

Local Board Approved	11/22/2010
Submitted	12/02/2010
Plan Resubmitted	
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	100.0	Yes	100.0	Yes	86.6		Yes	94.2		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	87.5		Yes	94.5		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 (%)	96.5	96.7	95.7	96.2	95.8	98.4	96.0	95.3
Truancy Rate (%)	0.5	0.0	0.0	0.0	2.0	0.0	0.2	0.0
Mobility Rate (%)	7.8	9.2	8.0	7.0	6.6	6.6	5.4	6.9
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	600	604	644	653	602	607	637	640
Low Income (%)	2.3	2.8	3.9	4.7	7.0	6.6	8.2	12.3
Limited English Proficient (LEP) (%)	2.0	1.8	1.7	1.5	1.8	1.6	1.6	2.3
Students with Disabilities (%)	-	-	-	-	-	-	-	11.7
White, non-Hispanic (%)	97.3	96.2	94.7	93.1	92.0	91.6	91.1	90.6
Black, non-Hispanic (%)	1.0	0.7	0.5	0.6	0.2	0.2	0.2	0.2
Hispanic (%)	1.2	2.6	3.1	3.8	4.5	4.3	4.9	4.7
Asian/Pacific Islander (%)	0.5	0.3	0.8	1.1	1.3	1.5	1.4	1.6
Native American or Alaskan Native(%)	0.0	0.2	0.0	0.0	0.2	0.2	0.2	0.3
Multiracial/Ethnic (%)	-	-	0.9	1.4	1.8	2.3	2.4	2.7

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	2000	97.7	0.6	1.3	0.4	-	-
	2001	98.2	0.7	0.9	0.2	-	-
	2002	97.4	1.0	1.4	0.2	-	-
	2003	97.3	1.0	1.2	0.5	-	-
	2004	96.2	0.7	2.6	0.3	0.2	-
	2005	94.7	0.5	3.1	0.8	-	0.9
	2006	93.1	0.6	3.8	1.1	-	1.4
	2007	92.0	0.2	4.5	1.3	0.2	1.8
	2008	91.6	0.2	4.3	1.5	0.2	2.3
	2009	91.1	0.2	4.9	1.4	0.2	2.4
	2010	90.6	0.2	4.7	1.6	0.3	2.7
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
	2000	61.1	20.9	14.6	3.3	0.2	-

S T A T E	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
	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	2000	1.5	1.9	100.0	96.1	10.1	3	0.6	-	-
	2001	1.3	1.8	98.0	96.1	8.4	-	-	-	-
	2002	2.4	2.0	97.5	95.7	8.5	3	0.5	-	-
	2003	2.0	2.3	97.0	96.5	7.8	3	0.5	-	-
	2004	1.8	2.8	99.0	96.7	9.2	-	-	-	-
	2005	1.7	3.9	99.4	95.7	8.0	-	-	-	-
	2006	1.5	4.7	100.0	96.2	7.0	-	-	-	-
	2007	1.8	7.0	100.0	95.8	6.6	11	2.0	-	-
	2008	1.6	6.6	100.0	98.4	6.6	-	-	-	-
	2009	1.6	8.2	100.0	96.0	5.4	1	0.2	-	-
2010	2.3	12.3	100.0	95.3	6.9	-	-	-	-	
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	
	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

S T A T E	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	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	2000	524	-	-	-	-	-	-
	2001	560	-	-	-	-	-	-
	2002	586	119	109	-	-	-	-
	2003	600	116	127	-	-	-	-
	2004	604	134	120	-	-	-	-
	2005	644	112	123	109	-	-	-
	2006	653	102	120	125	-	-	-
	2007	602	84	99	114	-	-	-
	2008	607	116	92	102	-	-	-
	2009	637	102	116	100	-	-	-
	2010	640	104	97	112	-	-	-
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
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-

S T A T E	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	73.7	84.5	87.0	86.6	82.9	85.4	-	84.3	85.2	84.7	90.0	91.4	73.0	84.8	88.1	91.8	88.5	83.7
White	74.3	84.1	86.8	85.8	84.5	84.0	-	84.2	85.4	84.8	89.4	94.1	72.4	85.4	88.9	92.4	89.3	86.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	63.6	70.0	66.6	50.0	45.5	-	84.6	-	41.6	50.0	-	-	10.0	71.4	-	50.0	-
Low Income	-	-	-	-	-	82.4	-	-	-	-	-	90.9	-	-	88.2	-	83.3	61.6

	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	89.4	97.9	100.0	99.1	92.9	96.2	-	94.5	96.1	96.7	97.3	92.6	82.7	93.2	93.6	95.9	92.8	92.9
White	90.7	97.8	100.0	99.1	95.5	95.8	-	95.0	95.9	96.2	97.1	96.4	83.7	93.1	95.0	95.7	94.0	92.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	100.0	100.0	94.4	90.0	75.0	-	84.6	-	91.7	85.7	-	-	80.0	85.7	-	70.0	-
Low Income	-	-	-	-	-	94.4	-	-	-	-	-	90.9	-	-	82.3	-	75.0	84.6

	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?

Overall ISAT performance remains strong. Students at all grade levels tested continue to score above the AYP Benchmarks in both reading and math. Additionally, students continue to follow the trend seen, for the past 7 years, of performing higher in math than in reading.

In 3rd grade, student scores in both reading and math increased from the 2009-2010 school year. In 4th grade, student scores in reading increased from 2009-2010, while scores in math decreased slightly. In 5th grade, student scores in math increased from 2009-2010, while scores in reading decreased slightly.

The percentage of students, in both 3rd and 5th grades, who met or exceeded expectations in writing increased slightly. However, student writing scores continue to be lower than those in reading and math.

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

Continued implementation of the Everyday Math program has proven successful for Kaneland students. The program is in the 6th year of implementation. Teachers have developed an in-depth understanding of the curriculum and have begun to supplement as necessary. Additionally, teachers are beginning to utilize a flexible grouping approach to meet varied instructional needs.

Kaneland continues to utilize a Balanced Literacy approach to reading instruction. With a well stocked literacy closet providing easy access to leveled text, teachers continue to instruct students at their instructional reading levels. Additionally, Response to Intervention for reading has been fully implemented for all grade levels. Instructional support for students in the area of reading continues to become more systematic and focused.

John Stewart developed a writing goal during the 2009-2010 school year, which incorporated professional development in the area of writing.

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

The ISAT data implies that the core curriculum currently in place for reading and math is meeting the needs of John Stewart students. It also suggests that the system of interventions currently in place is effective. Given the positive ISAT data for reading and math, the School Improvement Team has focused primarily on local data in developing the 2010 improvement goals. ISAT writing scores suggested that continued efforts in the area of writing would be beneficial to students.

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

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

Student's reading ability is assessed in the fall and spring of each school year using the Rigby Benchmark Assessment and ISEL. Additionally, AimsWeb fluency probes are administered school-wide three times per year. The data from these assessments reveal that students demonstrate growth in reading throughout the school year at all grade levels. The data was used to identify students in need of reading intervention. Progress monitoring data of these interventions revealed that of the 90 students receiving interventions, 40% were being serviced for a gap in phonic development.

Math pre and post assessment are administered in the fall and spring of each school year and math CBM assessments are administered three times per year. Data from these assessments reveal that continual supplementation of basic math facts is necessary. It further confirms the understanding of the spiraling math curriculum and the sequence of skill introduction and mastery. Student scores increase in years where concepts are mastered and decrease in years where concepts are introduced.

Data was collected on student mastery of writing objectives during the 2009-2010 school year through the use of grade level rubrics and CBM assessments. This data revealed that students excel in the areas of conventions and ideas, but struggle with organization and sentence fluency. Additionally, information gained through staff feedback opportunities revealed inconsistent implementation and understanding of the writer's workshop across grade levels.

Informal feedback from staff identified a lack of consistent building-wide behavioral expectations, as well as a lack of specific, targeted instruction in behavioral expectations.

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

Given that the 2010-2011 school year is the second year of full implementation of RtI for reading, data is beginning to accumulate. There is now enough information to identify intervention trends and to identify continued student needs.

Through the work of the 2009-2010 SIP team, grade level teams demonstrated an increased focus on data analysis and reflection. Collaboration between teachers shifted to a data driven, student learning focused approach.

The Kaneland district continues to monitor the implementation of Professional Learning Communities. While much work has been accomplished toward this goal, next steps identified include the development and use of common formative assessments.

It is also important to note that the building experienced new leadership during the 2009-2010 school year.

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

With the continued experience of change in building leadership, the need to review data and observe delivery of instruction is necessary.

Although strengths in writing performance have been noted, additional attention should be given to professional development in writing to increase consistency and continuity of writing instruction.

RtI data reveals a need to further investigate phonics instruction with the core curriculum.

The lack of intentional and focused instruction on building-wide behavioral expectations needs to be addressed.

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?

Kaneland experienced budget constraints which resulted in a decrease in staff, particularly in the area of Rtl and support staff. The 2010-2011 school year is operating with fewer intervention providers.

Stewart in particular experienced a high number of retirees at the end of the 2009-2010 school year and will continue to experience a high number of retirees at the end of the current school year.

Stewart has experienced a change in leadership for the past 2 years. Consistent leadership is necessary for continued, positive growth.

The Kaneland Elementary schools saw many new curricular initiatives during the past 5 years. The curriculum has now stabilized, allowing staff to focus on developing consistent and clear understanding of and delivery of content.

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

As with the implementation of any new initiative, Kaneland experienced implementation dips with new curriculum. As we proceed with implementation, positive results are being recorded. The need for continual professional development is noted to ensure consistent delivery of and understanding of instruction.

With the decrease in staff, came the decrease in interventionists available to deliver reading support. Decisions regarding the need for intervention services have become increasingly difficult, with available resources needing to be a factor in the decision making process.

Change in leadership has not appeared to impact student learning at this time. Assessment data does not reveal either large gains or losses in student performance throughout the turnover in building leadership.

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

Consistent building leadership will allow for a continuity in the improvement focus and process.

The stabilization of current curriculum will allow teachers the time necessary to increase their knowledge and expertise in each instructional area. Professional development opportunities are needed to gain consistency in delivery of instruction.

Reductions in staff necessitate the need to review the role of all staff members in the delivery of interventions.

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?

Large gains in collaboration were seen from the 2009-2010 school year to the current school year. All staff now meet weekly with their team to focus on student learning and relevant data. Faculty meetings increased from 1 time per month to 2 times per month and the focus shifted from the sharing of informational items to engaging in continual professional development opportunities.

The average years of teacher experience is 10 years and the percentage of teachers holding Master's Degrees is 68%.

The 2010-2011 school year saw the loss of 2 secretarial support staff members, as well as a 1/2 time Rti interventionist. This decrease of 2 1/2 staff members impacted availability of intervention providers.

As a result of the large number of retirees, the building has an increased need to provide professional development for newly hired staff members.

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

The large number of retirees has necessitated increased professional development opportunities for newly hired staff members. Furthermore, the stabilization of district curriculum has allowed teachers to focus on developing a more in-depth understanding of current curricular programs and best practice in each instructional area. To meet this need, faculty meetings have increased from 1 to 2 times per month.

The lack of consistent behavioral expectations throughout the building necessitated the development of a building-wide behavioral matrix.

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

Continued opportunities for professional development in the areas of writing, phonics and positive behavioral interventions are needed.

The development of common, formative assessments in the areas of writing and phonics will allow for staff to make data driven decisions for students.

The anticipation of additional retirees will require a continued emphasis on job embedded professional development opportunities.

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?

The Parent-Teacher Network (PTN) is highly active, with monthly meetings and frequent activities for students and families. Given the 96% student attendance rate, the 99% parent conference attendance rate and the 92% supply drop-off attendance rate, it is concluded that parents take an active role in their child's school experience.

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

Many parents support their child's learning outside of school with homework help, reading, additional resources, time, etc.

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

John Stewart has a wonderful resource in its parent community. Their input and participation will be sought out and taken into consideration throughout the improvement planning process.

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?

Establishing consistent building leadership will support the continuity of improvement efforts from year to year.

The need to review the delivery of phonics instruction within the core curriculum and to develop common formative phonics assessments at each grade level is necessary. Stewart plans to conduct a needs assessment to gain additional information as to the best way to proceed. Research suggests that linking this goal to that of authentic writing experiences will be beneficial to student learning.

Identified gaps in implementation of Writer's Workshop across grade levels must be addressed through continual, **job-embedded professional development opportunities**. This is particularly important for newly hired staff members.

The need for a consistent, building-wide behavior matrix of behavioral expectations needs to be established. Additionally, focus and intentional instruction regarding behavioral expectations must be delivered to all students.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Writing Workshop	
2	Phonics Goal	
3	Behavior Goal	

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

Section II-A Action Plan - Objectives

Objective 1

Writing Workshop

Objective 1 Description

By the conclusion of the 2011-2012 school year, students will have chosen a minimum of one piece of writing each quarter, from among those generated during Writing Workshop, to take through each step of the writing process. Each piece will demonstrate 95% mastery of the given quarter's red objectives.

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

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

Objective 1 Title :

Writing Workshop

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will participate in daily Writer's Workshop, including intentional instruction in application of grade level objectives, use of assessment tool and celebrating progress	08/30/2010	05/31/2012	During School	Local Funds	0
2	Students will take at least one piece of writing through each step of the writing process each quarter.	08/30/2010	05/31/2012	During School	Local Funds	0
3	Students will analyze and assess writing samples, choosing 1 piece per quarter to submit for teacher assessment.	08/30/2010	05/31/2012	During School	Local Funds	0

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

Objective 1 Title :

Writing Workshop

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will participate in monthly professional development on Writing Workshop structures and routines, as well as various writing resources. Resources will be aligned with objectives.	09/03/2010	05/31/2012	Before School	Local Funds	0

2	Staff will revise current writing rubrics for quarterly use and analyze results in horizontal and vertical teams.	09/03/2010	05/31/2012	Before School	Local Funds	0
3	Staff will provide opportunities for students to share their writing; publishing parties, media tech options, library check-out	09/03/2010	05/31/2012	During School	Local Funds	0

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

Objective 1 Title :

Writing Workshop

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The community will acquire information regarding writing instruction and student performance in writing at Curriculum Night, Parent-Teacher Conferences, Open House and through classroom and school-wide newsletters	09/03/2010	05/31/2012	After School	Local Funds	0
2	Parents will participate in publishing celebrations and assist with the development of a Stewart Publishing Center.	09/03/2010	05/31/2012	During School	Local Funds	100

Section II-E Action Plan - Monitoring

Objective 1 Title :

Writing Workshop

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?)

The building-wide school improvement team appointed 4 members to serve on a writing goal sub committee. This 4 member committee will meet a minimum of 1 time per month to plan the implementation of the strategies and activities designated for the writing goal. They will also assess the effectiveness of their work through teacher surveys, quarterly reviews of completed student writing rubrics and informal evaluation 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
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1	Laura Garland	Principal
2	Sue Biddle	4th Grade Teacher
3	Teri Hartkopp	2nd Grade Teacher
4	Kristina Green	Kindergarten Teacher

Section II-A Action Plan - Objectives

Objective 2

Phonics Goal

Objective 2 Description

From May 2011 to May 2012 the number of students whose phonics skills indicate that they are progressing at or above grade level expectations within the core curriculum will increase by 3%.

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

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

Objective 2 Title :

Phonics Goal

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will participate in daily core phonics instruction	08/30/2010	05/31/2012	During School	Local Funds	0
2	Students will demonstrate mastery of grade level phonics skills in daily work and through given assessments.	08/30/2010	05/31/2012	During School	Local Funds	0
3	Students will participate in reading incentives, such as Read to the Principal and Ozzie's Reading Club.	11/01/2010	05/31/2012	During School	Local Funds	0

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

Objective 2 Title :

Phonics Goal

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will develop/Identify common phonics assessment and core objectives.	08/30/2010	05/31/2012	Before School	Local Funds	0
2	Staff will participate in monthly professional development related to phonics portion of Fountas & Pinnell continuum, CAFÉ model(skill-based groups), chosen assessments and objectives, flexible grouping, integration and differentiation strategies	08/30/2010	05/31/2012	Before School	Local Funds	0
3	Staff will utilize CAFÉ model; provide conferencing opportunities to students demonstrating a deficiency in or need for support with phonics skills and incorporate differentiation techniques into daily instruction.	08/30/2010	05/31/2012	During School	Local Funds	0

4	Staff will provide focused, intentional instruction of grade level phonics skills and integrate concepts throughout all daily instruction.	08/30/2010	05/31/2012	During School	Local Funds	0
5	Staff will create/continue school-wide and classroom reading incentives. programs/goals	11/01/2010	05/31/2012	During School	Local Funds	0
6	Staff will increase communication between phonics interventionists and classroom teachers from monthly review to bi-weekly review.	09/20/2010	05/31/2012	During School	Local Funds	0

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

Objective 2 Title :

Phonics Goal

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will acquire information regarding phonics instruction at Curriculum Night, Parent-Teacher Conferences, Open House and through classroom and school-wide newsletters	09/06/2010	05/31/2012	After School	Local Funds	0
2	Parents will serve as parent reading volunteers.	08/30/2010	05/31/2012	During School	Local Funds	0
3	Parents will support student involvement in reading incentives.	11/01/2010	05/31/2012	After School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 2 Title :

Phonics Goal

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?)

The building-wide school improvement team appointed 5 members to serve on a phonics goal sub committee. This 5 member committee will meet a minimum of 1 time per month to plan the implementation of the strategies and activities related to the phonics goal. They will also assess the effectiveness of their work through teacher surveys, quarterly RtI phonics intervention data, student work samples and informal evaluation observations.

Specifically, the school improvement team will:

*monitor integrity of phonics instruction through classroom observations and through conversation during grade level meetings.

*oversee the scoring of student phonics assessment and the development of grade level phonics objectives.

*track percentages of students performing at or above grade level in the area of phonics, as well as the progress of students receiving phonics interventions.

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	Laura Garland	Principal
2	Julia Cloat	RtI Facilitator
3	Amy Blake	1st Grade Teacher
4	Kim Lienhardt	3rd Grade Teacher
5	Nicole Full	Special Education Teacher

Section II-A Action Plan - Objectives

Objective 3

Behavior Goal

Objective 3 Description

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

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

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

Objective 3 Title :

Behavior Goal

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students will participate in core instruction for behavioral expectations.	08/30/2010	05/31/2012	During School	Local Funds	0
2	Students will participate in pilot of tier 2 and tier 3 interventions as needed.	08/30/2010	05/31/2012	During School	Local Funds	0
3	Students will recognize, identify and demonstrate expected behaviors.	08/30/2010	05/31/2012	During School	Local Funds	0

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

Objective 3 Title :

Behavior Goal

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff will participate in staff development on behavior referral procedures; use of referral form, major vs. minor infractions, behavior matrix and SWIS.	08/30/2010	05/31/2012	Before School	Local Funds	0
2	Staff will develop and participate in quarterly expectation walks and a kick-off assembly.	08/30/2010	05/31/2012	During School	Local Funds	0
3	Staff will model and provide positive verbal reinforcement to students displaying appropriate behaviors.	08/30/2010	05/31/2012	During School	Local Funds	0
4	Staff will communicate referral procedures and behavioral expectations to parent helpers and substitute teachers.	08/30/2010	05/31/2012	Before School	Local Funds	0
	Staff will pilot tier 2 intervention strategies such as CICO, post					

5	behavioral expectations throughout the building and facilitate a student council.	08/30/2010	05/31/2012	During School	Local Funds	0
6	Staff will enter/analyze referral data from SWIS monthly and assess need for behavioral interventions.	08/30/2010	05/31/2012	After School	Local Funds	0
7	Staff will track/report students receiving a "minus" for any learner characteristics on the report card.	08/30/2010	05/31/2012	Before School	Local Funds	0

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

Objective 3 Title :

Behavior Goal

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will acquire information regarding core behavioral instruction at Curriculum Night, Parent-Teacher Conferences, Open House and through classroom and school-wide newsletters.	08/30/2010	05/31/2012	After School	Local Funds	0
2	Parents will attend student recognition mornings.	11/01/2010	05/31/2012	Before School	Local Funds	0
3	Parents will model, reinforce and support behavioral interventions while in the building and at home.	08/30/2010	05/31/2012	During School	Local Funds	0

Section II-E Action Plan - Monitoring

Objective 3 Title :

Behavior Goal

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?)

The building-wide school improvement team appointed 5 members to serve on a behavior goal sub committee. This 5 member committee will meet a minimum of 1 time per month to plan the implementation of the strategies and activities related to the behavior goal. They will also assess the effectiveness of their work through teacher surveys, quarterly review of SWIS data and informal student and staff 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	Laura Garland	Principal
2	Bradley Linko	Assistant Principal
3	Melissa Sofia	Social Worker
4	David Argabright	5th Grade Teacher
5	Samantha Aversa	Physical Education 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.*)

Parents are informed of student progress through quarterly report cards and quarterly progress reports. Additionally, evening events such as Rtl Parent Nights, Curriculum Nights, Writing Night, Open House and Parent Teacher Conferences provide opportunities for feedback to be shared.

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.

The building-level school improvement team, consisting of representation from all grade levels and 1 current parent, determined present needs within the building and established the 3 objectives of the action plan. District level personal also assisted in the plan's development.

	Name	Title
1	Laura Garland	Principal
2	Bradley Linko	Asst. Principal
3	Kristina Green	Kindergarten Teacher
4	Amy Blake	1st Grade Teacher
5	Teri Hartkopp	2nd Grade Teacher
6	Kim Lienhardt	3rd Grade Teacher
7	Sue Biddle	4th Grade Teacher

8	David Argabright	5th Grade Teacher
9	Melissa Sofia	Social Worker
10	Nicole Full	Special Education Teacher
11	Samantha Aversa	Physical Education Teacher
12	Julia Cloat	RtI 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.

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.

The Kaneland district provides 4 opportunities to review the implementation of the improvement plan. Peer review teams are in place to support each building in the monitoring of improvement goals. The initial goals are presented to the school board for feedback and ultimately approval.

The district remains flexible and open to suggestions for improvement to curriculum maps, as well as the need for additional resources. School Improvement days focus on furthering building and district initiatives, such as the continual monitoring and furthering of the Kaneland Professional Learning Community.

Funding is made available to allow staff members to participate in the development, implementation and monitoring of school improvement goals.

The district has allotted time for staff to meet horizontally and vertically within individual buildings, as well as across district.

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

- e financing and material resources, and/or
- e 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 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 RESPONSIBILITES

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