	During School	Local Funds	0
3	Demonstrate their knowledge and understanding of a problem solving model when questioned and/or in their response to situations encountered	08/27/2010	06/01/2012	During School	Local Funds	0
4	Participate in classroom behavior reflection (Tier 1); matrix displayed	10/22/2010	06/01/2012	During School	Local Funds	0
5	Participate in pilot for student based self-monitoring program and other interventions (Tier 2 & 3)	01/07/2011	06/01/2012	Before School	Local Funds	0
6	Participate of a school safety patrol for the beginning and end of the school day	09/20/2010	06/01/2012	During School	Local Funds	0

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

Objective 2 Title :

Behavior Strand (RtI)

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Set up a behavior problem solving team to review SWIS and other data in identifying and assisting at risk students	08/23/2010	08/30/2010	During School	Local Funds	0

2	Create a SWIS Team to manage behavior data and provide monthly reports	08/23/2010	08/30/2010	During School	Local Funds	0
3	Establish school-wide behavior expectations and implement expectation walks for students in key areas	08/03/2010	08/05/2010	Summer School	Local Funds	0
4	Plan and present staff development for core behavior expectations and procedures; behavior documentation form, SWIS, report card data, major vs. minor infractions, behavior matrix, interventions, other. Provide appropriate information/instruction to substitutes.	08/23/2010	06/01/2012	During School	Local Funds	0
5	With intention, review and model school-wide and classroom behavior expectations for the students with integrity and consistency the first three weeks of school	08/25/2010	09/15/2010	Before School	Local Funds	0
6	School and grade level discussions of behavior data; set times and format	10/25/2010	06/01/2012	During School	Local Funds	0
7	Respond to all / any students whose behavior does not meet behavioral expectations	08/25/2010	06/01/2012	During School	Local Funds	0
8	Determine a baseline for the number of students who respond to core behavior expectations; track and record behavior data forms	05/02/2011	05/31/2011	During School	Local Funds	0
9	Benchmark at risk kids at the end of each quarter using report card data and behavior slips from all staff	10/25/2010	06/01/2012	During School	Local Funds	0
10	Set up staff grid/matrix for reporting quarterly behavior classroom reflection discussions/data; all Expectation areas	09/09/2010	06/01/2012	During School	Local Funds	0
11	Develop and implement a student based pilot program for self-monitoring and/or recognition of positive displays of core behavior expectations and other Tier 2 & 3 interventions	10/22/2010	06/01/2012	During School	Local Funds	0
12	Review and utilize third quarter learner characteristics as the universal screener to inform interventions for year two	03/18/2011	06/01/2011	During School	Local Funds	0
13	Initiate problem solving referrals off of the learner characteristics. Use 1st and 3rd quarter report cards.	08/26/2011	06/01/2012	During School	Local Funds	0
14	Implement tier 2 interventions	08/26/2011	06/01/2010	During School	Local Funds	0
15	Establish behavior management procedures / communication between Specials and classroom teachers for major and minor infractions	08/23/2010	08/27/2010	During School	Local Funds	0

16	Set up a school safety patrol for the beginning and end of the school day; possible fourth and fifth grade collaboration	09/20/2010	06/01/2012	During School	Local Funds	0
17	RTI behavior information added to the 2011-12 Handbook	02/01/2011	05/20/2011	During School	Local Funds	0
18	Presentation to the PTO concerning RTI behavior initiative and parent expectations	10/14/2010	10/14/2010	After School	Local Funds	0
19	Develop and distribute parent information concerning the RTI Behavior program	08/25/2010	06/01/2012	During School	Local Funds	

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

Objective 2 Title :

Behavior Strand (RtI)

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Receive information and reminders concerning RTI initiatives, expectations, and home support; brochure, newsletters, website, P/T conferences, Curriculum Night	08/25/2010	06/01/2012	After School	Local Funds	50
2	Model the established school behavioral Expectations while in the building	09/09/2010	06/01/2012	After School	Local Funds	

Section II-E Action Plan - Monitoring

Objective 2 Title :

Behavior Strand (RtI)

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 of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

SchTrack data gathered from:

- the behavior documentation forms entered into SWIS. Reports will be generated, reviewed, and used to address behavior concerns.
- the report cards. Data will be reviewed and used to address behavior concerns not identified in SWIS.

- the interactive behavior matrix chart from the teacher/staff identified Expectation concerns.
- teacher/staff information.

Documentation of meetings dedicated to staff development, discussion / problem solving of data gathered and the activities/strategies implemented.

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
1	Kyle Kuhns	Principal
2	Bradley Linko	Assistant Principal
3	Linda Zulkowski	RTI Facilitator
4	Chris Sears	Literacy Teacher
5	Sharlene Momich	Classroom Teacher
6	Pam Lemp	Classroom Teacher
7	Lisa Weimer	Classroom Teacher
8	Barb Messina	Classroom Teacher
9	Jennifer Bovee	Classroom Teacher
10	Lynda McGowen	Classroom Teacher
11	Lindsay Szewczyk	Classroom Teacher
12	Erin Eickman	Classroom Teacher
13	Jamie Holubecki	Physical Education Teacher
14	Tammy Metz	Computer Teacher
15	Laura Emmert	Speech Pathologist
16	Lisa Campise	Social Worker
17	John Warrington	School Psychologist
18	Terri Konen	RTI Facilitator / ELL Teacher

Section II-A Action Plan - Objectives

Objective 3

Self-selected Reading

Objective 3 Description

By the conclusion of the 2010-11 school year, 80% of teachers in grades 2-5 will provide targeted activities to promote self-selected reading. As a result, self-selected reading of students in grades 2-5 will increase by 20%.

deficiencies have been identified from your most recent AYP Report.

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

Objective 3 Title :

Self-selected Reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Participation in planned activities and events referenced below	10/01/2010	05/25/2011	During School	Local Funds	0
2	Reading Weeks; students will record self-selected reading during Week	10/01/2010	05/25/2011	After School	Other	0

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

Objective 3 Title :

Self-selected Reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Create a Reading Café; themes and activities will encourage reading as a selected activity within and outside of school • Acquire/purchase furniture and other items • Grand Opening • Staff shared responsibility for themes and activities (when appropriate). Groups and dates will be assigned. • Individual teacher and grade level use	10/01/2010	05/27/2011	After School	Other	2,000
2	Collaboration with the LRC on Book Talks	10/01/2010	05/25/2011	During School	Local Funds	0
3	Create a display of staff reading recommendations for students - quarterly	10/01/2010	05/25/2011	During School	Local Funds	0
4	Review current data and baseline for home reading and, if needed, revise survey for parent completion at Curriculum Night and in the Spring	09/02/2010	04/01/2011	During School	Local Funds	0
5	Organize Edmodo book clubs- 1 per quarter throughout 2010-2011 school year	10/01/2010	05/25/2011	After School	Local Funds	0
6	Family book events: • Plan a minimum of two family book discussion events • Bedtime Stories	09/02/2010	05/25/2011	After School	Local Funds	0
7	Staff development of aesthetic reading: • Staff sharing activities and strategies used for promoting aesthetic reading • Article studies / Book Club • District/out-of-district presenters	08/24/2010	05/25/2011	During School	Local Funds	0
8	Individual classroom activities • Reading Buddies • Newsletter • Activities will vary with staff support through staff development and sharing of ideas during staff meetings and grade level meetings • Data maintained throughout the year to monitor classroom activities	09/02/2010	05/25/2011	During School	Local Funds	40
9	Reading Weeks: School-wide event, projected dates in October and January	10/04/2010	05/25/2011	During School	Title I	100

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

Objective 3 Title :

Self-selected Reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Reading events; • Book discussion groups mentioned above • Bedtime Stories	10/01/2009	05/27/2011	After School	Local Funds	0
2	Parent readers in classrooms and/or community member talks: impacts of reading on their positions / interests	10/01/2010	05/25/2011	During School	Local Funds	0
3	Survey completion: Reading survey revised and completed at Curriculum Night and in the Spring	11/04/2010	04/15/2011	After School	Title V	20
4	Community members involved with planning/presenting at the Reading Café.	12/01/2010	02/24/2011	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 3 Title :

Self-selected Reading

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 of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Progress and completion of the goal will be monitored with the following data; parent/student surveys, Reading Weeks, meeting notes, teacher observations

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
1	Kyle Kuhns	Principal
2	Bradley Linko	Assistant Principal
3	Linda Zulkowski	RTI Facilitator

4	Chris Sears	Literacy Teacher
5	Sharlene Momich	Classroom Teacher
6	Pam Lemp	Classroom Teacher
7	Lisa Weimer	Classroom Teacher
8	Barb Messina	Classroom Teacher
9	Jennifer Bovee	Classroom Teacher
10	Lynda McGowen	Classroom Teacher
11	Lindsay Szewczyk	Classroom Teacher
12	Erin Eickman	Classroom Teacher
13	Jamie Holubecki	Physical Education Teacher
14	Tammy Metz	Computer Teacher
15	Laura Emmert	Speech Pathologist
16	Lisa Campise	Social Worker
17	John Warrington	School Psychologist
18	Terri Konen	RTI Facilitator / ELL Teacher

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.*)

Not a Title 1 school

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.

A School Improvement Team was established with representation from each grade level and the Support staff. Several meetings were held to review data, identify areas for improvement, and develop strategies to address them. The district's Curriculum Director was consulted on specific goals. Elementary Principals and District administration reviewed goals and made recommendations.

	Name	Title
1	Kyle Kuhns	Principal
2	Bradley Linko	Assistant Principal
3	Linda Zulkowski	RTI Facilitator
4	Jennifer Storm	Literacy Teacher
5	Sharlene Momich	Classroom Teacher
6	Pam Lemp	Classroom Teacher

7	Lisa Weimer	Classroom Teacher
8	Barb Messina	Classroom Teacher
9	Jennifer Bovee	Classroom Teacher
10	Jennifer Storm	Classroom Teacher
11	Susan Ford	Classroom Teacher
12	Lynda McGowen	Classroom Teacher
13	Lindsay Szewczyk	Classroom Teacher
14	Erin Eickman	Classroom Teacher
15	Jamie Holubecki	Classroom Teacher
16	Tammy Metz	Computer Teacher
17	Laura Emmert	Speech Pathologist
18	Lisa Campise	Social Worker
19	John Warrington	School Psychologist
20	Terri Konen	RTI Facilitator / ELL Teacher

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

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

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

The district is piloting a vigorous peer review process in order to provide review, progress monitoring, and accountability for goal completion for each school in the district. The peer review process will consist of three meetings per year to focus on building goals, progress-monitoring, and assessing success based on data. The peer review teams will consist of staff members from various levels within the district, and will receive training on the protocols that will be utilized for each of the peer review meetings. This process

will ensure that rigorous student achievement outcomes are pursued in a systematic way through our school improvement plan.

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 School District #302 provides a FRIENDS mentoring program (Fostering Relationships Involving Educators New to District Schools). FRIENDS is a two year program with several critical components 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. Mentoring is accomplished through a team approach. 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. Throughout the year, monthly training sessions are provided for the new and novice teachers. Topics covered in the session 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.

Kaneland school district provides several teacher institute and school improvement days each school year. The focus of these days is to provide ongoing support, time, and resources to all staff on best practices in areas identified for school improvement. These days also provide time for the individual schools to identify and focus on specific needs, implementation, review of data, and monitoring of their individual school improvement plans. The school district also provides resources enabling staff across schools to collaborate throughout the year through district committees and enabling staff between to interact individual schools. This is extremely beneficial this year with the elementary schools sharing a common goal

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). (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;
- 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. (Please 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 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: 11/22/2010

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 (OPTIONAL)

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 (OPTIONAL)

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 No Has 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]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> 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

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> 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 RESPONSIBILITIES

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