

Iles Magnet School
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School Improvement Plan
2003-2005



Iles School offers a curriculum for students identified with gifted potential in the first through fifth grades. The instructional program includes depth and acceleration to meet the academic needs of these students. This will be accomplished by providing a nurturing environment that respects the individuality of each child, challenges each to achieve his or her potential, and values diversity.

SECTION I Demographics

Basic Information	School Year 2000-2001	School Year 2001-2002	School Year 2002-03	School Year 2003-2004	School Year 2004-2005
Low-Income Rate (%)	26.4%	23.7%	27.7%	26.7%	
Truancy Rate (%)	0.0%	0.0%	0.0%	0.4%	
Mobility Rate (%)	9.0%	7.5%	6.1%	4.6%	
Attendance Rate (%)	95.8%	95.6%	95.2%	95.4%	
Retention Rate (%)	0.0%	0.0%	0.0%	0.0%	

Enrollment Information	School Year 2000-2001	School Year 2001-2002	* School Year 2002-03	* School Year 2003-2004	School Year 2004-2005
School Population Total	231	262	256	265	
Asian/Pacific Islander (%)	7.4%	9.2%	10.0%	12.5%	
Black (%)	18.6%	22.1%	25.0%	21.5%	
Hispanic (%)	0.4%	1.1%	0.8%	1.5%	
Native American (%)	0.9%	0.8%	0.4%	1.1%	
White (%)	72.7%	66.8%	63.9%	63.4%	
Special Education (%)	7.1%	7.2%	10.6%	10.5%	
Limited English Proficient (%)	0.0%	0.8%	0.8%	1.5%	

* Data for the years of 2002-2003 and 2003-2004 has been taken from the District 186 Information System.

School and Community Characteristics

Iles Elementary School is a gifted magnet school serving approximately 250 students from first through fifth grade. It serves students of varying ethnicity, as 62.81% of its students are Caucasian, 14.46% Black-Non Hispanic, 14.88% Asian/Pacific Islander, 1.65% Hispanic, 0.83% Native American, and 5.37% Multi-Racial. It is the only self-contained gifted program in Springfield Public School District 186. In addition, the Iles building houses one special education class for pre-school children and 11 classes from the Springfield Ball Charter School. Therefore the building actually serves about 490 students from early childhood through eighth grade (excluding kindergarten). Iles School is located on the East Side of Springfield in a low-income area with a higher rate of criminal activity than is experienced in other parts of the city. As a magnet school, its attendance area includes all areas of Springfield. With such a wide attendance area, most students are transported to school by bus. A total of eighteen buses serve Iles, including the early childhood bus.

During the 2000 -2004 school years, the teaching staff at Iles School has been quite stable with only one teacher having taken a two -year leave of absence and one left due to the District guidelines with the class size reduction grant. The teachers at Iles School have all received Gifted Level I & II training or college credits in coursework relating to the education of gifted children and all have experience working with gifted students. Most of the teachers have attended the Illinois Gifted Conference, and several have been presenters for the conference. The current principal is in her second year at Iles School. The new principal has served as the gifted coordinator and a gifted resource teacher for Springfield Public School District 186 for a number of years and was highly influential in developing Iles into a self-contained gifted magnet school.

The school and community characteristics of Iles School are attributes that affect student learning many positive ways. Iles is a school of choice, so mobility rates tend to be low. This allows students a sense of academic continuity through grade levels. As the curriculum tends to spiral, children are not left behind. Since Iles accepts children from all over Springfield, the students are exposed to a variety of different cultural and socioeconomic backgrounds, helping to promote cultural understanding. A survey of other languages spoken in the homes of Iles students indicated at least 14 other languages are spoken as the primary language of the family with English being spoken as a second language. Iles has an active Site Leadership Team and Parent Teacher Organization. The school has 100% participation in parent- teacher conferences, helping to promote communication between parents and teachers regarding student progress and growth. Parents volunteer in the classroom, on the playground and in the cafeteria during the noon hour. When librarians were

eliminated due to District 186 budget cuts, parents stepped in to keep the library running daily, ensuring that all children have access to a variety of literature and reference books. The small size of Iles School gives students, parents, and teachers a community atmosphere that helps all involved in the school to feel welcome. All of the classroom teachers at Iles have received standards training and have successfully implemented the Learning Standards and Benchmarks as outlined by the state and district. Iles teachers have been involved in field testing the standards-based report card since the 2001 school year, the implementation of which has led to greater attention being paid to the learning standards and benchmarks. In addition to academics, all of the teachers at Iles have participated in workshops to help understand the social-emotional needs of the gifted children they teach. These workshops help the teachers cultivate the needs of the whole child. In addition to the regular education teachers, Iles shares resource teachers for special education, including a Speech Therapist and an Occupational Therapist. In first grade, the Federal Class Size Reduction Grant has allowed Iles to have an additional teacher, helping to keep class sizes below 20 students for the past three years. Literacy education plays a strong role in all grades, and teachers in the primary grades devote two- and-one-half hours towards literacy each day. Primary teachers also have the help of three Foster Grandparents who come in daily to help students with skills one-on-one or in small groups. Partnerships with community organizations such as the Springfield Art Association, Memorial Medical Center, and the Illinois State Museum provide programs that enhance student learning by giving practical applications to lessons learned in classes such as Health Mathematics, and Science. The talented staff at Iles often gives up a lunch or two during the week to provide noon time extracurricular activities, such as Art Club, French Club, Gardening Club, Japanese Club, Peace Club, Reading Buddies, Sign Language, Yearbook, Bookstore, Chorus, Band and community service projects. The noontime activities help to keep the very active minds of the students engaged throughout the school day.

School and community characteristics at Iles also offer challenges to student learning. While the students at Iles have been identified through the district's established process and are, therefore, considered gifted, identification at the early grades is based on ability testing along with parent and teacher recommendation. Expectations of gifted students' achievement vary among schools in the district from which they have come. Therefore, the disparity in achievement of students coming to Iles is much greater than that of ability. An example is the range of Developmental Reading Assessment (DRA) scores for the incoming first graders- DRA 2 -38 (pre-primer reading level through the end of 3rd grade reading level). Iles does not receive any Federally Funded Title I money or other district support for a Reading Recovery Teacher, a Teacher Instructional Leader or Parent Educators. Iles does receive enough Title V dollars to fund a half time position for instrumental instruction for students in grades 3-5. Iles School does not have a kindergarten, so parents struggle with the decision of sending their child to Iles in first grade which involves uprooting their child from the

conveniently located neighborhood school where their child has just made new friends and learned the routines. Parents also feel pressure from other parents whose children are not invited and a community perception that unjustly believes that a gifted education is only open to the elite. Iles students sometimes suffer when siblings do not qualify and parents decided that it would be easier to have all children attend the same school.

The stakeholders of the Iles School community have attempted to respond to the challenges to student learning through a number of efforts. Small class sizes in the primary grades increase the student-to-teacher-contact ratio, which helps to ensure that all children's needs are met. Iles continues to lobby for the part-time reading teacher position that was taken away three years ago. In the meantime, Foster Grandparents and other classroom volunteers are used for extra practice on skills in reading, writing, and mathematics. The Reading Buddy program offers primary and intermediate students with extra opportunities to use reading strategies learned in the classroom. Teachers provide parents with education on how to support literacy at home. Teachers also participated in "Framework for Understanding Poverty" workshops to better understand how cultural differences and socioeconomic levels effect student learning.

SECTION II Data Collection, Information, and Analysis

State Test Data

Illinois Standards Achievement Test Data And Analysis

Percentages represent students who met and exceeded the Illinois Learning Standards

Composite Scores	Grade 3 Reading	Grade 3 Math	Grade 3 Writing	Grade 4 Science	Grade 4 Soc. Sc.	Grade 5 Reading	Grade 5 Math	Grade 5 Writing
All Students 2001	97%	100%	95%	97%	98%	100%	100%	100%
All Students 2002	100%	100%	73%	100%	98%	98%	100%	93%
All Students 2003	98%	100%	88%	96%	98%	98%	100%	87%
All Students 2004	95%	98%	82%	98%	96%	98%	100%	94%
All Students 2005								

Black (Non-Hispanic) 2001	100%	100%	86%	90%	90%	**	**	**
Black (Non-Hispanic) 2002	100%	100%	67%	100%	100%	88%	100%	88%
Black (Non-Hispanic) 2003	100%	100%	83%	100%	100%	**	**	**
Black (Non-Hispanic) 2004	**	**	**	100%	91%	**	**	**
Black (Non-Hispanic) 2005								

Composite Scores	Grade 3 Reading	Grade 3 Math	Grade 3 Writing	Grade 4 Science	Grade 4 Soc. Sc.	Grade 5 Reading	Grade 5 Math	Grade 5 Writing
White (Non-Hispanic) 2001	96%	100%	96%	100%	100%	100%	100%	100%
White (Non-Hispanic) 2002	100%	100%	73%	100%	97%	100%	100%	95%
White (Non-Hispanic) 2003	97%	100%	89%	97%	97%	97%	100%	88%
White (Non-Hispanic) 2004	96%	100%	92%	97%	97%	100%	100%	91%
White (Non-Hispanic) 2005								

American Indian 2001	---	---	---	**	**	---	---	---
American Indian 2002	---	---	---	---	---	**	**	**
American Indian 2003	**	**	**	---	---	---	---	---
American Indian 2004	---	---	---	---	---	---	---	---
American Indian 2005								

Asian 2001	**	**	**	---	---	**	**	**
Asian 2002	100%	100%	80%	100%	100%	**	**	**
Asian 2003	100%	100%	100%	**	**	**	**	**
Asian 2004	**	**	**	**	**	**	**	**
Asian 2005								

Composite Scores	Grade 3 Reading	Grade 3 Math	Grade 3 Writing	Grade 4 Science	Grade 4 Soc. Sc.	Grade 5 Reading	Grade 5 Math	Grade 5 Writing
Hispanic 2001	---	---	---	---	---	---	---	---
Hispanic 2002	**	**	**	---	---	**	**	**
Hispanic 2003	---	---	---	**	**	---	---	---
Hispanic 2004	---	---	---	---	---	---	---	---
Hispanic 2005								

Low-Income 2001	88%	100%	89%	85%	86%	100%	100%	100%
Low-Income 2002	100%	100%	60%	100%	89%	88%	100%	75%
Low-Income 2003	100%	100%	81%	100%	100%	**	**	**
Low-Income 2004	**	**	**	**	**	**	**	**
Low-Income 2005								

Disabled 2001	---	---	---	---	---	---	---	---
Disabled 2002	**	**	**	**	**	100%	100%	100%
Disabled 2003	**	**	**	**	**	**	**	**
Disabled 2004	**	**	**	**	**	**	**	**
Disabled 2005								

Composite Scores	Grade 3 Reading	Grade 3 Math	Grade 3 Writing	Grade 4 Science	Grade 4 Soc. Sc.	Grade 5 Reading	Grade 5 Math	Grade 5 Writing
LEP 2001	---	---	---	---	---	---	---	---
LEP 2002	---	---	---	---	---	---	---	---
LEP 2003	---	---	---	---	---	---	---	---
LEP 2004	---	---	---	---	---	---	---	---
LEP 2005								

** No score is reported when less than 10 students are represented in the score cell

--- No students represented in the score cell

An analysis of the ISAT data for the past four years at Iles indicates that the percentage of students scoring in the meets and exceeds category has been consistently high in all subject areas except for the area of writing. At both grades 3 and 5 the percentage of students meeting or exceeding the Illinois Learning Standards in Reading has ranged from 95% to 100%. For the past four years 100% of the students at Iles School meet or exceed the Illinois Learning Standards in Mathematics at grade 5, grade 3 had 98% meet in 2004 and 100% for the three previous years. The percentage of students meeting or exceeding the Illinois Learning Standards in Science for the past four years has ranged from 96% to 100%. The percentage of students meeting or exceeding the Illinois Learning Standards in Social Science has consistently been reported as 96 - 98% for all four years. The range of students meeting or exceeding the Illinois Learning Standards for writing at the third grade level is 73% to 95% and the fifth grade range is 87% to 100%.

In looking at our special populations, the writing scores of low-income students are lower. The scores of our African American students for the past two years are slightly higher in the areas of Science and Social Science. The Writing scores of African American students are lower than the scores for all students. The scores of our Asian students are higher in all areas than the scores for all of our students.

The student expectations and instructional strategies are clearly defined at all grade levels in the areas of mathematics and reading. Both the reading and mathematics curriculum is accelerated. The writing expectations and instructional strategies have not been clearly articulated at all grade levels. In reviewing the specific areas within the writing ISAT scores, the Focus scores are higher than the scores in Support, Organization, and Integration.

Third Grade ISAT Writing Scores

Percentage of student scores at each score point for ALL students

Writing Feature Scores	Score of 1				Score of 2				Score of 3			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Focus(6)	0%	0%	0%	0%	0%	0%	0%	3%	3%	6%	5%	8%
Support(6)	0%	0%	0%	0%	0%	0%	0%	3%	10%	26%	5%	13%
Organization(6)	0%	0%	0%	0%	0%	2%	3%	3%	8%	28%	8%	13%
Conventions(2)	0%	0%	2%	8%	100%	100%	98%	92%				
Integration(6)	0%	0%	0%	0%	0%	0%	0%	3%	5%	22%	10%	13%

Writing Feature Scores	Score of 4				Score of 5				Score of 6			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Focus(6)	8%	46%	31%	23%	75%	41%	41%	56%	15%	7%	24%	10%
Support(6)	38%	48%	49%	56%	45%	22%	37%	23%	8%	4%	8%	5%
Organization(6)	45%	61%	58%	72%	40%	7%	24%	10%	8%	2%	7%	3%
Conventions(2)												
Integration(6)	38%	59%	51%	62%	48%	15%	31%	21%	10%	4%	8%	3%

Fifth Grade ISAT Writing Scores

Percentage of student scores at each score point for ALL students

Writing Feature Scores	Score of 1				Score of 2				Score of 3			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Focus(6)	0%	0%	0%	0%	0%	0%	0%	1%	1%	3%	3%	3%
Support(6)	0%	0%	0%	0	0%	2%	2%	1%	1%	10%	16%	20%
Organization(6)	0%	0%	0%	0%	0%	2%	1%	2%	1%	11%	17%	11%
Conventions(2)	0%	0%	0%	0%	100%	100%	100%	100%				
Integration(6)	0%	0%	0%	0%	0%	2%	1%	1%	1%	7%	15%	12%

Writing Feature Scores	Score of 4				Score of 5				Score of 6			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Focus(6)	17%	27%	18%	21%	44%	61%	73%	54%	39%	10%	5%	21%
Support(6)	32%	50%	31%	22%	50%	36%	35%	37%	17%	2%	16%	20%
Organization(6)	32%	61%	32%	38%	52%	23%	40%	35%	15%	3%	10%	14%
Conventions(2)												
Integration(6)	33%	62%	33%	31%	51%	26%	44%	38%	15%	3%	7%	18%

Publishers' Test Data

Naglieri Non-Verbal Ability Test (NNAT) Grade K

The **Naglieri Non-Verbal Ability Test** is given annually in kindergarten to assess students' non-verbal intelligence. Data from this assessment is used to identify students for the Iles Gifted Magnet School, the student talent pool as well as monitor student progress.

Percentage of Iles Students' Scores by Stanines on the Naglieri Nonverbal Ability Test

	Total NAI Scores	Stanines 1-4	5 th Stanine	6 th Stanine	7 th Stanine	8 th Stanine	9 th Stanine
Grade 1	49	2 %	0 %	6 %	12 %	19 %	61 %
Grade 2	51	0 %	0 %	1 %	5 %	14 %	80 %
Grade 3	27	0 %	0 %	4 %	4 %	18 %	74 %
Grade 4	49	6 %	4 %	8 %	6 %	20 %	56 %
Grade 5	<i>The Naglieri Non Verbal Ability Test was not administered to this group of students.</i>						

One of the criteria for admission to Iles is for students to score 1.5 standard deviations above their group norm on the Naglieri Non-Verbal Ability Test. Students who do not score 1.5 standard deviations above their group norm must have a teacher recommendation that indicates that they are demonstrating achievement levels one grade level beyond their age peers in reading, writing, and mathematics. Students scoring in the 7th, 8th, and 9th stanines are performing above average. The majority of students attending Iles School score in the 9th stanine on the Naglieri Nonverbal Ability Test.

Multiple Assessment Series (MAS) Trend Data
Grade 2

The **Multiple Assessment Series** (MAS) is given annually in Grade 2 to assess and monitor students' reading, writing and mathematics abilities. It is also used as a predictor to student success on the **Illinois Standards Achievement Test** (ISAT).

Multiple Assessment Series (MAS)
READING

Scores reported as Percent Correct

	Fiction Explicit	Fiction Implicit	Non-Fiction Explicit	Non-Fiction Implicit	TOTAL
2001	90.9	80.5	95.0	85.1	85.3
2002	91.6	82.9	92.7	86.6	86.7
2003	86.6	81.9	87.5	84.2	84.0
2004	88.1	75.6	85.1	80.8	80.6

Multiple Assessment Series (MAS)
MATHEMATICS

Scores reported as Percent Correct

	Apply Knowledge of Numbers	Estimate & Compute	Use Measurement Units	Apply Number Patterns & Relationships	Use Algebraic Concepts	Use Geometric Concepts	Collect, Organize, & Analyze Data	TOTAL
2001	86.9	83.3	89.8	92.4	78.8	89.0	93.2	87.5
2002	86.7	78.5	85.5	90.9	72.3	93.8	94.2	85.7
2003	89.5	85.5	83.3	86.4	80.7	96.9	93.7	87.8
2004	87	77.9	86.5	84.9	76.6	92.6	92.7	85.2

MAS TOTAL READING/MATH

Test Year for MAS-Total Reading/Math	Percent of students in Reading that scored		Percent of students in Math that scored	
	Proficient	Advanced	Proficient	Advanced
2001	80.0%	17.8%	40.9%	56.8%
2002	61.3%	30.6%	41.9%	48.4%
2003	44.7%	34.2%	36.8%	57.9%
2004	59.6%	19.2%	44.2%	44.2%

The percentage of students scoring in the “Proficient” and “Advanced” categories on the MAS Total Math has remained above 90% for the past three years. In 2004, the scores dipped below that 90% with 78.8% in Proficient and Advanced in Reading and 88.4% in Math. In 2001 97.7% of the students were either “Proficient” or “Advanced”, in 2002 that number dropped to 90.3% and then increased again in 2003 to 94.7%. During the years of 2001 through 2003, 100% of the students in 1st and 2nd grade scored at the “Proficient” and “Advanced” categories in the MAS Total Reading except for the students completing second grade in 2003, this number dropped to 92%. This drop in student achievement levels is believed to be a result of larger class size from first to second grade and no longer having a district reading specialist in the building. On the 2003 MAS Total Writing, 11% of the students scored in the “Advanced” category, 84% in the “Proficient” category, and 5% in the “Basic” category. For the 2004 school year, 87.7% of the students were in the Proficient and Advanced categories a decrease of 7.3% from the 2003 testing year. The MAS writing assessment is the lowest area for student achievement when comparing the results with the reading and mathematics areas for 2003, but Reading became the lowest in 2004. The low writing is attributed to the fact that the writing expectations and instructional strategies have not been clearly defined for each grade level. The drop in Reading may be attributed to the students being unable to participate in the District’s Summer Bridges program as well as the lack of additional reading support at the Iles school. These students have been identified and have volunteers working with them to increase fluency and comprehension.

Iowa Test of Basic Skills (ITBS) Trend Data

Grade 4

The **Iowa Test of Basic Skills** (ITBS) is given annually to assess student's progress in reading, language, mathematics, science and social science in Grade 4. It is also used to provide data to identify students for the District's gifted programs and talent pool.

Iowa Test of Basic Skills (ITBS) Grade 4

Scores reported as Percentile Rank of Average Standard Score for National Student Norms

	READING			LANGUAGE				
	Vocabulary	Comprehension	Reading TOTAL	Spelling	Capitalization	Punctuation	Usage/Expression	Language TOTAL
2001	90	88	90	85	88	88	87	91
2002	87	83	86	87	89	86	81	89
2003	93	85	89	88	86	80	82	87
2004	90	84	88	85	87	87	80	88

	MATH			
	Concepts Estimation	Problem Solving Data Interpretation	Math TOTAL	Math Computation
2001	93	92	93	88
2002	94	91	95	94
2003	93	91	93	89
2004	93	89	92	90

	SOCIAL STUDIES	SCIENCE	SOURCE OF INFORMATION		
	Social Studies TOTAL	Science TOTAL	Maps & Diagrams	Reference Materials	Sources of Information TOTAL
2001	84	82	91	87	91
2002	88	78	87	83	86
2003	84	84	92	85	90
2004	79	82	85	78	83

The percentile rank of the average standard score for national student norms for the past four years in the area of Total Reading has a narrow range from 84 to 90 and from 80 to 91 in Total Language. The range of scores for the past four years in mathematics is 89 to 95. Science and Social Studies is the weaker areas with a four-year range of 79 to 88 in Social Studies and 78 to 84 in Science. The Science area has shown a slight increase that is attributed to the adoption of a new science series that is more closely aligned to district's standards and benchmarks. The results of the ITBS are fairly consistent when compared to the results of the 4th and 5th grade ISAT scores. There is also a direct correlation of these results with the amount of instructional time that is devoted to each subject area within the classroom. More instructional time is spent in the areas of language arts and mathematics and those scores are higher. Less instructional time is spent in the area of social studies and science and those scores are lower.

District Assessment Data

Comparing DRA and MAS Total Reading Scores	DRA Advanced	DRA Proficient	DRA Advanced/ Proficient	MAS Advanced	MAS Proficient	MAS Advanced/ Proficient
2 nd -2001	95 %	5 %	100 %	17.8 %	80.0 %	97.8 %
2 nd - 2002	90 %	10 %	100 %	30.6 %	61.3 %	91.3 %
2 nd - 2003	73 %	19 %	92 %	34.2 %	44.7 %	78.9 %
2 nd -2004	67%	18%	85%	19.2%	59.6%	78.8%
1 st -2001	93 %	7 %	100 %			
1 st - 2002	94 %	6 %	100 %			
1 st - 2003	96 %	4 %	100 %			
1 st -2004	100%	0%	100%			

Comparing “Same Group” 1st and 2nd Grade DRA Scores and 2nd Grade MAS Reading Scores

In 2003, 94% of the 2nd grade students scored in the “Advanced” category on the DRA when at the conclusion of their 1st grade year in 2002. The percentage of students in this same group that scored in the “Advanced” category at the end of their 2nd grade year on the DRA dropped to 73%. In 2004, the trend continued with 85% of the second graders scoring proficient and advanced scoring but as kindergarteners, the same students scored 100% in proficient and advanced. There is also a significant drop noted in this group’s MAS Total Reading score when compared with the two previous year’s, group scores. It is believed that one of the causal factors attributed to the decline of students scoring in the “Advanced” category is that the size of the first grade classrooms have been about 17 per classroom. There were 25 students in each classroom at the second grade level with one section being a combination 2/3 classroom. This was also the first year that Iles School no longer had a Reading Specialist assigned to the building. When comparing 1st grade DRA scores and 2nd grade DRA scores, there was a much smaller decrease in the percentage of students scoring in the “Advanced” category at 2nd grade in 2002. The causal factor identified for this group in having only a slight decrease in numbers of students in the “Advanced” category (93% of its students scoring in the “Advanced” category at the end of 1st grade and then 90% of its students scoring in the “Advanced” category at the end of 2nd grade) is the opportunity for having 2nd grade students work with a building Reading Specialist. During the years of 2001 through 2002, 100% of the

students in 1st and 2nd grade scored at the “Proficient” and Advanced”. The students completing second grade in 2003 and in 2004 dropped to 92% and 85% respectively for the percentage of students that were proficient and advanced..

Additional School Data

Iles School uses the standards based report card for all grade levels. Parent/teacher conferences are attended by 100% of the Iles parents for grades 1-5. Iles School does not implement PBIS and will host a principal walk-through the end of January 2004.

Parents completed a technology survey as a part of the registration process. 223 surveys were returned. 87% of the parents indicated that they have a computer in their home and 82% of the parents have an e-mail account. 86% of the homes has Internet access. 96% of the homes have a VCR player and 81% of the homes have a DVD player. This information was gathered to assess how technology may be used to support the learning process at home and as a communication tool. This survey also enabled Iles to create a list of e-mail parent addresses to use as a way to quickly communicate with many parents.

One of the agenda items for the Iles Site Leadership team is to explore the option of expanding Iles School beyond the grades of 1-5. A parent interest survey was distributed during parent/teacher conferences. 133 surveys were returned. 110 of those surveys indicated that they are interested in seeing Iles expand to include grades 6-8. 36 parents are also interested in seeing Iles provided a Pre-K and Kindergarten program.

**SECTION III Integrated Action Plan (Goals/Activities/Timelines/Resources)
School Year 2003-2005**

<p>SCHOOL IMPROVEMENT GOAL (<i>Specific, Measurable, Achievable, Results-Oriented, Target Date goal based on gap analysis</i>) Goal # 1 “Improve the writing achievement levels for all students as measured by the 2004 and 2005 ISAT writing scores at grades 3 and 5. This will be indicated by increasing the percentage of students in the “Exceeds” category by 5% at each grade level per year and decreasing the number of students in the “Below Standards” category by 5% each year.”</p>	<p>RATIONALE FOR THE GOAL (<i>e.g., supporting data, reasons that the goal is a priority</i>) An analysis of the MAS scores and the ISAT scores indicates that the weakest content area for students at Iles is in the area of writing. ISAT results show that 8% - 21% of Iles students “exceed” in writing. In the other content areas the range of students in the “exceeds” category is 41% to 76%.</p>
<p>STANDARD(S) SUPPORTED BY THIS GOAL Write to communicate a variety of purposes. Use correct spelling, grammar, punctuation, and capitalization. Compose well-organized and coherent writing for specific purposes and audiences.</p>	<p>EVALUATION (<i>How will the goal be measured?</i>) <i>Include assessment instrument, assessment expectations, and success indicators.</i> District quarterly writing prompts will be used to assess student progress using the ISBE writing continuum and rubric. The 3rd and 5th grade writing ISAT scores will determine success if 18% of the 3rd grade students “exceed” and 31% of the 5th grade students “exceed” in writing at the end of 2005.</p>

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE WITH ACCOUNTABILITY	MEASURES FOR THE ACTIVITY	ALIGN RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)
<p><u>Goal # Activity #</u> 1.1 Teachers work together to define writing expectations in the areas of instruction and student achievement for each grade level.</p>	<p>October 2003</p>	<p>Teachers/Principal</p>	<p>Each classroom teacher has a list of writing instructional expectations and the ISBE writing continuum and rubric.</p>	<p>Teachers meet during October 10 District Inservice Principal consults with district Language Arts specialists prior to the inservice. No additional funds will be used.</p>

1.2 Each teacher assesses each student's current level of achievement with the first quarterly writing prompt.	October/ November 2003 and 2004	Teachers/Principal	ISBE writing continuum and rubric.	Time of classroom teacher.
1.3 Teachers will meet to identify ways parents can support their child's writing at home.	October/ November 2003	Teachers/Principal	ISBE writing continuum or rubric, along with suggestions for helping your child with writing at home will be distributed to each parent.	Time of classroom teachers, principal and use of school funds to duplicate parent support materials.
1.4 Teachers will implement agreed upon, consistent instructional strategies appropriate to each grade level for narrative, persuasive, and expository writing.	October 2003- May 2005	Teachers/Principal	Individual classroom planning books.	Time of classroom teacher.
1.5 Teachers will hold individual student writing conferences to monitor student progress.	October 2003 – May 2005	Teachers/Principal	Teacher grade books.	Time of classroom teacher.

SBR: Site scientifically based research or district identified promising practices.

- 1.1 Staff defines specific student expectations using writing continuum--SBR: Developing goals and strategies that meet students' needs. (*Six Features of Effective Instruction*, J.Langer; *Reading and Writing Are A Developing Continuum Rather Than Acquired Skills*, Neugman & Roskos.)
- 1.2 Quarterly practice & assessment--SBR: All students need ongoing practice. (Best Practices, Springfield Language Arts Department, August 2003)
- 1.3 Writing conferences--SBR: Writing conferences are an important part of the writing process. (Best Practices, Springfield Language Arts Department, August 2003)
- 1.4 Involve parents using parent/teacher conferences to inform of expectations and tips to support writing at home—SBR: The more the relationship between parents and educators approaches a comprehensive, well-planned partnership, the higher the student achievement. (National PTA)
- 1.5** Using Technology for Research and the Writing Process, SBR: National Education Technology Standards (NETS) lists as Standard #5, Research Tools. Students use technology to locate, evaluate, and collect information from a variety of sources.

SECTION IV 2003 – 2005 Professional Development Plan

Instructional Focus: <i>(Name the content area or instructional strategy in which the school faculty wants to become expert.)</i> Increase student achievement in persuasive, narrative, and expository writing.							
Activities in Action Plan in Need of PD	How will you address this PD activity? (Forum)	Who will be involved in PD?		When?	How will you know it was successful?		
		Provider	Audience	Date	Quality of Inservice	Evidence of PD Implementation	Evidence of impact on student achievement
Define writing instructional strategies and student expectations at each grade level.	Teachers will identify the characteristics present in writing exemplars for each grade level. Teachers will work in two groups; grades 1-3, and grades 4-5.	Susan Rhodes, Iles Principal, Facilitator for Meeting	Grades 1-5 Classroom Teachers and Specialists	10/10/03 12:30 PM – 3:30 PM	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Each grade level has identified writing exemplars along with grade level expectations. The writing expectations for each grade level are shared during parent conferences.	Student writing progress will be maintained on the Standards Based Report Card. Teachers and the principal will use a “sorting” process to determine the students not*
Learn about using technology to support the improvement of writing.	Each teacher will use an i-Book to learn about files, Appleworks, and creating storybooks with digital photos.	Cindy Huson, Karen Thompson	Grades 1-5 Classroom Teachers and Specialists , Principal	11/19/03 12:30 – 3:30	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.

Reflection and discussion of writing instruction and student achievement.	Teachers will identify exemplars for each grade level and each teacher will share an effective writing instructional strategy.	Susan Rhodes, Iles Principal, Facilitator for Meeting	Grades 1-5 Classroom Teachers and Specialists	1/27/04 12:15 – 3:15	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Discussions at monthly grade level faculty meetings with principal.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Learn more about using technology to support writing and research skills.	Each teacher will share a student project and rubric. The research skills used will be identified along with recommended web sites.	Susan Rhodes, Iles Principal, Facilitator for Meeting	Grades 1-5 Classroom Teachers and Specialists	2/13/04 8:00 – 3:15	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Review student writing.	The writing of targeted students will be examined. Two areas of weakness will be selected to focus on with appropriate instructional strategies.	Susan Rhodes, Iles Principal, Facilitator for Meeting	Grades 1-5 Classroom Teachers and Specialists	2/25/04 12:30 – 3:30	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Discussions at monthly grade level faculty meetings with principal.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.

Using technology as a tool for research; setting up a research scope and sequence	Teachers will discuss and define what is expected at each grade level for research skills along with appropriate web sites and/or other references.	Susan Rhodes, Iles Principal, Facilitator for Meeting	Grades 1-5 Classroom Teachers and Specialists	3/11/04 12:30 – 3:30	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Assess progress of targeted students	The writing of targeted students will be examined. Achievement levels in the two identified areas of weakness will be evaluated along with the instructional strategies that were utilized.	Susan Rhodes, Iles Principal, Facilitator for Meeting	Grades 1-5 Classroom Teachers and Specialists	5/11/04 12:30 – 3:30	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Discussions at monthly grade level faculty meetings with principal.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Understand the personality characteristics of the teacher, student, and parents and the effect that this has on learning and communication.	Staff members will complete an assessment of their own personality characteristics and learn how to effectively communicate with all styles.	Susan Rhodes, Iles Principal, Mr. Floyd Gerleman, Trainer from Horace Mann	Grades 1-5 Classroom Teachers and Specialists	8/24/04 AM	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Future discussions will include insights from this session.	Teachers will be able to assess through observation what personality styles are exhibited by each child and how that impacts their learning.

Understand how to use the IL State Museum as a rich resource to enable children to make connections in order to improve their writing.	All staff members will tour the Changes exhibit at the Museum and have an opportunity to ask the museum experts questions.	Dr. Bonnie Styles and Mrs. Nina Walthall	Grades 1-5 Classroom Teachers and Specialists	9/21/04 PM	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Teachers will take their children on field trips to the IL State Museum.	Student writing will reflect explicit vocabulary related to the collections at the IL State Museum.
Define writing instructional strategies and student expectations at each grade level.	Looking at ISAT Data and Establishing grade level expectations for writing	Jonnell Basket, School Improvement Coach	Grades 1-5 Classroom Teachers and Specialists	10/1/04	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Provide a safe learning environment.	All staff members will watch the school Safety Video and participate in a complete safety tour of school led by the school custodian and security officer.	Mr. John Graves and Mr. Rex Payne	Grades 1-5 Classroom Teachers and Specialists	10/20/04 4 PM	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Correct procedures will be followed during safety drills.	Students will feel safe in coming to school that will result in a high attendance rate.

Understand how to use the IL State Museum as a rich resource to enable children to make connections in order to improve their writing.	Tour IL State Museum exhibits <i>At Home in the Heartland, Carolyn Plochmann; Between Two Worlds, A tone Poem in Photographs and Verse, Peoples of the Past</i> and <i>Birds of Illinois</i> .	Mr. Kent, Smith, Dr. Bonnie Styles and Mrs. Nina Walthall	Grades 1-5 Classroom Teachers and Specialists	12/7/04 PM	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Teachers will take their children on field trips to the IL State Museum.	Student writing will reflect explicit vocabulary related to the collections at the IL State Museum.
Assess the individual needs of staff members. Provide them with information to meet the health needs of students with asthma.	Each teacher will take the ASCD on line Professional Development Survey. Staff members will participate in the Asthma 101 course.	Susan Rhodes, Principal of Iles and Registered Nurses, Val Rogers and Andrea Evans	Grades 1-5 Classroom Teachers and Specialists	1/12/05 PM	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Each teacher will print a completed survey and return to the principal for analysis. Teachers will implement effective response and care strategies to children with asthma.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.

Define writing instructional strategies and student expectations at each grade level.	AM—Review of Technology Standards and how they support writing. PM--Look at new Houghton Mifflin materials to decide what is appropriate for each grade level.	AM- Karen Thompson, PM- Donna Kloeppel, Houghton Mifflin	Grades 1-5 Classroom Teachers and Specialists	2/21/05	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Teachers will learn how to support the socio-emotional needs of children along with additional instructional strategies.	Teachers will attend “mini” sessions that were presented at this year’s Illinois Association for Gifted Children Conference.	Susan Rhodes, Principal and Teachers Sandy Bauer and Barb Thompson	Grades 1-5 Classroom Teachers and Specialists	3/4/05	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Define writing instructional strategies and student expectations at each grade level.	Teachers will attend the district Houghton Mifflin Reading Inservice by grade levels.	District Reading Department	Grades 1-5 Classroom Teachers	4/21/05	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.

Define writing instructional strategies and student expectations at each grade level.	Teachers will look at student work by grade level and discuss what is expected at each grade level and effective strategies for each grade level.	Susan Rhodes, Iles Principal and Jonnell Baskett	Grades 1-5 Classroom Teachers and Specialists	5/10/05	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Define writing instructional strategies and student expectations at each grade level.	Teachers will discuss across grade levels what instructional supports students will need for the next year.	Susan Rhodes, Iles Principal	Grades 1-5 Classroom Teachers and Specialists	5/27/05	Teachers will complete the CPDU forms and the principal analyzes the data collected from the forms.	Displayed student work, observation of classroom activities, discussion of activities in classroom newsletters.	Quarterly writing prompts will be used to measure student progress along with the Standards Based Report Card.
Resource Allocation: <i>(Identify the fiscal resources, if any, which will be used to support the activity.)</i> All activities will be supported through the use of district inservice days and through regularly scheduled faculty meetings. Purchase of i-Books and software has been made possible through a donation.							

SECTION V Illinois Learning Standards

Alignment of Curriculum, Instruction and Assessment

In 1996, the Board of Education for Springfield Public School District #186 developed a “Master Plan” calling for the development of a standards-based curriculum for Springfield Public Schools. Since that time, over 350 teachers, curriculum coordinators, and administrators developed grade specific standards and benchmarks for kindergarten through eighth grades and course specific standards and benchmarks for high school. The goals of the standards based curriculum are to create high expectations for student learning and to improve student academic achievement through a curriculum that is uniform in nature across the school district.

Springfield Public School District #186 standards and benchmarks were written to be in alignment with the Illinois Learning Standards in the areas of reading, mathematics, writing, science, social science, physical development & health, and fine arts. For each benchmark, a body of knowledge was written which communicates the essential knowledge that students must know or be able to do at a specific grade level or in a course. The body of knowledge illustrates the progressive development of what students need to learn across a series of grades. Pacing charts and curriculum guides were developed to guide teachers through their quarterly instruction. These guides ensure that students master annual academic expectations.

Professional Development Opportunities in Standards and Benchmarks

Springfield Public School District #186 has a coordinator of standards and benchmarks who is responsible along with other members of the Department of Instruction to provide systematic training on standards, benchmarks and the body of knowledge. Systematic training on standards and benchmarks has been in place since 1999. The training schedule has been as follows:

1999-2000

Grades K-3 teachers and principals

2000-2001

Grades 4-5 and principals
New staff in Grades K-3

2001-2002

Grades 6-8 teachers and principals
Middle and High School Foreign Language teachers
New staff in Grades K-3 and 4-5

2002-2003

High School Science and Mathematics teachers and principals
New staff in Grades K-3, 4-5, and 6-8

2003-2004

High School English and Social Science teachers and principals
New staff in Grades K-3, 4-5, and 6-8

Evidence of Standards-Led Classrooms

Iles School has been successfully implementing the Learning Standards and Benchmarks as outlined by the state and district. All classroom teachers have received standards training provided by the school district. As a part of the school improvement, all teachers were provided copies of the Learning Standards and Benchmarks for their particular grade levels. As teachers plan individually or within their collaborative teams, they refer to the standards and benchmarks. Each grade level group of teachers meets with the building principal on a monthly basis, wherein the Learning Standards and Benchmarks are included in the discussion and planning. In addition, Iles teachers have been using the standards based report card since the 2001 school year, the implementation of which leads to greater attention being paid to the learning standards and benchmarks. The Learning Standards and Benchmarks are also included in the "Individual Student Growth Plans" to determine adequate progress is being made while attending Iles School.

SECTION VI Family and Community Involvement

Data Use

During the 2001-2002 school year, the parents of students at Iles School were asked to evaluate Iles School by filling out an extensive survey. They were asked fifty-three questions in all. These questions were scored using a Likert scale wherein the parents responded to the statements by indicating the extent of agreement or disagreement. When parents were asked if they felt that the reading, writing, and mathematics instruction at Iles matched their child's ability, parents in the both the primary grades and the Intermediate grades (4 & 5) agreed, with more than half of those responses being "strongly agreed." Data collected from the survey helped the Iles administration and staff make informed decisions about school improvement goals. In addition to information about academics, parents were asked to evaluate the various forms of communication that Iles has with parents. See the chart below:

How helpful are the following in keeping you informed about Iles School?

	1 Very Helpful	2 Helpful	3 Somewhat Helpful	4 Not Helpful	5 Don't Know
Parent Orientation	49%	35%	8%	1%	7%
Weekly Take Home Folders	87%	8%	3%	0%	2%
Weekly Classroom Newsletter	76%	17%	7%	0%	0%
Monthly School Newsletter	72%	19%	7%	1%	1%
Parent Teacher Conferences	75%	19%	4%	0%	2%
Iles Website Classroom Newsletters	18%	12%	1%	1%	68%

Iles Website Student Projects	19%	11%	3%	28%	39%
Iles Website School Calendar	19%	12%	5%	2%	62%
Iles Website Curriculum Resources	9%	15%	2%	2%	72%
Site Leadership Team Minutes	21%	25%	4%	1%	49%

The responses given on this section of the survey indicate that the Iles Website was not as helpful as many of the other methods of keeping the parents informed. After reviewing this presented information, the stakeholders at Iles felt that it would be helpful to give the parents a technology survey to assess how technology is being used in the homes of Iles students. This technology survey could be helpful in seeing how technology might be more effectively used to support the learning process at home and as a communication tool. At registration for the 2003-2004 school year, parents were given the technology survey. Of the surveys returned, 87% of the parents indicated that they had a computer in their home, and 82% of the parents had an e-mail account. Internet access was available in 86% of the homes where surveys were returned.

Parents at Iles requested that the Site Leadership Team explore the option of expanding Iles School beyond grades one through five. During parent-teacher conferences, an interest survey was distributed. One hundred and thirty-three surveys were returned, and 82.7% of those surveys indicated that parents would like the Iles program to expand to include grades six through eight. Of the parents who returned the interest survey, 27.6% would like to see a Pre-Kindergarten and Kindergarten program at Iles.

Stakeholder Involvement in the SIP Process

Iles School has a very active Parent Teacher Organization and Site Leadership Team which includes parents and community members. Since Iles School does not receive Title monies to help with school improvement initiatives, It relies on parents and community organizations to help implement plans to help with increased student achievement goals as outlined in the School Improvement Plan. The Site Leadership Team monitors the School Improvement Action Plan throughout the school year. The Communication of the School Improvement Plan/ Progress chart outlines the efforts made to communicate with families and other community members.

Role of Family/Community in Support of Student Learning

Family and community support for student learning is shown in a variety of ways. One parent entered Iles School as a participant in an on-line contest with Target and won \$10,000 worth of books and technology for the Iles Library. An anonymous community member heard of our need for technology and donated \$25,000 to purchase a mobile computer lab with 20 i-books, printer, and mobile cart for student use. The staff at the Memorial Medical Center invites students for presentations that bring science to life. In addition to the presentations that Memorial gives, funds are also supplied to help with the purchase of science and mathematical supplies to use with science and math lessons. City Water Light and Power donated trees for Arbor Day and gave money so that each student could have his tree poem published in a school collection. Parents combined reading with art to make this year's Family Reading Night into an extraordinary gala. Parents and families also support Iles School by attending Fine Arts Night, school performances, plays, band, choir concerts, and *Swinging Singers* events. There is 100% participation in parent-teacher conferences. Parents are very good about volunteering their services and expertise to help with classroom projects, fund raisers, and professional development. Additional ways that families, partnerships, and the community support learning at Iles School include:

- Wednesday Folders
- Report Card—Student Goals/Parent Comments/Teacher Comments
- Field Trip Chaperones
- Planners—Parents Guest Speakers, Memorial Medical Center, Old State Capitol Project

- Family Reading Night
- Foster Grandparent Program
- Artist-in-Residency Program
- Sister State/Sister City visits from Japan
- Mike Thaler
- CWL Arbor Day Celebration
- Parent library helpers
- Classroom helpers
- Parents on Site Leadership Team
- Springfield Art Association — Art Outreach Program
- Collection/Heritage Fair
- Book Fair
- PTO Events — Jungle of Fun/Skating Parties

Communication of the School Improvement Plan/Progress

Stakeholders	What is reported?	How is it reported?	When is it reported?	Who is responsible?
Parents & Stakeholders	Standards & benchmarks, assessment results, school activities, student programs, District policies, School Improvement Plan including action plans	Student handbook, school report card, newsletter (weekly), parent conferences, teacher notes/conversations, SIP posted on building web site	Weekly newsletters, assessment data sent home when received, school report card (October), SIP annually shared with parents at leadership and PTO meetings	School Administration, Director of school operations, community Resource coordinator

Students	Assessment data, standards & benchmarks, district policy, progress, school activities	Teachers, newsletters, report card	Daily, weekly, monthly	Administration, teachers
Staff	All assessment data, Best Practice information, Leadership decisions, School improvement Plan including action plans	Faculty meetings, primary and intermediate meetings, newsletter, district web site, copies of SIP and action plans given to staff	Monthly, daily throughout school year	Administration, teachers, district coordinator
School Board	ISAT, ITBS, MAS, Standards & benchmarks, Demographics Data, School Improvement Plan including action plans	Reports at School Board meetings, written reports, SIP presentation are also televised as a part of the school board meeting	ISAT-August, ITBS-April, Demographics in October, School Improvement Plans including action plans presented every other year at BOE meeting	Director of Assessment, Director of School Improvement, School staff, stakeholders & administration
Media/Community	School Reports, ISAT Data, Demographics	State Journal Register publishes results of test and school report card, radio & TV stations	November of each year, bi-monthly meetings	Coordinator of community relations, Director of Assessment, Director of School Improvement
External Support Providers	School Improvement Plan	Peer Review Process	Annually	Principal and Site Leadership Team

SECTION VII Review, Monitoring, and Refinement

District Peer Review Team Process

School Improvement Plans for non-high priority schools will be due to the Director of School Improvement at the Administrative Center at 1900 West Monroe by November 1st of each school year. The district Peer Review Team will meet over the course of 4 weeks to review the school improvement plans for District #186's non-high priority schools. All district Peer Review Team meetings will be held in the 2nd floor conference room at 1900 West Monroe.

The district Peer Review Team for non-high priority schools will consist of volunteer members from the following groups: the Department of Instruction deputy superintendent, directors, coordinators, teacher instructional leaders, school improvement coaches, and building principals. Eight volunteers will be needed for each scheduled date over the course of the 4 weeks. Volunteers can choose to participate on more than one date. A sign-up sheet will be shared in the Department of Instruction's monthly meeting as well as the all principals' monthly meeting to solicit volunteers.

Peer Review Team members will be organized in 4 sets of 2 team members for each review date. Each team will review 2 school improvement plans during each Peer Review Team meeting. The revised district *School Improvement Plan Rubric* (2003) will be used to evaluate each school improvement plan. Training on the use of the revised district *School Improvement Plan Rubric* will be provided for all Peer Review Team members by the Director of School Improvement prior to November.

Several indicators will be evaluated using the revised district *School Improvement Plan Rubric*. The following scoring system will be used for rating indicators within Sections I Demographics, Section II Data Collection, Information, & Analysis, Section III Integrated Action Plan, Section IV Professional Development Plan, Section V Illinois Learning Standards, Section VI Family & Community Involvement, and Section VII Review, Monitoring, & Refinement:

<u>Rating</u>	<u>Score</u>
Implementation	3
Progression	2
Initiation	1
No Evidence	0

School Improvement Plan Rubric score sheets will be returned to the building principal submitting the School Improvement Plan within a week of their Peer Review Team review date. The maximum score earned on a school improvement plan is 21. If a school receives a score of 10 or below on their plan, they will be required to make the recommended corrections outlined on their *School Improvement Plan Rubric* form and resubmit their plans by the end of January of each school year. All school improvement plans will be entered on the information system by the beginning of February of each school year.

Monitoring & Refining Progress of the School Improvement Plan

What Is Monitored/Refined?	Who Is Responsible?	When Is It Monitored/Refined?	How Is It Monitored/Refined?
Results from quarterly writing prompts at each grade level will be monitored to measure progress of students.	Classroom teachers and principal	At the end of each quarter. Results will be shared during district professional development days and faculty meetings.	Insufficient student progress will necessitate the need to make modifications in the professional development plan and/or instructional strategies. Identification of areas of both strengths and weaknesses will provide direction in both professional development needs and revision of instructional focus.
Student progress will be monitored quarterly using the Standards Based Report Card. Teachers will meet with the parents of students failing to meet adequate progress to develop and discuss an individual student growth plan.	Classroom teachers, parents and principal	At the end of each quarter. Results will be shared during district professional development days and faculty meetings.	Insufficient student progress will necessitate the need to make modifications in the professional development plan and/or instructional strategies. Identification of areas of both strengths and weaknesses will provide direction in both professional development needs and revision of instructional focus.

Results from the 2 nd grade MAS test, and the 3 rd and 5 th grade 2004 ISAT test	Classroom teachers, principal and Iles Site Leadership Team.	The results from these tests will be analyzed in May 2004 and August 2004 during district professional development days and faculty meetings.	Identification of areas of both strengths and weaknesses will provide direction in both professional development needs and revision of instructional focus for the 2004-2005 school year.
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School Improvement/Leadership Team Members:

Mrs. Susan Rhodes	Principal/ Iles Site Leadership Team Member	Mrs. Allicent Smith	5 th Grade/ Iles Site Leadership Team Member
Mr. Jason Curry	1 st Grade	Mr. Robert Marcy	Art Specialist/ Iles Site Leadership Team Member
Mrs. Kenyatta Revelle	1 st Grade/ Iles Site Leadership Team Chair	Mrs. Dia Langellier	Instrumental Music Specialist
Mrs. Linda Sharpe	1 st Grade/ Iles Site Leadership Team Member	Mr. Robert Marcy	Art Specialist/ Iles Site Leadership Team Member
Mrs. Beth Riggle	2 nd Grade	Mrs. Amy Taylor	Vocal Music Specialist
Mrs. Jodi Standley	2 nd Grade	Mrs. Sue Landgrebe	Physical Education Specialist
Mr. David Morgan	2 nd /3 rd Grade	Mrs. Donnita Barton Davenport	Iles Site Leadership Team Member - Grandparent
Mrs. Carolyn Korza	3 rd Grade	Mrs. Kelly Robinson	Iles Site Leadership Team Member - Parent
Mrs. Sandy Bauer	4 th Grade/ Iles Site Leadership Team Member	Dr. Michele Seelbach	Iles Site Leadership Team Member
Mrs. Barb Thompson	4 th Grade	Mrs. Jonnell Baskett	School Improvement Coach/ Iles Site Leadership Team Member
Ms. Paula Shotwell	5 th Grade	Mrs. Teresa Kaiser	School Improvement Coach

All teachers and specialists were involved in analyzing test data on September 11 and September 26. Based on an analysis of test scores, the entire staff worked together to draft the School Improvement Goal and related activities. The Professional Development Plan was also developed with input from the entire staff on September 26. Additionally, all classroom teachers and specialists met in three small groups to go through the entire Iles School Improvement Plan and identify the descriptors, elements and causal factors to contain within the plan. Mrs. Theresa Kaiser and Mrs. Jonnell Baskett provided technical assistance in formatting all data charts and in Scientifically Based Research citations. Mrs. Kenyatta Revelle and Mrs. Susan Rhodes incorporated the information gathered into the narrative sections of this document. The Iles Site Leadership Team reviewed the entire document prior to submission.

The monitoring and review process will involve the same people in addition to involving parents as individual student achievement is assessed.