

Draft as of 3-10-03

# Rock Island School District #41

<http://www.risd41.org>

## School Improvement Plan

Highlight/Type Your School Name here

Highlight/type the school year here

**District Vision Statement**  
*EXCELLENCE EVERY DAY!*

**District Core Values**  
*ALL STUDENTS CAN ACHIEVE AT HIGH LEVELS*  
*CONTINUOUS IMPROVEMENT*  
*CUSTOMER SATISFACTION*  
*DATA DRIVEN DECISIONS*  
*EMPOWERMENT WITH RESPONSIBILITY*  
*PARENT/SCHOOL COLLABORATION*

### **GUIDING BEHAVIOR**

Students, parents, teachers, support staff, administrators, school board members, and community members will respect, encourage, listen to and treat others in a courteous manner.

### **District Goals**

- Employ processes and programs aligned with local and Illinois Learning Standards resulting in measurable improvement in all subject areas emphasizing reading, mathematics, and writing.
- Forge effective relationships with the Rock Island and Milan parents, communities, and businesses to enhance students' educational opportunities.
- Build and maintain an educational support system that focuses resources and effort to improve student achievement.
- Recruit, develop, and maintain a work force that best meets the needs of our students and reflects the diverse makeup of our student population.

**Introduction:** This document includes all legislative requirements of the School Improvement Plan (SIP) \*(Illinois school code, Section 1.10, (b) (4)). It is designed to assist schools in increasing student achievement by applying [Lincoln-Baldrige criteria](#) and [quality tools and processes \(PDSA\)](#) to the strategic [school improvement planning](#) process.

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Users may adjust the appearance of this document as necessary. When entering responses or data, make sure that the word type is not bolded (as this style is reserved to indicate a template structure or template question). Users can simply enter data or information electronically into this file. This file can also be saved to a local computer to be completed offline.

It may be helpful to use the “[Educational Baldrige Criteria](#)” PDF document and other SIP resources that are available on the RISD #41 School Improvement website at [http://curriculum.risd41.org/admin/school\\_improvement/school\\_improvement.htm](http://curriculum.risd41.org/admin/school_improvement/school_improvement.htm) to assist in the completion of this template and the school improvement planning process. For further clarification, contact [Jay Marino](#), Assistant Superintendent for [Instruction and School Improvement](#); Rock Island School District, Office of Instruction and School Improvement at 309-793-5900.

Title One Requirements: Completion of this document also meets all requirements for Title I School wide and Targeted Assistance schools.

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**A. Organizational Profile**

**A. School Demographics**

Components	School Years						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05

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Total School Enrollment (#)							
Enrollment- Grade K							
Enrollment- Grade 1							
Enrollment- Grade 2							
Enrollment- Grade 3							
Enrollment- Grade 4							
Enrollment- Grade 5							
Enrollment- Grade 6							
Mobility rate (%)							
Low Income (#/%)							
Attendance rate (%)							
Retention rate (%)							
Truancy rate (%)							
Expulsion rate (%)							
Graduation rate (H.S. only) (%)							
Dropout rate (H.S. only) (%)							
AYP (composite %)							
% Students Participate in State Tests							
Limited English Proficiency (#/%)							
Gifted Population (#/%)							
Special Educ. Pop- with IEPs (#/%)							
% White Students							
% Black Students							
% Hispanic Students							
% Asian/P Islander Students							
% Native American Students							
<b>Teacher/Admin Characteristics</b>							
Student/Teacher Ratio (#:#)							
% White Teachers							
% Black Teachers							
% Hispanic Teachers							
% Asian/P Islander Teachers							
% Native American Teachers							
Certified Staff Attendance (%)							
<b>Highly Qualified Staff</b>							
Teachers working out of field or certificate area (#/%)							
Paraprofessionals in Title I schools designated as school wide with less than 2 years of training and/or education degree (#/%)							

**B. Other Staff Demographics (ie: special certifications held by staff, number of teachers with advanced degrees, average years of experience of the teaching staff, turnover rate, other unique features...)**

**C. Briefly describe the characteristics of the school and neighborhood community (attributes).**

**D. List strengths (pluses) of the school as identified by hard or soft data sources such as; surveys or feedback from stakeholders, assessments, awards, recognitions or accomplishments, or other data sources.**

E. List organizational challenges or areas for improvement (deltas) as identified by hard or soft data sources such as; surveys or feedback from stakeholders, assessments and other data sources.

# 1. Leadership

The *Leadership* Category examines how your school’s leadership team addresses your organizational values, directions, and performance expectations. Additional resources to consider: [School Improvement Team Resource Guide](#) & the [Baldrige In Education Leadership Resources](#) including Shipley quick checks for the following groups; grade level/department, School Improvement Team, School Level 1, etc.

School Mission/Vision Statements (if applicable)

## School Improvement Team Members

Provide a composite description of the school improvement team members:

SIP Member’s Name	Position (Indicate if staff, parent, student or other)
	<b>Principal</b>
	<b>Parent(s)</b>
	<b>Student(s)</b>
	<b>Non Certified Staff</b>
	<b>Certified Staff</b>

### 1.1 Organizational Leadership

1.1 (1) Describe how the Building Leadership Team (or SIP team) guides the school and communicates direction.

1.1 (2) What processes are used by the BLT/SIP team to communicate the progress of short and long-term goals, performance results and overall effectiveness of the school?

1.1 (3) How does the BLT/SIP team review and evaluate its effectiveness in order to improve?

### 1.2 Social Responsibility

Describe how your school communicates progress to the public. How does the school gather public feedback to address current and future services or needs?

#### 1.2 (1) Stakeholders, Parent, & Community Involvement

1.2 (2) Describe how parents and the community participate in the school improvement process and how their input is solicited and used. (RISD has a board policy that speaks directly to parent involvement. In policy number 2261 section B, it states "The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide title I services. Parent participation shall be in accord with the requirements of Section 1118 of the Act." In addition, all Title I schools also have a Title I "compact" or "contract" that all parents sign as part of the Title I program at each school.)

1.2 (3) Describe strategies your school uses to increase effective parent participation in student learning and in school activities. (Include a brief description of key activities or events related to parent/community involvement. If applicable, attach your parent/community involvement plan).

1.2 (4) Define how the school community makes time to review the school improvement plan on an ongoing basis including; monitoring progress and making mid-year corrections as needed.

\_\_\_\_\_ See/attach the [SIP Quarterly Review guide](#) (for teams conducting an SIP quarterly review)

\_\_\_\_\_ Consult the [SIP Suggested Timeline](#) (for an annual calendar of proposed SIP activities)

## 2. Strategic Planning

The *Strategic Planning* Category examines how your school develops strategic objectives and action plans. Also examined are how your chosen strategic goals and action plans are deployed and how progress is measured.

Goals must be SMART- *Specific, Measurable, Achievable, Realistic and have a Target date*). \*Note - in order to address the “critical few” focus areas in the SIP, please limit the number of academic goals to no more than two (2) goals to maintain achievable focus. An additional non-academic goal may be included. It is important that goals maintain clarity and focus. It is especially important to address the needs of lower achieving target populations.

State the school improvement plan goals below ([using the SMART format](#)):

**Goal 1: Increase the annual yearly percentage of students that reach a meets or exceeds score on the ISAT Reading Assessment in grades 3 and 5 by 5.37% with a specific focus on reading comprehension.**

**Goal 2: Increase the annual yearly percentage of students that reach a meets or exceeds on the ISAT Writing Assessment in grades 3 and 5 by 4.65%.**

**X** Complete and attach the “[Detail of SIP Goals](#)” worksheet for each goal listed above.

### 2.1 (1) Strategic Planning- Strategy Development

Describe how your school establishes and prioritizes its strategic goals. Include discussion of continuous improvement processes, tools and PDSA. ([See PDSA Team Assistance tools website for help](#))

#### *Strategic Goals*

The goals that were selected were based on data from the following instruments:

- ISAT
- ITBS
- District Writing Prompt
- Trend data was determined from the results of these instruments.

#### *Improvement Process*

Our school established a school improvement team and a curriculum cadre, which initiated the process of developing our strategic goals. The cadre and the team worked collaboratively to form the goals. Ideas were taken from these teams to the whole faculty where input was received from all staff. Input from the staff came from team meetings, full staff meetings, collaborative planning and informal discussions.

#### *Tools*

Our SIP Team collaborates on an annual basis to reevaluate our working document. 2002-2003 was the first year for a SIP cadre to compliment the SIP team. The creation of the cadre was an outcome of staff discussion and data from nominal grouping which created the priorities for this cadre as well as others. In 2003-2004 the SIP Cadre was renamed to the Curriculum Cadre. This cadre still compliments the SIP team.

#### *PDSA*

Quarterly internal reviews were created to self-monitor our achievement of SIP goals throughout the year. Each grade level team meets throughout each quarter to assess their accomplishments and reevaluate the changes that need to be made for the next quarter. Each team shares their quarterly progress with entire staff to assist with vertical alignment. The internal review focus was determined by the goals of the SIP.

Our annual yearly progress, AYP, goal is to have students show continuous improvement to align with state and federal mandates. The SIP team determined the AYP based on the No Child Left Behind law in which all students must meet or exceed grade level expectations by 2014. The yearly percentage of growth needed was determined by the number of students that did not meet standards on the ISAT and was divided by the number of years needed for all students to meet or exceed standards.

The tools for the PDSA of our school improvement process included:

1. Brainstorming/dialogue
2. Affinity process
3. Consensus building of SIP team
4. Review by entire staff
5. Revisions of final document until consensus of entire staff is reached

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### 2.1 (2) **Learning Standards Strategic Development & Deployment**

#### *Illinois Learning Standards Implementation Resources to consider including/ referencing*

- ISBE Learning Standards web site- <http://www.isbe.state.il.us/ils/>
  - Teachers guide to performance descriptors and classroom assessments
  - Download the learning standards
- RISD #41 Office of Instruction & School Improvement web site (local curriculum alignment information)- [http://curriculum.risd41.org/committee/curriculum\\_alignment.htm](http://curriculum.risd41.org/committee/curriculum_alignment.htm)
- Standards Implementation Checklist- [http://curriculum.risd41.org/admin/school\\_improvement/standards\\_imp\\_check.xls](http://curriculum.risd41.org/admin/school_improvement/standards_imp_check.xls)

#### **Describe how the action plans in the SIP are aligned with the Illinois Learning Standards.**

The action plans in the SIP are aligned with the state standards in many effective ways:

1. All staff continues to use research based best practices
2. All teachers consult s standards for daily planning
3. Grade level teams use district benchmarks for implementing standards
4. Grades 3 through 6 use the ISAT rubric to evaluate school-wide monthly writing prompts
5. Grades K through 2 will use the Illinois Writing Continuum to evaluate student writing
6. All IEPs are written for meeting standards with necessary adaptations
7. Grades 3 through 6 use ISAT practice coaches and prompts for Reading, Writing
8. Grades 3 and 6 use District competency assessments for Reading
9. Kindergarten through second grade use the Developmental Reading Assessment (DRA) and/or Illinois Snapshot of Early Learning (ISEL)
10. Individuals and teams consult the ISBE web site

### 2.1 (3) **Describe how the professional development action plan ([found in section 5](#)) provides the skills necessary for teaching the learning standards.**

Professional Development activities occur every Wednesday from 2:15 to 3:30. Also, half-day noon dismissal days occur quarterly for professional development.

These activities include:

#### ***Grade Level Team Collaboration***

Collaborative planning time is used to discuss and analyze students' progress as it relates to the standards. Grade level teams also use this time to review and develop assessments to monitor students' progress and inform instruction.

#### ***Powerful Learning***

- Powerful learning activities include Literacy Facilitators who inform and support staff on balanced literacy strategies that align to the Illinois Learning Standards.
- The Quality Facilitator also uses this time to inform and support staff on using the quality tools and the PDSA process to enhance the use of standards in the classroom.
- Effective Instructional Strategies (EIS) Facilitators will share district-wide staff development goals and best practices.
- Staff members who attend conferences and workshops share information with the entire staff and/or grade level teams.

#### ***Professional Book Study Groups***

- Book study groups focus on reviews and discussion of current research-based instructional strategies and best practices to meet the learning standards.

#### ***Professional Library***

- A professional library is maintained and updated in the Reading Center for individual teacher reviews of research-based instructional strategies and best practices, to meet the learning standards.

#### ***Weekly Collaborative Planning***

- Individual teachers consult weekly with the school's Title I Reading Specialist and Special Education Case Manager to develop and implement instructional strategies and accommodations for each classroom.

#### ***Study Comparative Schools***

- Find schools in Illinois of similar size, demographics and other comparative data.

### 2.1 (4) **Describe the process used to monitor the teaching of the Illinois Learning Standards.**

At the beginning of each school year, the SIP team reviews and summarizes the School Improvement Plan with the staff. Audubon's school improvement goals are aligned with the Illinois Learning Standards. Quarterly, grade level teams complete a

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Leichert Scale to maintain a consistent focus on each of the school improvement goals. Each team also discusses activities completed during the quarter that meet each of the SIP goals. The Leichert scale and activities are shared during a staff meeting at the end of each quarter to promote vertical alignment. At the end of the year, the Leichert scales are reviewed to determine patterns of implementation. A building SIP End of Year Report will guide School Improvement Planning for the upcoming year.

### 2.2 Strategy Deployment

**Describe the process of how your school converts its strategic goals into action plans. What data sources are consulted, how is data analyzed and how are results by student subgroups (ethnicity, LEP, IEP, etc.) interpreted?**

The deployment process of Audubon's School Improvement Plan occurs at four different levels: the SIP team, curriculum cadre, the grade level teams, and the individual classrooms. The data gathering, analyzing, revising, and reporting also occur at these four levels.

The SIP team meets at the beginning of the school year to share the goals and action plan activities for the year with the entire staff. The curriculum cadre and grade level teams then become responsible for developing, completing, and evaluating the activities in the action plan. Each team develops specific data gathering means and develops specific strategies to meet the goals. Teams meet monthly to analyze, revise, and communicate the results of their activities. Grade level teams document their progress in quarterly review reports that are shared with the entire staff in school-wide staff meetings.

The budget is used to address areas identified in our strategic goals and action plans. Professional development workshops, in-services, conferences, and supplies are approved based on their alignment with the SIP goals and availability of district funds.

**Place an "X" where appropriate if completed and attached:**

**School Improvement Action Plan-** Once the data analysis is complete and goals are established, a school improvement action plan must be created. Use the action plan template found at [http://curriculum.risd41.org/admin/school\\_improvement/SIP\\_action\\_plan.doc](http://curriculum.risd41.org/admin/school_improvement/SIP_action_plan.doc) and attach here when printing out document.

**Individualized Learning Plan-** It may be appropriate to use "ILPs" for students who are reading 2 years below grade level. An Individualized Learning Plan template (with example) is available online at [http://curriculum.risd41.org/admin/school\\_improvement/Individual\\_Learning\\_Plan.doc](http://curriculum.risd41.org/admin/school_improvement/Individual_Learning_Plan.doc).

Yes, our school uses ILPs; Our schools has approximately \_\_\_ current ILPs in place.

We have attached a completed ILP (Please delete any identifiable information).

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## 3. Student, Stakeholder & Market Focus

**The Student and Stakeholder Focus Category examines how your school determines requirements, expectations, and preferences of students and stakeholders. Also examined is how your school builds relationships with students and stakeholders and delivers customer satisfaction and excellence in educational programs.**

### 3.1 (1) Student, Stakeholder and Market Knowledge

**Describe how your school determines expectations of current and future students and stakeholders.**

Staff, Parents, and students fill out a survey annually. These surveys question stakeholders about the building's leadership, staff and programs. Results are tallied and the different cadres use the data to make decisions in regards to improving the identified areas of concern.

Audubon Elementary creates an overall climate conducive to learning and development of all students through the following:

- Character Counts Program
- Discipline Cadre
- Expectations are stated clearly in Newsletters, School Policy and handbooks
- Title I Stakeholder Compact
- Teachers offer extra help before, during lunch, and after school
- SAP (Student Assistance Program)
- Open communication among all stakeholders
- Building Supervisor/ Tec room
- STAR recognition
- Good building maintenance

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### **3.2 Student and Stakeholder Satisfaction & Relationships**

**Describe how your school builds relationships to attract and retain students. Describe how your school determines student and stakeholder satisfaction. Summarize your school's student and stakeholder customer satisfaction results (School survey information is appropriate here- a summary of student and stakeholder information will be placed in section 7.2).**

Staff members at Audubon school recognize that to truly build relationships with students we need to become active in their lives outside of the school day.

The building principal and/or staff members meet with parents on an as-needed basis to listen to their concerns, criticisms and needs. When appropriate, Audubon School also seeks out the services of community agencies that can help to address student needs. Robert Young Mental Health, Lion's Club, Lutheran Social Services and Catholic Services are a few examples.

Audubon School attempts to reach out to our students and their families in times of need or crisis. Memorial gifts, Thanksgiving food baskets, City partner grants and clothing/shoes are some examples of this.

In addition Audubon Elementary incorporates the following programs and activities to attract and retain students and enrich curriculum:

- Wise Owl Club
- Good Shepherd and Southpark After School Church Tutoring
- Rock Island Park District after school tutoring
- Y Solutions
- Very Active PTA
- Minority Teacher Incentive Program
- DARE
- Rock Island City Partners Tutoring and Job Shadowing
- Field trips that celebrate and extend learning in the classroom
- Buddy Day
- Student Council
- Taste of Audubon
- WAUD TV
- Wee Deliver
- Peer Mediators

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## **4. Measurement, Analysis & Knowledge Management**

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*The Information and Analysis Category examines how your school analyzes performance data and information.*

### **4.1 Measurement & Analysis of Organizational Performance**

**Describe how your school determines effective performance measurements and targets for all student (ethnicity, LEP, IEP, etc.) . \*Note, the ISBE has established Adequate Yearly Progress <AYP> targets for all subgroups; AYP= 40% in 2003, 40% in 2004, 42% in 2005, etc.).**

Our annual yearly progress, AYP, goal is to have students show continuous improvement to align with state and federal mandates. The SIP team determined the AYP based on the No Child Left Behind law in which all students must meet or exceed grade level expectations by 2014. The yearly percentage of growth needed was determined by the number of students that did not meet standards on the ISAT and was divided by the number of years needed for all students to meet or exceed standards.

**Goal 1: Increase the annual yearly percentage of students that reach a meets or exceeds score on the ISAT Reading Assessment in grades 3 and 5 by 5.37% with a specific focus on reading comprehension.**

**Goal 2: Increase the annual yearly percentage of students that reach a meets or exceeds on the ISAT Writing Assessment in grades 3 and 5 by 4.65%.**

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**4.2 (1) Information & Knowledge Management**

**How does the school gather and integrate data and information to make decisions as a school?**

The SIP team meets the fourth quarter of each school year to review and analyze the formal assessment data, informal assessment data, and school report card. Quality tools are also used to gather data from school wide discussions, which occur throughout the year.

The integration process of Audubon’s School Improvement Plan occurs at four different levels: the SIP team, the curriculum cadre, the grade level teams, and the individual classrooms. The data gathering, analyzing, revising, and reporting also occur at these four levels.

The SIP team meets at the beginning of the school year to share the goals and action plan activities for the year with the entire staff. The curriculum cadre and grade level teams then become responsible for developing, completing, and evaluating the activities in the action plan. Each team develops specific data gathering means and develops specific strategies to meet the goals. Teams meet bimonthly to analyze, revise, and communicate the results of their activities. Grade level teams document their progress in quarterly review reports that are shared with the entire staff in school-wide staff meetings.

The budget is used to address areas identified in our strategic goals and action plans. Professional development workshops, in-services, conferences, and supplies are approved based on their alignment with the SIP goals and availability district funds.

**4.2 (2) Select comparative data to measure performance. List the schools in Illinois that could be used to compare your school’s performance. When selecting comparative schools, consider the following: number of students, demographics/ethnicity, mobility, poverty and other comparative data. Use the ISBE School Improvement web site to find comparative schools (<http://206.166.105.86/>). Consider including a site visit to one or more of the schools below as part of your action plan. District funds are available for this activity.**

**This school improvement team will investigate comparative school sites.**

School Name	Location of School	Selection Criteria Used	Comparison Findings (brief overview)

**4.2 (3) What areas does your school focus on to measure growth in student achievement? (ie: 3rd grade writing, 4th grade science, etc.) What assessment tools are used to measure performance (ie: ISAT, ITBS, Houghton-Mifflin Theme Tests, etc.)**

**Grades K-6**

*Area of Focus*

- Reading Comprehension
- Writing

***Formal Assessment Tools used in addition to Anecdotal Notes and Student Observation.***

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***Reading***

***Writing***

	Comprehension	Essay Writing
K	Teacher Created Tests ISEL Teacher Created Sequence of Events Rubric Houghton Mifflin Integrated Theme Tests	Houghton Mifflin Integrated Theme Tests K-2 Writing Continuum
1-2	Teacher Created Sequence of Events Rubric DRA ISEL Houghton Mifflin Integrated Theme Tests	Narrative and Expository K-2 Writing Continuum Houghton Mifflin Integrated Theme Tests
3-4	Comprehension Strategy Rubrics Houghton Mifflin Integrated Theme Tests	Monthly Writing Prompts Student-Friendly ISAT Rubric Houghton Mifflin Integrated Theme Tests
5-6	Comprehension Strategy Rubrics Houghton Mifflin Integrated Theme Test	Monthly Writing Prompts Student-Friendly ISAT Rubric Houghton Mifflin Integrated Theme Test

**4.2 (4) Analysis of Organizational Performance (Using the PDSA Model)**

**Describe the process of how your school provides (makes available and/or collects) comprehensive data (for faculty, staff, students and stakeholders) and the process for how the data is analyzed, interpreted and used to make decisions.**

This analysis and interpretation determine the goals of the coming year.

The SIP team meets at the beginning of the school year to share the goals and action plan activities for the year with the entire staff. The curriculum cadre and grade level teams then become responsible for developing, completing, and evaluating the activities in the action plan. Each team develops specific data gathering means and develops specific strategies to meet the goals. Teams meet bimonthly to analyze, revise, and communicate the results of their activities. Grade level teams document their progress in quarterly review reports that are shared with the entire staff in school-wide staff meetings. At the end of each school year, both the curriculum cadre and grade level teams create summary reports, which are integrated into a building summary report.

Additional performance data from ITBS and ISAT is shared with individual students and parents during student and parent conferences. Data is also used to develop individual and learning goals.

In the spring the SIP team analyzes five-year trend data and specific data gathered from the present school year. The SIP team also interprets formal and informal assessments. (See table below.)

How does your school collect data?	How does your school communicate the findings?
X__ Surveys X__ ISAT/PSAE	__X_ Newsletters __X_ Parent-Teacher Conferences

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<input checked="" type="checkbox"/> ITBS <input checked="" type="checkbox"/> Houghton-Mifflin Integrated Theme Tests <input type="checkbox"/> STAR <input checked="" type="checkbox"/> DRA <input checked="" type="checkbox"/> QRI <input checked="" type="checkbox"/> ISEL <input type="checkbox"/> Other: <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Board of Education Reports <input checked="" type="checkbox"/> Special Meetings <input checked="" type="checkbox"/> Web Site <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:
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**Data Analysis**

Describe the data analyzed, based on state and local assessments. List factors that may be contributing to any areas of underachievement by students in each subgroup (ethnicity, LEP, IEP, etc.) Priorities are then established through consensus and based on data analysis and evolve into the goals and action plans for the school improvement plan.

Indicate if the following items are completed and attached to the School Improvement Plan:

**Data Analysis Form-** Use the data analysis form for each data source consulted and insert here when printing out document. This form can be downloaded at [http://curriculum.risd41.org/admin/school\\_improvement/SIP\\_Data\\_Analysis.doc](http://curriculum.risd41.org/admin/school_improvement/SIP_Data_Analysis.doc)

**5. Faculty and Staff Focus**

The *Faculty and Staff Focus* Category examines how your school motivates and enables faculty and staff to utilize their full potential in alignment with your school’s overall goals and action plans. Also examined are your school’s efforts to build and maintain a work environment conducive to performance excellence and to personal and organizational growth.

**Professional Development Best Practices**

Elements of effective professional development plans; frequent/ongoing, sustained over time, aligned to the action plan and goals of the SIP, based on scientific research, aligns with NSDC standards and includes opportunities for presentation, demonstration, practice and feedback.

**Professional Development Resources**

View the RISD #41 professional development web site at [http://curriculum.risd41.org/admin/pd/profes\\_dev.htm](http://curriculum.risd41.org/admin/pd/profes_dev.htm) for professional development offerings and information on effective professional development practices. In particular...

- \*Utilize the NSDC professional development “self assessment and planning tool”
- \*Learn more about the National Staff Development Council’s professional development standards
- \*View the RISD#41 professional learning plan (aligned to District goals and NSDC standards)
- \*Learn more about individual teacher professional development learning plans
- \*Use Internet links that provide detailed information on effective P.D. practices based on scientific research.

**5.1 Work Systems**

Describe how your school’s staff recognition process contributes to high performance. Explain how staff skills and talents are shared with other staff members.

Compensation of all Rock Island teachers is contractually determined based on teacher education level and seniority. Extra duty pay and fringe benefits such as health insurance are also prescribed by contract. Career progression into%

**5.2 Faculty and Staff Learning & Motivation**

Describe how your school’s professional development and training support the achievement of your overall school goals.

**5.3 Faculty and Staff Well-Being and Satisfaction**

Describe how your school maintains a work environment (and staff support climate) that contributes to the well being, satisfaction, positive morale and motivation of all staff. Survey information is appropriate. (Survey information will be summarized in section 7.4)

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## 6. Process Management

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The *Process Management* Category examines the key aspects of your school’s process management, including learning-focused education design and delivery, key student services, and support processes.

### 6.1 Learning-Centered Processes

Describe how your school manages and monitors key processes for design and delivery of your educational programs. If applicable, describe how you utilize highly qualified staff such as Title I, Literacy Facilitators, Reading Recovery teachers and Special Education resource teachers in the delivery of educational programs.

### 6.2 (1) Education Support Processes

Describe how your school manages its key student services (counseling, clinical services, extra curriculum activities, academic intervention, etc.). Address transition from early childhood programs into your school. Describe how all internal/external support services contribute directly to student achievement and the school goals?

### 6.2 (3) Support Processes

Describe how your school manages its key processes that support daily operations and staff in delivering educational services. How do you improve your support processes/services to achieve better performance?

6.2 (4) Provide a summary of paraprofessional assignments in your school (using the table below), including their funding sources and the expected outcome of their service and how their assignments are directly tied to academic achievement.

Paraprofessional Job Title	Job Description	How Does The Position Support Academic Achievement?	Funding Source

6.2 (5) Describe how the District central office currently assists the school in accomplishing its SIP goals?

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## 7.0 Organizational Performance Results

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**Rock Island School District #41**

The *Organizational Performance Results* Category examines student learning results; student- and stakeholder focused results; faculty and staff results; and operational effectiveness.

**7.1 Student Learning Results**

Summarize your school’s student learning results. It will be helpful to refer back to section 4- “Data Analysis” to compile a summary. Segment/disaggregate your results by student groups (IEP, LEP, ethnicity, low income, etc.), as appropriate. Include appropriate trend data from your school and/or comparative data of similar schools. (To obtain comparative ISAT data, a helpful resource is the Illinois School Improvement Web Site found at <http://206.166.105.86/> ). Results can be analyzed and reported using the District’s web-based data analysis software “COGNOS”. The Curriculum office will provide graphs/charts for the items below. Please provide a brief summary narrative below highlighting key findings from the results. \*Note, for AYP purposes; a population of 40 or more students (in any area tested) constitutes a subgroup.

**Summarize results with bulleted highlights - reference various student subgroup populations and progress:**

**ISAT/PSAE Results (strengths & areas for improvement)**

ISAT	% Does Not Meet	Audubon	District	State
Grade 3 Reading	36.1	44.4	35	
Grade 5 Reading	50	51	39.1	
Grade 3 Writing	22.3	61.5	36.3	
Grade 5 Writing	38.4	45	30.1	

According to NCLB and the annual yearly progress guidelines Audubon currently does not have a sufficient number of students in each of the identified subgroups. However, the SIP team felt it was important to look at the subgroups for school improvement purposes.

24 of 33 (73%) low income students in grades 3 and 5 performed below standards on the Reading section of the ISAT  
Areas for improvement in Reading include literary works (3<sup>rd</sup>) and informational sources ( 3<sup>rd</sup> and 5<sup>th</sup>) in comprehension and the inferencing strategy  
Areas of strength in Reading include the strategies of explicit ideas(3<sup>rd</sup> and 5<sup>th</sup>), comprehension of literary works(5<sup>th</sup>), and vocabulary skills (3<sup>rd</sup>)

17 of 32 (53%) low income students in grades 3 and 5 performed below standards on the Writing section of the ISAT  
Areas for improvement in Writing include support and organization  
Areas of strength in Writing include focus and conventions

16 of 33 (48%) white students performed below standards on the Reading section of the ISAT  
of 12 (67%) black students performed below standards on the Reading section of the ISAT  
4 of 5 (80%) Hispanic students performed below standards on the Reading section of the ISAT

Areas for improvement in Reading include literary works (3<sup>rd</sup>) and informational sources ( 3<sup>rd</sup> and 5<sup>th</sup>) in comprehension and the inferencing strategy  
Areas of strength in Reading include the strategies of explicit ideas(3<sup>rd</sup> and 5<sup>th</sup>), comprehension of literary works(5<sup>th</sup>), and vocabulary skills (3<sup>rd</sup>)

15 of 33(45%) white students performed below standards on the Writing section of the ISAT  
6 of 12(50%) black students performed below standards on the Writing section of the ISAT  
of 4(50%) Hispanic students performed below standards on the Writing section of the ISAT  
Areas for improvement in Writing include support and organization  
Areas of strength in Writing include focus and conventions

**ITBS/ITED Results (strengths & areas for improvement)**

ITBS	Audubon	District
Grade 3 Reading:	3.1	3.2
Grade 6 Reading	6.2	6.5

Grades 3 and 6 reading scores are on or very near target scoring range.

Houghton-Mifflin Theme Test Data- minimum 2 theme tests (strengths & areas for improvement)

Other Assessment Results/Data Specific To Your School- DRA, STAR, Gates-MacGinitie, etc. (strengths & areas for improvement)

**7.2 Student and Stakeholder-Focused Results**

Summarize your school’s key student and stakeholder satisfaction results. Include school survey data. (Summarize data from section 3 here)

**7.3 Budgetary, Financial & Market Results**

Summarize the effectiveness of local, State, and Federal funds or grants (Title I, Reading Improvement, Reading First, 21st Century, etc.) as they relate to student achievement. Each of these grants have specific objectives and goals for student achievement. How does the money spent on these grant programs contribute to student achievement results as set forth in each grant? Describe how Federal, State and local programs & grant resources are integrated to support the SIP goals?

**7.4 Faculty and Staff-Focused Results**

Summarize your school’s key faculty and staff satisfaction results. Use your school’s survey data. (Summarize data from section 5 here)

**7.5 Organizational Effectiveness Results**

How does the overall operation of the school improve student learning and achievement? (For example, comment on decision making processes, inclusion of staff in planning and overall processes that support an effective school.)

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**Y. Reflection, Evaluation, Refinement**

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\*Note- within 45 days of receipt of the school’s improvement plan, a district review process will occur as facilitated by the District. A completed SIP must be submitted to the Curriculum Office by September 30<sup>th</sup>.

\*Complete the SIP self-assessment rubric to ensure that all required components of the plan are in place. The rubric can be found at [http://curriculum.risd41.org/admin/school\\_improvement/2003-04SIPRubric2-21-03.doc](http://curriculum.risd41.org/admin/school_improvement/2003-04SIPRubric2-21-03.doc) .

\_\_\_\_ Attach the completed self-assessment to the SIP document upon submission to the District. Score your own SIP using the rubric prior to submitting to the District (and include your self assessment when submitting your SIP).

**Requirements for internal SIP review conducted annually-Please check all that apply:**

<p>1.) Created a committee (preferably different than that of the SIP committee) to conduct an internal review</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe</p> <p>Comments:</p>
<p>2.) Reviewed the school improvement plan to ensure that a school improvement committee exists; that it meets periodically, that it gathers student demographic data, achievement scores, and other relevant data; that it prepares an action plan for corrected identified weaknesses; and monitors the progress of the plan.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe</p> <p>Comments:</p>
<p>3.) Reviewed teaching and learning, including the learning environment, teaching/instructional strategies, learning processes, and student responses.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe</p> <p>Comments:</p>
<p>4.) Reviewed student learning, progress and achievement, including curriculum design and alignment, student work, assessment systems, analysis of assessments, and support for student learning.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe</p> <p>Comments:</p>

5.) Reviewed the school as a learning community, including the mission and shared vision, leadership and administration, organizational structure, professional development, and community based participation.

Yes

No

Maybe

Comments:

Date of the annual internal review meeting (results above): May 26, 2004

Consult the [SIP Suggested Timeline](#) (for an annual calendar of proposed SIP activities)

Describe the internal review/quality assurance process for your school. Please describe the timelines for the school improvement review process, review of progress on goals, process for making revisions during the school year.

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## Z. Other Documentation/Checklist

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- 1.)  Attach dashboard trend data information- See spreadsheet titled “dashboard” found at [http://curriculum.risd41.org/admin/school\\_improvement/dashboard.xls](http://curriculum.risd41.org/admin/school_improvement/dashboard.xls) .
- 2.)  Attach completed SIP/ISBE SIP rubric review and evaluation form found at [http://curriculum.risd41.org/admin/school\\_improvement/SIPRUBRICJuly02.doc](http://curriculum.risd41.org/admin/school_improvement/SIPRUBRICJuly02.doc) .
- 3.)  Attach your school’s professional development “needs assessment” results as indicated in section 5.2 (e).
- 4.)  Attach SIP Professional Development Plan- Form located at [http://curriculum.risd41.org/admin/school\\_improvement/SIP\\_pd\\_plan.doc](http://curriculum.risd41.org/admin/school_improvement/SIP_pd_plan.doc)
- 5.)  Attach SIP Action Plan- Form located at [http://curriculum.risd41.org/admin/school\\_improvement/SIP\\_action\\_plan.doc](http://curriculum.risd41.org/admin/school_improvement/SIP_action_plan.doc)
- 6.)  Attach SIP Data Analysis Form- Form located at [http://curriculum.risd41.org/admin/school\\_improvement/SIP\\_Data\\_Analysis.doc](http://curriculum.risd41.org/admin/school_improvement/SIP_Data_Analysis.doc)
- 7.)  Attach other data such as: customer satisfaction survey information, building data collection, etc.

### Other School Improvement Planning Attachments (Optional):

Grade Level Quick Checks, Level 1 located at <http://www.baldrigeineducation.org/inc/240/home.htm> .

Grade Level Quick Checks, Level II located at <http://www.baldrigeineducation.org/inc/241/home.htm>.

School Improvement Teams, Quick Check, Level 2 <http://www.baldrigeineducation.org/inc/351/home.htm>.

Describe any other attached documentation that supports your SIP:

- 
- 
-

*Reproduce this page as necessary. Use a separate page for each area SIP goal.*

**Data Analysis** Place this document in section 4- “Information & Analysis”

**State SIP Goal:**

**Goal 1:** Increase the annual yearly percentage of students that reach a meets or exceeds on the ISAT reading assessment in grades 3 and 5 by 3.4% with a specific focus on reading comprehension.

**Goal 2:** Increase the annual yearly percentage of students that reach a meets or exceeds on the ISAT writing assessment in grades 3 and 5 by 3.6%.

**Data Source Consulted: ISAT**

**Data Source Consulted: ITBS**

<p align="center"><b>Observations</b></p> <p align="center"><i>For each data source listed above, indicate the data source &amp; describe current data. Consider trend data and comparative data</i></p>	<p align="center"><b>Target Population</b></p> <p align="center"><i>Indicate student subgroup targeted as low achieving</i></p>	<p align="center"><b>Analysis/Findings</b></p> <p align="center"><i>Indicate areas for improvement.</i></p>										
<p><b>ISAT student participation data</b></p>	<p>100% of Audubon students participated in the ISAT test</p>	<p>This is above the 95% requirement from ISBE.</p>										
<p><b>ISAT is a norm-referenced test</b> for grades 3-5 measures student achievement of Illinois Learning Standards and compares school progress with the district and state. Trend data below indicates the percent of students in Audubon that are performing at meets or exceeds.</p> <p>Grade 3</p> <p><b>Reading:</b>   % M./E</p> <table border="0"> <tr><td>1999</td><td>52</td></tr> <tr><td>2000</td><td>50</td></tr> <tr><td>2001</td><td>66</td></tr> <tr><td>2002</td><td>78</td></tr> <tr><td>2003</td><td>40</td></tr> </table>	1999	52	2000	50	2001	66	2002	78	2003	40	<p>The following subgroups performed greater than 40% below standards on the 2003 ISAT Tests:</p> <p><b>Gender:</b></p> <ul style="list-style-type: none"> <li>• Male 71.4%</li> </ul> <p><b>Racial/Ethnic:</b></p> <ul style="list-style-type: none"> <li>• White 61.5%</li> </ul> <p><b>Free/Reduced</b> 85.7%</p>	<p>Grade 3 analysis: Analysis of the data indicates a strong need for support services for the identified population at Audubon. Reading comprehension is the focus. Since 1999 3<sup>rd</sup> grade reading has been steadily improving with the single exception of 2003. A substantial drop took place. Teachers were aware of the weak reading skills of these students since kindergarten. Steps had been put in place for intervention in this area in grades 1 and 2 in hopes of correcting the weak reading skills. The collaboration of the classroom teachers, special education teacher, and reading specialist helps to meet the needs of the identified students in a small group setting. We are addressing the needs of this target population by participation in professional development activities such as: Ruby Payne, <u>Framework of Poverty</u>, Effective Instructional Strategies, Reading First for grades K-2 and professional book studies based on our SIP goals. Academic Intervention programs and after school tutoring focus on the needs of these target students.</p>
1999	52											
2000	50											
2001	66											
2002	78											
2003	40											
<p>Grade 3</p> <p><b>Writing:</b>   % M/E</p> <table border="0"> <tr><td>1999</td><td>34</td></tr> <tr><td>2000</td><td>32</td></tr> </table>	1999	34	2000	32	<p><b>Gender:</b></p> <ul style="list-style-type: none"> <li>• Male 85.7%</li> </ul> <p><b>Racial/Ethnic:</b></p>	<p>Many of the same population targeted in Reading have also been identified in the area of Writing. Writing has become a school wide focus in which a curriculum cadre has been formed to monitor and promote vertical articulation among all grade levels.</p>						
1999	34											
2000	32											

2001 60 2002 63 2003 33	<ul style="list-style-type: none"> <li>White 69.2%</li> </ul> <b>Free/Reduced</b> 71.4%	Writing has closely paralleled the reading scores over the years and continues to be a target area identified by our SIP goals. Analysis reveals that many of the struggling readers are also the struggling writers. Classroom teachers collect quarterly writing data to discuss with grade level team members and to make instructional decisions. Each Grade level team then reports their writing data to the staff during the quarterly internal review.
Grade 5 <b>Reading:</b> % M/E 1999 36 2000 55 2001 65 2002 64 2003 67	<b>Gender:</b> <ul style="list-style-type: none"> <li>Male 50%</li> <li>Female 43.8%</li> </ul> <b>Racial/Ethnic:</b> <ul style="list-style-type: none"> <li>White 42.1%</li> </ul> <b>Free/Reduced</b> 66.7%	Grade 5 analysis: Analysis of the data indicates a strong need for support services for the identified population at Audubon. Reading comprehension is a focus of our SIP. Since 1999 5th grade reading has been steadily improving. The collaboration of the classroom teachers, special education teacher, and reading specialist helps to meet the needs of the identified students. We are addressing the needs of this target population by participation in professional development activities such as: Ruby Payne, <u>Framework of Poverty</u> , Effective Instructional Strategies, and professional book studies based on our SIP goals. Academic Intervention programs and after school tutoring focus on the needs of these target students.
Grade 5 <b>Writing:</b> % M/E 1999 45 2000 76 2001 69 2002 54 2003 71		5 <sup>th</sup> grade writing is steadily improving due to concentrated efforts to align curriculum to the State Standards.
<b>ITBS is a norm-referenced test</b> for grades 3 and 6. It measures student achievement and compares student progress with the district and national norms. Trend data below indicates the grade level equivalent average of students in Audubon that took the <b>ITBS</b> .		The SIP team will analyze the data from the <b>ITBS</b> starting with the 03-04 updated norm- referenced version to triangulate with ISAT and local assessments.

<p><b>Grade 3 Reading:</b>  1999 3.2  2000 3.2  2001 3.2  2002 3.4  2003 3.1</p> <p><b>Grade 6 Reading</b>  1999 6.2  2000 6.1  2001 6.2  2002 6.2  2003 6.5</p>		<p>The average of 5 years of data on grade 3 reading is 3.175. This is significant in that over the course of those years student performance has maintained at or near the 3.2 GE for which the test was normed.  The data from the 10-year-old norms were deficient and the SIP team made the decision to consider, but not analyze the results.</p> <p>The average of 5 years of data on grade 6 reading is 6.18. This is significant in that over the course of those years student performance has maintained at or near the 6.2 GE for which the test was normed.  The data from the 10-year-old norms were deficient and the SIP team made the decision to consider, but not analyze the results.</p>
<p><b><i>Describe factors that contribute to low achievement (such as, student mobility, income status, climate/culture, lack of curriculum alignment, effective instructional strategies or professional development). Summarize below the factors that contribute to low achievement:</i></b></p> <p><b>We feel that contributing factors to low performance of students is impacted by the 02-03 mobility rate of 21%, the low income rate of 64%, and the ESL population of 7.1%.</b></p>		

**Audubon Elementary 2004-2005**

**School Goal 1-A:** Increase the Annual Yearly Percentage of students that reach a meet or exceed score on the ISAT Reading Assessment in grades 3 and 5 by 5.37% with a specific focus on reading comprehension in the areas of informational resources and inferential questioning.

\*2002 ISAT meets/exceeds performance: grade 3=28.5%, grade 5=53.3%. Grade 3/5 average = **40.9%**, subtracted from 100=59.1% needed improvement, divided by 11 years = 5.37% annual yearly academic progress needed.

\*\* 40% Illini Equal Steps Model Baseline Percentage for 2003.

**Activities for Goal 1-A:**

Activity	Persons responsible	Starting date	Target date	Completion date	No-cost resources	Expense description	Funding source	Assessment of activity
Teachers will sharpen, refine, and focus on comprehension strategies across the curriculum	K-6 teachers and support teachers	Oct. 21, 2002	On-going		Reading center			Quarterly Internal review report
Teachers will consult with the reading specialist at all grades	K-6 teachers	Oct. 21, 2002	On-going		Reading center			Documentation
Grade level collaborative teams and Curriculum Cadre will identify research, and implement grade level strategies and activities on reading comprehension	K-6 teachers and support teachers	Oct. 21, 2002	On-going		Professional texts: <ul style="list-style-type: none"> <li>• Strategies That Work</li> <li>• Reading With Meaning</li> </ul>			Quarterly Internal review report

**Staff Development:**

- The Literacy Facilitators and Effective Instructional Strategies Facilitators will present information and support for staff implementation and follow up with sharing sessions.
- The staff will have the opportunity to participate in professional book study groups related to reading goal 1 -A.

**Audubon Elementary 2004-2005**

**School Goal 1-B:** Increase the Annual Yearly Percentage of students that reach a meet or exceed score on the ISAT Writing Assessment in grades 3 and 5 by 4.65% with a specific focus in the areas of support and organization.

\*2002 ISAT meets/exceeds performance: grade 3=28.6%, grade 5=69%. Grade 3/5 average = **48.8%**, subtracted from 100=51.2% needed improvement, divided by 11 years = 4.65% annual yearly academic progress needed.

\*\* 40% Illini Equal Steps Model Baseline Percentage for 2003.

**Activities for Goal 1-B:**

Activity	Persons responsible	Starting date	Target date	Completion date	No-cost resources	Expense description	Funding source	Assessment of activity
Grade level collaborative teams and Curriculum Cadre will identify research, and implement grade level writing strategies and activities for the writing program.	<ul style="list-style-type: none"> <li>Grade level teams</li> <li>Curriculum Cadre</li> </ul>	Oct. 21, 2002	On-going		Professional texts: <ul style="list-style-type: none"> <li>Improving Writing</li> <li>Craft Lessons, Fiction</li> <li>Craft Lessons, Non Fiction</li> </ul>			Quarterly Internal Review Report
K-6 student friendly writing rubrics will be utilized and displayed in classrooms	K-6 classroom teachers	Oct. 21, 2002						Documentation

**Staff Development:**

- Language Arts Facilitators and Effective Instructional Strategies Facilitators will present information and support for writing strategies in the classroom. Staff will implement and follow up sharing sessions.
- Staff will have the opportunity to participate in professional book study groups related to writing goal 1-B.

(Reproduce this page for each SIP Goal or as often as necessary)

**SIP- Professional Development Plan- Place this document in section 5- Faculty & Staff Focus**

**SIP Goal: Goal 1 Reading and Goal 2 Writing**

Description of Professional Development Activity	Low Achieving Student Subgroup or Population Targeted	Expected Measurable Outcome Of P.D. Activity	Staff Attending P.D. Activity	Funding Source & Total Cost	Timeline
Book Study: Reading with Meaning; IRA Vocabulary Study Group	School wide Grades K-6	Increase student performance on teacher created assessments and Houghton Mifflin Theme tests.	All certified staff	Title I	2003-2004
District/Building Level Effective Instructional Strategies and Literacy Facilitator Initiative incorporated the use of these professional resources: ✓ <i>Understanding by Design</i> ✓ <i>Assessment for Learning</i> ✓ <i>Classroom Instruction that Works</i>	School wide Grades K-6	Raise awareness and interest of the research based classroom strategies and assessments.	All certified staff	District	2003-2004
Regional Office of Education sponsored Reading First Academy Professional Development	Grades K-2	Incorporate best practices and researched based strategies in reading instruction	Grades K-2 Teachers	District	2003-2004
NCLB Conference	School wide Grades K-6	Share conference information with staff	Title I Teacher Principal Classroom Teacher	Title I \$1700	February 2004

\*Title 1 schools in school improvement status must spend an amount equal to 10% of their Title 1 allocation on professional development- Total Title I Budget = \_\$ \_\_\_\_\_

