

Jefferson Elementary School School Improvement Plan (SIP)

2005 - 2007

Dedicated to Student Success and Confidence

Introduction:

Vision – *A vision means an image of what the school can and should become. It is deeply embedded in core values, hopes, and dreams.*

Vision Statements:

- Students achieve and excel and must be involved in his/her own learning.
- *What we learn with pleasure we never forget.*
- All stakeholders are dedicated to student learning and confidence, to providing rich educational and special opportunities, and to making a difference in our learners' lives.
- All stakeholders are entitled to a safe and encouraging environment and will treat others with respect at all times.
- Technology is a resource for learning across the curriculum.
- We are judged by actions not by intentions or words.

Mission - *A mission statement is a brief, clear, and compelling statement that serves to unify organization's efforts to move the organization forward and defines what the school is trying to accomplish and for whom. Goals and supporting activities later in this plan are still more specific are derived from the vision, and can be used to focus change and improvement efforts.*

Jefferson School's mission is to ENABLE each student to grow continuously in knowledge, skills, attitudes, and values that address the changing needs of self and society; to AFFIRM the work and dignity of self and others; and to EMPOWER each student to develop a positive attitude toward learning and become a confident, caring, and productive citizen.

I. AYP Performance Targets

The *No Child Left Behind Act of 2001* requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The goal is for all students to meet or exceed standards in reading and mathematics by 2014. Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving their performance based on the established annual targets. .

How Illinois Calculates AYP: Adequate Yearly Progress (AYP) calculations in Illinois are now based on [three factors](#), beginning in 2003:

- ❶ The percent of reading and math scores that meet or exceed standards, compared to the annual state targets;
- ❷ The participation rate of students in taking the state tests, which must meet or exceed 95%; and
- ❸ The attendance rates of students in elementary and middle schools, and the graduation rates of students in high schools, which must meet or exceed the state's annual targets.

Federal and state laws specify adequate yearly progress (AYP) as an accountability measure for Illinois public schools in:

Reading
Mathematics
Percent of students tested
Attendance rate (K-8)

Three of these measures – reading, mathematics, and percent of students tested – are further disaggregated by ten subgroups, making 41 performance targets in all. The School Report Card provides AYP information in Yes/No format for each of the 41 performance targets, as applicable. At a minimum, a school must include in its SIP those performance targets marked “No” (not met). By law, any unmet target becomes a school’s performance target.

At this time Jefferson Elementary MEETS in all applicable AYP performance target areas. Please see the attached School Report in Appendix A.

II. School and Community Information

A. Jefferson Elementary School

Jefferson is one of four elementary schools in Morton, Illinois and has grades Kindergarten through grade 6. It was built in 1928 and has a wood-floored gym surrounded by a balcony on three sides, a separate cafeteria, a computer lab, library, and 19 classrooms. It houses 305 students and 50 staff members, 31 of whom are certified educators, 14 are classroom teachers, and 9 are instructional aides. Average class size in 04-05 is 20.5 and 15% of the students have been identified as needing special education services beyond speech and language therapy. Ten of the 15% are students included in the district Intermediate Instructional Program.

1. Morton Unit School District 709

Jefferson is part of the Morton Unit School District 709, one of 18 school districts in Tazewell County. The Morton Unit School District 709 serves approximately 2,638 students in four elementary schools, one junior high school, and one high school. Its attendance area encompasses the communities of Morton, Groveland and small areas of Washington and East

Peoria. In the district, the current enrollment consists of 1.1 percent Hispanic students, 96.4 percent Caucasian, 0.6 percent African-American, 1.7 percent Asian/Pacific Islander, and 0.2 percent Native American students.

2002-03 Instructional Expenditure per Pupil was \$5,105

2. Students

At the present time, the student enrollment at is made up of 1.6 percent Hispanic, 96.8 percent Caucasian, 1.0 percent African-American, and 0.6 percent Asian/Pacific Islander, 0.0 percent Native American as shown on the school report card. The mobility rate is 8.2% and 12.6% qualify for free and reduced priced meals. The student population is comprised of students who speak English as their home language. Our school supports at-risk students through Title I, Reading Recovery, and developmental reading programs. Title I is federally funded, based on SES levels and a teacher and instructional aide support students in grades 3, 4, and 5 in the area of math. Reading Recovery, which is funded by the state Reading Improvement Block Grant, supports the lowest performing first graders with individualized and specialized reading instruction from the Reading Recovery Teacher and students in grades K, 2, & 3 receive developmental reading instruction in various settings and configurations.

The Challenge Program is a talented and gifted program and is provided to students who qualify in grades 4 – 6 grades in a pull-out, small group setting from our district Challenge teacher on a weekly basis.

3. Attendance and Mobility

Student attendance rates have remained relatively static over the past few years with a mobility rate of 8.2% and an attendance rate of 95.8%.

4. School Staff

The staff includes: 14 classroom teachers, 1 reading specialist, 1 Title I teacher, 3 special education teachers, 1 speech therapist, 1 social worker, 1 physical education teacher, 2 music teachers, and a librarian. On an average, our teachers have been at Jefferson 11-15 years. We have 2 new teachers this year. Additional personnel include the school principal, secretary, custodians, computer lab aide, instructional aides, clerical aides and food services workers. Several bus drivers and maintenance workers also provide services to students. The district psychologist is also available to assist in meeting the needs of students. Our student/homeroom teacher ratio is 20.5 to 1.

5. Our Principal

Our principal, Lorna Sherwood, has been in education a total of 30 years, which includes serving as an administrator for twelve years, ten of which have been as principal of Jefferson School as of the 2004-2005 school year. She taught 16 years in Illinois in grades 6 - 8 and four years in Arizona in grades 5 and 6. She values the school improvement process to

improve instructional programs and endeavors to include all stakeholders in working toward a shared vision.

6. Safety, Cleanliness, and Adequacy of School Facilities

Jefferson and the district are both committed to having a safe and clean environment for learning. At the site level, several procedures are in place, to include a Crisis Management Plan and regular fire and emergency drills. Planning for various potential emergencies is done in coordination with the district Crisis Management Committee.

The maintenance department handles specific safety concerns regarding buildings and grounds at the school site. On-site custodial staff take care of the day-to-day safety concerns that may arise. Two custodians perform the basic cleaning and maintenance operations throughout the school daily.

Other aspects of the school/district safety program include:

- District crisis-safety committee
- Bus evacuation drills
- Fire safety inspections
- County inspections
- School supervision

7. Classroom Discipline/Learning Climate

Jefferson provides a child-centered school community. Responsibility, respect, and discipline an expectation of all students. All stakeholders are partners in the process of education, which is strengthened by student participation in his/her learning and by parent involvement. All staff members model both the enthusiasm of learning as well as the standards for academic, behavior, and social settings. We expect parents to support academics and communication with their children about progress in these areas at home. Teachers endeavor to inform parents about progress on a regular basis. Our Student Input Team provides valuable input regarding school climate and opportunities.

Curriculum is reviewed on a regular basis and has been developed in alignment with the Illinois State Academic Standards and local needs. Parents are encouraged and welcome to be active participants in the process of curriculum renewal.

B. Our Community

1. Location

Morton is located in Tazewell County and has a population of more than 15,000. The median age is 40 years, and there is a large percentage of family households. Twenty-six percent of the nation's population lives within 500 miles of Morton with a property tax rate of 6.8207 percent. Known as the Pumpkin Capital of the World, Morton is at the intersection of Interstates 74 and 155. With easy access to major cities and the Illinois state capital, Morton is actually located midway between St. Louis, Chicago, Indianapolis, and Des Moines. This prime location — just 10 minutes from Peoria, 30 minutes from Bloomington-Normal, 50 minutes from Springfield and three hours from Chicago and St. Louis — gives Morton the benefits of city living without the inconveniences. Peoria, a city of 100,000, offers major shopping centers, specialized medical care, professional sports events and higher education opportunities.

The town of Morton has limited industry beyond the Caterpillar plant and many residents work outside of the community. The general financial status, community pride, and emphasis on family by the a large portion of the community have been an attribute to the educational system of Morton schools and student learning. While parenting issues have been a continual concern at Jefferson, it remains a minority of the general population and of the families at Jefferson.

Two airports serve Morton. Just 12 miles away is the Greater Peoria Regional Airport, with the longest runways in downstate Illinois, jet and turboprop commuter service, and car rental services. Also nearby is Central Illinois Regional Airport in Bloomington-Normal.

Morton offers cable and satellite television services as well as local Internet service and mobile phone service providers. Bringing the news to Morton residents are three daily newspapers — the Peoria Journal Star, the Pekin Daily Times and the Bloomington Pantograph — and two weekly newspapers — Morton Times-News and Morton Courier.

2. Morton's Economic Development Efforts

With nearly 15,000 jobs and growing, Morton is a leader for Tazewell County. Morton enjoys consistent growth due to a multi-faceted approach that yields a strong base of existing businesses and an attractive setting for new businesses. Regular communication with current business owners regarding their concerns and feasible ways to deal with those concerns demonstrates a high level of commitment to service.

Expansion is an important facet of Morton's economic development efforts. As a liaison with the Economic Development Council for Central Illinois, the Illinois Department of Commerce and Economic Opportunity, and the Village of Morton, the Morton Chamber of Commerce tracks financial incentive programs available to new businesses as well as new developments in transportation and technology. Sharing that knowledge and experience with businesses and similar groups in area communities also strengthens the central Illinois business climate as a whole.

3. Companies & Industries

Morton adds depth to the economic base of Tazewell County with a diverse and stable business community. Several nationally recognized businesses enjoy the economic benefits of being located in the Morton area. Local companies that have a large impact on our community include: Caterpillar Worldwide Parts Distribution Center, Nestle/Libby's, Morton Buildings, and RMH Foods.

4. Colleges and Universities

Illinois State University at Bloomington-Normal, the home of the Redbirds, was founded in 1857 and was the state's first public university. Academic majors include applied science and technology, arts and sciences, business, education, fine arts, and nursing. There are also complete athletic programs for men and women. The University sponsors community programs and events for youth, lifelong learners, senior citizens and other residents, for educators and alumni, and for employers and business professionals. On- and off-campus programs in the areas of the arts, entertainment and recreation are always popular. Other services include career exploration and development, distance education, conference facilities and research resources.

Bradley University at Peoria, the home of the Braves, serves 6,000 students on its 75-acre campus. Founded in 1897, Bradley became a university in 1946. Today, it offers 90 programs in five colleges, as well as the graduate school's 13 degrees in 31 academic areas. With a faculty of 300, the average class size at Bradley is 24 students. Bradley also boasts a job placement rate of 96 percent for its graduates. National honors include a number four rank among regional colleges and universities in the Midwest and number three in the Midwest list of best values by U.S. News and World Report, as well as being named to Princeton Review's 2003 guide as one of The 345 Best Colleges. Bradley's WCBU-FM public radio and WTVP-TV public television stations, with studios on campus, serve all of central Illinois.

Illinois Central College (ICC) at Peoria and East Peoria (ICC) was founded in 1967. Offering night, weekend and summer classes, the college grants associate's degrees and occupational certificates. Continuing-education classes for adult learners are also popular; the University of Illinois at Springfield offers courses here as well. ICC's Professional Development Institute provides the best in computer and business training for area residents. The Intercultural Diversity Program is dedicated to bringing together individuals with many differences and helping them to learn to communicate and cooperate.

Other colleges and universities in the area include Illinois Wesleyan University at Bloomington, Eureka College at Eureka, Knox University at Galesburg, Lincoln College at Normal, Lincoln Christian College and Seminary at Lincoln, Midstate College at North Peoria, Robert Morris College at Peoria, Spoon River College at Canton, University of Illinois School of Medicine at Peoria and Heartland Community College at Normal.

III. Goal Statements and measurable objectives for 2005-2007

1. Reading: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test
 - For 3rd through 6th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by **two percent** each year until 100% is attained.
 - Students will routinely participate in the classroom in reading for meaning and a purpose.
 - Students will routinely participate in the classroom in writing for a purpose and an audience.
2. Math: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test
 - For 3rd through 6th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by **two percent** each year until 100% is attained.
 - Students will routinely participate in the classroom in skill review and problem-solving activities.
3. Technology: Expand the amount of student work that is completed through the use of technology
 - Students in grades 2 - 6 will improve their keyboarding skills through weekly practice. By the end of 6th grade, student will be able to type 20 words a minute with 90% accuracy.
 - Using Microsoft Office products, Kid Pix, the Internet, and other forms of technology, students will complete projects/products appropriate to their grade level that correlate to the curriculum being taught in the classroom.

IV. Reflection

- How we have progressed on the goals and activities of the 2004-2005 School Improvement Plan
1. Reading: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test
 - For 3rd and 5th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by **two percent** each year until 100% is attained.
 - **The goal was not met in 3rd grade** with 80.4% and **was not met in 5th grade** with 79.2 in MEET AND EXCEEDS categories (Note: Scores are not cohort, but represent two different groups)

of students). 3rd grade had 7.3% in academic warning (all of which were special education students) and 5th grade had no students in the academic warning category.

- Implications are that increased efforts to strengthen this skill in grade 2 – 6 should take place next year as extended response scores continue to be a concern in both 3rd and 5th grade. More articulation needs to take place; especially since ISAT reading extends to more grades in 2006.
 - Efforts to increase nonfiction reading and activities in summarization taken place this year in an effort to build valid reading strategies and impact ISAT scores.
 - A second Rotary grant, Project Literacy, was obtained to assist in our efforts to provide support at home in the area of reading and literacy.
 - Students will routinely participate in the classroom in reading for meaning and a purpose
 - DEAR time (Drop Everything A Read) couldn't take place due to the constraints of the specials schedule. Student Input group has indicated that it was desired and teachers support its return if/when the schedule permits for 05-06. (Grades K – 2 often used a format of the teacher reading aloud to the class, especially during first semester).
 - Accelerated Reader in grades 2 – 6 was utilized; however, book shares and multiple intelligences were not utilized consistently.
 - Other primary grade activities: guided reading, stations/centers, and required monthly reading goals, partner reading, SRA, and reading groups supported by the reading teacher
 - Other intermediate grade activities: reading graphs each month, Weekly Reader, novel units, Caudill nominated books
2. Writing: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test
- For 3rd and 5th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by **two percent** each year until 100% is attained.

- **The goal was not met in 3rd grade** with 70.7% and **was met in 5th grade** with 68.6 in MEET AND EXCEEDS categories (Note: Scores are not cohort, but represent two different groups of students).
 - **Progress was made on bridging writing instruction at all grades.** Student writing products throughout the year indicated great growth and progress. Teachers were impressed with vocabulary usage and writing skills. Students were writing for meaning and communication. Our scores do not indicate the sense of growth and skill that was demonstrated during the year.
 - All forms of writing were addressed, but the state's testing only one form of writing for 3rd grade in March 2004 did allow a focus on expository.
 - Students will routinely participate in the classroom in writing for a purpose and an audience
 - Young Author books written midyear were accomplished. Reports, Power Point presentations, and group projects were also a vehicle for writing for a purpose and an audience.
 - More progress is needed in writing for classroom or school newspapers and websites to create meaningful writing activities.
 - Other primary grade activities took place: regular journal writing, newsletter articles, essay writing, and creating class books.
 - Other intermediate grade activities took place: essay writing with the bridged writing model, reports, short story summaries, postcards, and picture reports.
 - Students will routinely participate in the classroom in writing for a purpose and an audience
 - This took place routinely in classes and many selections were printed in the newsletter.
 - Partner classes allowed young students to receive assistance from older ones to write or use the computer lab.
3. Math: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test

- For 3rd and 5th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by **two percent** each year until 100% is attained.
 - **The goal was not met in 3rd grade** with 90.3% and **was met in 5th grade** with 95.9 in MEET AND EXCEEDS categories (Note: Scores are not cohort, but represent two different groups of students). **Both 3rd and 5th grade had no students in academic warning category.**
 - ISAT scores in extended response indicated a needed third grade focus on explanation and a 5th grade focus on the second task.
 - For standard areas, 3rd grade scores were more often above district percentages and other areas were equal to district percentages. Only the area of *data organization/analysis* was 1% below the district percent. 5th grade scores were equal or above in two areas and within 3% below district percentages on most of the other areas. The area of *geometric relationships* was 4% below the district's score.
 - Students will routinely participate in the classroom in skill review and problem-solving activities.
 - Other primary grade activities took place: Problem of the Day, series math problem solving, 100's day problem solving, computer lab programs for reinforcement of skills, publisher materials for problem solving, and involved multiple intelligences
 - Efforts to bridge problem solving activities need to continue in 05-06.
 - Other intermediate grade activities took place: problem solving, *Great Graphing*, publisher materials, and collaborating with the Challenge teacher, weekly problem solving activities with Title I staff, additional practice with extended response, and Illinois Math contest.
4. Technology: Expand the amount of student work that is completed through the use of technology
- Students in grades 2 - 6 will improve their keyboarding skills through weekly practice. By the end of 6th grade, student will be able to type 20 words a minute with 90% accuracy.

- All sixth grade students did not meet the keyboarding exit goal at year-end with a passing rate of 46%. Several factors are that all students had to start a new program at lesson 1 this year (while next year will be able to continue where they left off) and that many students had band/orchestra lessons often during their time in the lab or had Monday keyboarding times, which too often fall on a holiday. The increase lab time and keyboarding reinforcement yearly encourages us about scores improving each year.
 - Teachers endeavored to integrate in more ways and use of the lab with an all-day aide was invaluable.
 - Intermediate grades scheduled and logged in practice sessions for keyboarding weekly for 20 minutes.
- Using Microsoft Office products, Kid Pix, the Internet, and other forms of technology, students will complete projects/products appropriate to their grade level that correlate to the curriculum being taught in the classroom
 - Primary grades met the goal using KidPix and grades 2 & 3 introduced students to power points, reports, and website usage.
 - Intermediate grades: All classes except one 6th grade class met their project/product goal. Activities may have included: Power Point, Excel for graphing, Word for reports, KidPix for Venn diagram, and Internet for research and instructional activities (like crossword puzzles using unit works, etc.).

V. Data Collection & Analysis

- **School Report Card (demographic and ISAT data):**

ISAT ANALYSIS:

The State tests are administered third, fourth, and fifth grade levels as an achievement test format. Comparative studies allow implications for instruction to be made for previous, same, and future grade level teachers. The following scores include all students tested.

Note: Red indicates ISAT goals for the following year

*** Indicates goal was met*

Green, blue, plum, & orange indicate cohort groups

ISAT BENCH-MARK GRADE	% MEET & EXCEED, (District/State)	% MEET & EXCEED, (District/State)	% MEET & EXCEED, (District/State)	
	READING	MATH	WRITING	
3	'03-'04 '02-'03 '01-02 '00-01 '99-00 '98-99	80.4 (85.7/65) 87.1** (88/62) 89 80 (81/63) 85 86 (86/64) 78 89	90.3 (92.6/79.1) 93.6 (94.5/75.7) 95.6 95 (93/73) 0% Acad Wn 95 (94/74) 89 93	70.7 (74.9/63.8) 72.6 (75.5/60.1) 74.6 67 (71/57) 75 49 (65/58) 55 83
5	'03-'04 '02-03 '01-02 '00-01 '99-00 '98-99	79.2 (81.9/60.9) 84.7 (84.9/60.4) 86.7 83 (81/59) 85 86 (88/59) 78 81	95.9** (92.9/71.8) 87.1 (90.5/68.3) 89 88 (85/63) 90 91 (91/61) 75 74	68.6** (85.6/70) 61.5 (83.7/64.9) 63.5 75 (73/59) 80 89 (89/70) 86 91
	SCIENCE	SOCIAL STUDIES	PHYS DEV HEALTH	FINE ARTS
4	'03-'04 '02-03 '01-02 '00-01 '99-00	81.1 (84.7/67.8) 83.6 (86.7/66.5) 93 (90/68) 89 (87/65) 89	72.4 (79.8/61.0) 81.6 (83.1/62.8) 83 (88/60) 81 (84/61) 83	69 (76/65) 82 (85/67) 78 (84/65) 80 (85/72) 85 (86/66) 91

Comparing the same group* of students taking ISAT in 3rd and later in 5th, these cohort scores indicate:

5 th graders:	Reading Meets & Exceeds			Math Meets & Exceeds		
	5 th	As 3 rd	Change	5 th	As 3 rd	Change
03-04	79.2	80	- .8	95.9	95	+ .9
02-03	84.7	86	- 1.3	87.1	95	- 7.9 #
01-02	83	78	+5.0	88	89	- 1.0

* = Mobility causes groups to change; exact groups are seldom in place two years later.

Our cohort scores over the last three years generally indicate no significant difference (#) was realized, except for one year in math. Articulation of staff about group and individual student needs have resulted in academic growth for groups as they move from grade to grade. The school

bridged writing program and the increasing focus on problem solving are benefiting students. The continual efforts toward extended response for all students and the efforts by special education teachers to ready their students with both strategies and content are also very beneficial to students and scores. Our efforts continue to address computation and problem solving in the area of math and reading fluency and comprehension in the area of reading. The action plan will further explain plans in these areas.

Overview of ISAT- Spring, 2004:

M/E = Total of Meets and Exceeds standards percents
 B/A = Total of Below standards and Academic Warning
 AW = Academic Warning
 D = District average
 Signif.= significant difference

	Good news		Concerning news
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	Reading	Math	Writing
3rd	At 80.4% in M/E, over 5% below D	At 90.3% in M/E, less than 3% below D	At 70.7% in M/E, 4% less than D
	Under goal by 8.6%	Under goal by 5.3%	Under goal by 3.9%
		0% in Academic Warning	M/E decreased by 4% over last year
	7.3% in AW is IEP		
			2.4% in AW is IEP
5th	At 79.2% in M/E, less than 3% below D	At 95.9% in M/E, 3% higher than D	At 68.6% in M/E, higher than goal by 5%
	Cohort group achieved comparable M/E to their score in 3 rd grade	Cohort group achieved comparable M/E to their score in 3 rd grade	Cohort group achieved comparable M/E to their score in 3 rd grade
	Under goal by 7%	Met and surpassed goal by 5.9%	Met and surpassed goal by 5%
	0% in Academic Warning	0% in Academic Warning	8.3% in AW is IEP
	Half in Below Standards is IEP	Under half in Below Standards is IEP	Just over half in Below Standards is IEP
	Science	Social Studies	
4th	At 81.1% in M/E, 3.6 below D	Even to D in US history, other areas are lower, but within 4% of D	
	1.7% in AW	5.2 in AW and 22.4 in Below, 7.5% more than D	
	3% above D in physical sciences		
	Comparable to D, except in earth & space sciences, with 6% lower		

- [ITBS summary: See ITBS chart](#)

ITBS EVALUATION:

Generally, academic achievement levels for a group of students were maintained at each subsequent grade level. Cohort scores are available and allow us to monitor the success of a group of children as they move through the grades. Grade level comparisons year to year provide data for current and future instructional planning.

Trend data of fall, 2004 scores indicates that:

- Grades 3 made reasonable yearly growth in reading, math, and language.
- Grades 4, 5, 6 have not made year's growth in reading.
- All grades (3-6) made a year's growth in core total, yet grade 4 did not make a year's growth in other areas and grade 5 did not make a year's growth in two areas.
- Reading scores indicate less than one year's growth in grades 4, 5, & 6.

- [Surveys](#)

Stakeholders were given surveys to obtain input for school improvement planning. **The surveys indicate that relationships between students ranging from improving social skills to preventing bullying need to be addressed. The focus can begin in the areas of education, expectations, discipline, programs, and monitoring. This is a goal for 2005-2006.**

[Parent Survey Highlights, based on 54 who responded:](#)

The answer choices for most questions were: strongly agree, agree, neutral, disagree, and strongly disagree. 87% who responded were mothers.

Overwhelming percentages (over 90%) strongly agree and agree for the following:

- Feeling welcome in school
- Informed about their child's progress
- Their child is safe at school
- Adequate supervision during school
- School staff shows respect for students
- School meets academic needs of students
- Respecting the school's staff
- Respecting the school's principal
- The school has a good self-image.
- Supporting their child's learning at home

Percentages over 15% neutral and/or disagree for the following:

- Their child is safe going to and from school
- Adequate supervision before and after school
- Students show respect for other students.

[Student Surveys:](#) Two surveys were administered and all 1st – 6th graders took a survey in the computer lab (one survey form was for grades 4-6 and

one was for grades 1-3). Based on 258 responses, 91% have computers at home and 84% have Internet access at home.

Student Survey for grades 4-6 Highlights, based on 141 who responded:

The answer choices for most questions were: strongly agree, agree, neutral, disagree, and strongly disagree.

Overwhelming percentages (over 90%) strongly agree and agree for the following:

- Feeling safe in school
- Like our school
- The school is good
- Teachers treat me with respect
- Teachers care about me
- Teachers think I'm successful
- Principal cares about me
- I am a good student
- I can be a better student
- Quality work is expected at school
- I behave in school
- Family wants me to do well in school

Percentages over 15% neutral and/or disagree for the following:

- Belonging in school
- Having fun learning
- Having choices in what is learned
- Recognized for good work
- Challenged by the work
- Students are treated fairly by staff
- Students treat students with respect
- Students are friendly
- I have lots of friends.
- Support for learning at home

Student Survey for grades 1-3 Highlights, based on 117 who responded:

The answer choices for most questions were: Yes, In-between, and No.

Overwhelming percentages (over 80%) were *yes* for the following:

- I feel safe.
- I like this school.
- The school is good.
- My teacher cares about me.
- My principal cares about me.
- My teachers believe I can learn.
- I am a good student.
- My family wants me to do well in school.

Percentages under 65% were *yes* for the following:

- I belong.
- Students are friendly.

Staff Survey Highlights, based on 33 who responded:

The answer choices for most questions were: strongly agree, agree, neutral, disagree, and strongly disagree.

Overwhelming percentages (over 90%) strongly agree and agree for the following:

- I belong at this school.
- I'm intrinsically rewarded for doing job well.
- People I work with treat me with respect.
- Principal treats me with respect.
- Principal is effective instructional leader.
- Principal facilitates communication effectively
- Principal supports me with students
- Principal supports shared decision-making.
- Principal is effective helping us reach our vision.
- I have opportunity to develop my skills.
- I love working at this school
- The school provides atmosphere where all can succeed
- The vision for the school is clear and shared.
- District elementary instructional programs are challenging.
- The school has a good public image.
- Morale is high for teachers, students, support staff, & principal.

Percentages over 80% strongly agree and agree for the following:

- Security has been reasonably addressed.

Percentages over 15% neutral and/or disagree for the following:

- None

VI. Best Practices

- [Site comparisons based on cost per pupil:](#)

The Illinois School Improvement (ILSI) site has been replaced by the Illinois Interactive Report Card, <http://iirc.niu.edu> . Other helpful sites are <http://www.just4kids.org/> and <http://www.schoolmatters.com/> which provide best practices based on empirical research and comparative school information.

When comparing Jefferson to levels of best practices categories or themes on the schoolmatter.com site, we have reflected on each descriptor for further discussion in our next school year.

Theme: Curriculum and Academic Goals

Practice: Set targeted academic goals based on analysis of student achievement data

Target 1: Identify a limited number of measurable goals.

We have identified a limited number of measurable goals, based on the state Standards. These are assessed on grade level CRTs.

Target 2: Schedule SIP meetings to monitor progress.

We meet to discuss SIP but will discuss progress of to monitor progress SIP goals.

Target 3: Provide opportunities for school to work on curriculum planning.

We might have opportunities, like the science workshops that were given after the adoption of the new science program and as each new curriculum renewal area is taking place.

Theme: Staff Selection, Leadership, and Capacity Building

Practice: Select highly qualified teachers and provide professional development based on students' needs

Target 1: Principals assume responsibility for the selection of teachers.

This currently is best practice in our district.

Target 2: Teachers' professional development needs are identified by looking at student assessment data and classroom observations.

We have done this on isolated goals.

Target 3: Impact of professional development is monitored using test score results.

We review last years ISAT scores to target areas of weakness.

Target 4: The school schedule accommodates teacher collaboration and planning activities. School administrators ensure time is used appropriately.

We do have weekly collaboration times, but school administrators need to better monitor them.

Theme: Instructional Programs, Practices, and Arrangements

Practices: Tailor programs, practices and arrangements to address the learning needs of the student population

Target 1: District standards and benchmarks drive the curriculum.

District standards and benchmarks do drive our curriculum.

Target 2: Additional instructional resources (supplements, teacher-developed materials) are widely available.

We have additional instructional resources available.

Target 3: Character education is an integral part of the curriculum, and schools select and implement programs and activities that foster positive student behavior.

We are trying a variety of character education ideas, FISH, word of the week and everyone's general awareness that this is important to our schools improvement. After student survey results, this will be a bigger focus for next year.

Target 4: School schedule reflects academic priorities.

We are striving to accomplish required goals and reading and writing instruction times aren't always optimal with *specials* schedules, etc.

Theme: Monitoring: Compilation, Analysis, and Use of Data

Practice: Monitor teacher and student performance using assessment data and classroom observations.

Target 1: School administrators use multiple observations (formal and informal) and student achievement data to inform teacher evaluations.

We do have both formal and informal observations, but teachers are not evaluated on their student's achievement data.

Target 2: Schools supplement state and district assessments with local benchmarks to closely monitor student progress.

We use CRTs, teacher materials and ITBS.

Target 3: Teachers are adequately prepared to examine and analyze student data and use data to inform instructional practices.

Yes, through CRT, ITBS, and ISAT feedback and building school improvement inservice days and data analysis.

Target 4: School administrators and teachers track student progress on an ongoing basis, using data to identify standards mastery as well as any student skill deficiencies.

Yes, through CRT, ITBS, and ISAT feedback and collaboration, and data analysis.

Theme: Recognition, Intervention, and Adjustment

Practice: Intervene based on identified students' needs. Recognize academic and behavioral achievement

Target 1: Schools recognize students' academic and behavioral successes.

We have library, P.E., and music classes of the week, "on the right track" announcements and postings, and Accelerated Reader, Math Contest, Geography Bee, and spellings bee acknowledgements. Many teachers also incorporate recognition programs within the classroom routines and often students are sent to the principal to receive special acknowledgment.

Target 2: Recognition activities integrate ongoing rewards that students accumulate over time. Multiple methods are used to award and motivate students.

We have awards for: accelerated reading and Book-it, young authors' books, perfect attendance, Math-a-thon, and recognition for spelling bee and geography bee winners and many more recognitions as they occur in the year.

Target 3: Schools provide students with additional time both within and outside the traditional school day to focus on skills building.

We have the Drop Everything And Read program (DEAR), a Rotary Grant "Project Literacy", Accelerated Reader program for grades 2 – 6, and many years a school-wide reading program.

Target 4: The effectiveness of student interventions is monitored throughout the school year.

In Reading Recovery, student intervention is monitored throughout the program and also K-1 reading levels are assessed throughout the year. There are also guided reading assessment that take place periodically, as well as numerous assessments done within the classrooms, such as the Gates-McGinitie Reading Test.

Target 5: Schools have adequate instructional support staff to provide one-on-one and small group instruction when necessary.

Yes, we have aides (special education aides and trust aides), Title 1 Reading, Title 1 Math, and Reading Recovery.

Target 6: Individualized support and activities are implemented to intervene with struggling teachers.

Yes, aides have been hired to support struggling teachers, workshops are provided for teachers, and the SHARE team is a process to assist with student concerns.

Target 7: Teachers feel comfortable seeking assistance, resulting in the provision of both formal and informal support.

Yes, through grade level meetings and also communication seems to be open to seek advice from other teachers and our principal. Many innovative activities take place with individual students in mind and many staff members are willing to go the extra mile to meet students needs.

Further site comparisons of best practices:

On Target

- Set targeted academic goals and analyze goals.

- We have collaboration time during the school day
- District standards drive the curriculum
- We have additional resources to supplement our teaching
- Character education is a part of our curriculum
- School schedule reflects academic priorities
- Formal and informal observation of teachers – teacher evaluation
- There are state, district, and teacher generated tests
- Administrators and teachers track student’s progress
- We recognize academic and behavioral success
- We provide student’ with additional time inside and outside of the school day to focus on skills
- Teachers and students are comfortable seeking assistance for formal and informal support

VII. Action Plan for school year 2005-2007

- Goals, measurable objectives, and supporting activities
 1. **Reading: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test**
 - For 3rd and 5th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by two percent each year until 100% is attained.
 - For 4th and 6th grade, the percentage of students in the MEETS and EXCEEDS categories will be within 4% of the district’s percentage.

Supporting Activities:

 - a) Practice extended writing tasks similar to those on the ISAT reading tests and strengthen strategies to respond with information about a given story and personal experience (grades 2-6). Incorporate more nonfiction and summarization skills routinely throughout the year.
 - b) Vocabulary and information sources are learning areas to address as indicated by 3rd grade ISAT scores. Focus in grades 2 and 3 are implied.
 - c) Continue peer tutor involvement
 - d) Continue to develop program to assist those without support at home with the support of a grant if possible. Parent meetings and materials regarding strategies for home are beneficial.
 - e) Develop a school-wide reading program with recognition and incentives for reaching goals each month (*Get In the Game* Program for 05-06)
 - f) Promote enthusiasm for reading with various events and programs: Library Card Day, the

Ultimate Summer Reading Challenge, Favorite Character Day, relevant assemblies (*Tom Sawyer* for 05-06), Reading Nights, Rotary programs addressing summer regression and arranging *summer angels* for identified students.

- g) IEP: Reinforce and rehearse skills needed for ISAT tests,
- Students will routinely participate in the classroom in reading for meaning and a purpose
Supporting Activities:
 - a) DEAR time (*Drop Everything and Read*) school-wide on Fridays (Consider variations like class switches or monthly theme)
 - b) Continue use of Accelerated Reader in grades 2-6
 - c) Use Multiple Intelligences to create meaningful reading comprehension activities.
 - d) Invite guest readers/speakers.
 - e) Establish reading partners between grade levels for a specific duration and need
 - f) Purchase books for home use if a grant is obtained.
- Students will routinely participate in the classroom in writing for a purpose and an audience and vocabulary-building activities:
 - a) Continue use of school-wide bridged instruction model for writing
 - b) School-wide writing Young Author books
 - c) Publishing student writing in the monthly newsletter.
 - d) Incorporate classroom reports, Power Point presentations, & group projects.
 - e) Promote student writing for classroom newspapers, school newspaper, or website news
 - f) Use Multiple Intelligences to create meaningful writing activities.

2. Math: Increase the number of students in the MEETS and EXCEEDS categories of the ISAT test

- For 3rd and 5th grade, the percentage of students in the MEETS and EXCEEDS categories will increase by two percent each year until 100% is attained.
- For 4th and 6th grade, the percentage of students in the MEETS and EXCEEDS categories will be within 4% of the district's percentage.

Supporting Activities:

- a) Coordination of K-6 classroom and special education teachers to bridge instructional techniques and student expectations for math and problem solving activities.
- b) Utilize Title I staff to assist in weekly problem-solving activities in the class in grades 3 – 5
- c) Increase use of authentic, hands-on measurement activities using manipulatives (2-6)
- d) Integrate problem-solving activities into other curricular areas.
- h) Practice extended writing tasks similar to those on the ISAT reading tests and strengthen
- i) IEP: Reinforce and rehearse skills needed for ISAT tests
- Students will routinely participate in the classroom with skill review and problem-solving activities.
Supporting Activities:
 - a) Coordination of K-6 classroom and special education teachers to bridge instructional techniques and student expectations for math and problem solving activities.
 - b) Daily math review activities and weekly problem-solving (K-6)
 - c) Math contests in grades 4-6 and Math-a-thon
 - d) Use Multiple Intelligences to create meaningful math and problem solving engagement

3. Technology: Expand the amount of student work that is completed through the use of technology

- Students in grades 2 - 6 will improve their keyboarding skills through weekly practice. By the end of 6th grade, student will be able to type 20 words per minute with 90% accuracy
Supporting Activities:
 - a) Each class will spend a minimum of 20 minutes a week in the computer lab practicing keyboarding skills.
 - b) A log will be kept in the lab where teachers will keep track of time spent each week practicing keyboarding.
 - c) At the end of sixth grade, students will take a timed test to determine if they reached the goals of.
- Using Microsoft Office products, Kid Pix, the Internet, and other forms of technology, students will complete

projects/products appropriate to their grade level that correlate to the curriculum being taught in the classroom.

Supporting Activities:

- a) Kindergarten and 1st grade students will complete at least one project/product using Kid Pix.
- b) 2nd and 3rd grade students will be introduced to Microsoft Word and Power Point and will complete a simple project/product using each of these.
- c) 4th and 5th grade student will complete at least one project/product using Power Point and two projects/products using Word.
- d) 6th grade students will be introduced to Excel and will complete at least two Power Point project/products and three project/products using Word.

Jefferson's Building Technology Plan

1. Where are we now?
 - New use this year of all-day lab aide helpful this year.
 - LCD projector and screen in the lab improved meeting student and instructional needs.
 - Availability of technology integrationists promoted tech use and ties to curriculum
 - We have a better understanding of tech and have improved the accessibility to instruction and curriculum.
 - New keyboarding program was an improvement.
2. Where do we want to be?
 - Classroom PCs need to be more useful with networked programs. Use now is primarily limited to Accelerated Reader for grades 2 – 6.
 - Home access to Integrate Pro, the district grading program, for teacher use is desired.
 - Use of United Streaming would increase if there were LCDs or TVs in each classroom
 - DVD players would assist classroom instruction because not all instructional offerings are on VHS video, many are now on DVD.
 - Amplification systems are beneficial, use by many teachers and even students enable students to hear more clearly.
3. What's our biggest obstacle?
 - Funding for equipment is always a concern.
 - Space in classrooms for additional equipment is a concern
 - Time to preview and plan for technology integration is difficult to incorporate.
 - More time in the lab for special projects and activities is difficult to obtain or schedule as more classes use the lab more.

4. What needs to be done to get past the obstacle?
 - Devising alternative schedules for lab use is a possibility.
 - Innovative ways to fund technology are needed.
 - Grants can be written to increase funding.

- What to accomplish, how (timeline), & how progress will be assessed and reported

When	Who	What and How
Spring semester 2005	Teachers	ISAT results are available for staff review and SIP planning, best practices research, review of data, and goal setting. Conduct surveys of all stakeholders. Determine the measurable objectives for school improvement goals. Initial plans are made for the next school year on a school-wide bases and individual instructional planning to address the SIP and needs of students.
April, 2005	Principal & teachers	Collect and organize components for SIP. Orientation of next year's teachers on a <i>kid</i> move-up day for grades 2-5.
June, 2005	Principal	Submit SIP to Board of Education and copies to teachers, report SIP summary to PTO and for newsletter/website.
August, 2005	Teachers & Principal	Finalizing plans for school wide programs, review goals, activities, expectations, and needs.
1 st sem. 2005	Teachers	During teachers' meetings, review progress of SIP goal and activities and conduct workshop and technology shares.
Jan, 2006	Teachers & Principal	Review SIP progress and conduct a need assessment of student and academic needs. Review data as available.
April 2006	Teachers	Write analysis of '05-'06 school and grade level progress, review available data and identify activities which address the SIP. goals and objectives for the 2006-2007.
April 2006	Principal	Collect and organize components for SIP (alternate years) or a SIP update (alternate years).
May 2006	Principal	Submit SIP or SIP update to Board of Education and copies to teachers, report SIP summary to PTO and for newsletter/website.

- Partnership Development

Partnerships increase the scope of stakeholders and add resources to the school community. We value have partnerships with the Morton Public Library, the Morton Rotary Club, the

Morton Park District, the Morton Police Department, the Morton Chamber of Commerce, the ISBE Area 3 Closing the Gap Technology Learning Cohort.

- **No Child Left Behind (NCLB)**

The passing of the federal NCLB law has made the tie to the state ISAT test more significant and the improvement of our scores have greater impact. Our overall percentage of ISAT Meets and Exceeds is 81.3%. Adequate Yearly Progress (AYP) was achieved. AYP is determined when 40% are Meets and Exceeds is met for reading and Mathematics for all groups.

Because the benchmarks increase yearly to reach 100% in Meets/Exceeds by 2014 in reading and math, we are increasingly watchful of our progress and the importance of each grade level having a role to play in preparing for ISAT tests, which will now take place now in grades 3 – 6. We increasingly assist ISAT preparation at all grades and plan on further articulation of instructional planning in all grades.

- **Budget**

Activities that address the SIP goals and objectives are ongoing and integral to meeting the needs of our students. While budgetary concerns increase each year, school funds, PTO funds, and grant will support our endeavors. Most aspects of the SIP are dependent upon special financing, however many activities are dependent on technology support and hardware replacement.

- **Parent component/rep**

Our SIP represents our community and the needs of our students. Parents and families are partners in the educational process and routine communication with home takes place. Participants in PTO and in the Student Input Team have an important role to play on behalf of the school and indications from these groups are considered in development of the SIP. Staff and members of the Internal Review Team collaborate on school improvement activities throughout the year. Surveys from all stakeholders are valuable in SIP planning.

- **Reporting to Public**

The School Improvement report is submitted to the district office for Board of Education approval in May and distributed to building teachers. The principal writes a brief

summary of the goals for a school newsletter and presents general SIP information to the PTO. The Superintendent is apprised of achievement issues as necessary. In October, the annual school report card, which presents demographical information, ISAT scores, school progress, and general goals, is posted on the district website and hardcopies are available upon request. Classroom posters display SIP goals and objectives.

VIII. Professional Development

District Goal: Ensure all students achieve to their highest level

Instructional goal:

To foster a better understanding of individual differences and learning needs of students and of ways to accommodate for and address these needs to improve student achievement

Technology goal:

To increase proficiency/applications and increase technology integration

Our district endeavors to support and provide professional development for our staff to meet goals of the district, School Improvement Plans, the District Technology Plan, and/or those stated in individual job goals. In general, the professional development goals are stated above and many opportunities exist each year relating to pedagogy or technology skills and integration, to include MIU classes, which meet for a total of fifteen hours, district workshops, workshops outside the district, inservice days which can explore a variety of topics or provide a specific agenda and our mentoring program. All staff are expected to report what they learn at workshops with other staff at staff meetings or grade-level meetings.

Often there has been an identified district focus or vision for professional development. Such topics have included: differentiation, inclusion, accommodations and adaptations, authentic assessment, writing instruction, multiple intelligences and learning styles, interdisciplinary teaching, brain-based research, learning and memory, technology integration, and textbook adoption methods. Many district staff as well as outside speakers and consultants have assisted our professional development goals, to include: Guy Dowd, Bill Halloran, Kathie Nunley, Jim Moulton, James Burgett, Richard Villa, Barbara Doyle, Marilee Sprenger, Julie Gomes, Del Harnish, and Rick Stiggins. The Technology Staff Development Program is outlined in the District Technology Plan.

The School Improvement Plans for each building generate implications for professional development as well. Based on data analysis, a building vision will articulate the activities and professional development to meet building goals.

Often professional development opportunities have resulted in completion of a district project, such as curriculum and assessment work for EC-12 projects and conducting textbook review and adoptions.

IX. Learning Standard Implementation

The Illinois Learning Standards are represented in our district's instruction and classrooms and are clearly identified in each District Curriculum Guide. Our competitive scores on State assessments indicate that the Illinois Learning Standards are effectively implemented in our curriculum and instruction. Since the Illinois Learning Standards were adopted in 1997, all district K-12 objectives have been aligned to them. The district's procedure for curriculum renewal facilitated a comfortable process to align objectives for each curricular area. Consensus building and teacher involvement have always been integral to this process of curricular review. Each curricular area is scheduled for review each 5 – 7 years, but there are provisions to address necessary adjustments yearly. Each summer our District Curriculum Guides are collected from each teacher and administrator and revised to reflect any changes, while maintaining alignment to Illinois Learning Standards.

X. Family and Community Involvement

Our school community is more than the students and staff who attend. Parents are integral to the success of a child educationally, socially, emotionally, and physically. About 96% of our parents attend Meeting the Teacher Night in August and Open House in February. Our parent-teacher conferences have a higher rate of contact because teacher endeavor to try additionally to meet with parents about school progress. Many teachers initiate parent-conferences later in the year as well. The Rotary Grant has facilitated parent meetings about home assists to academic success, as well.

Our PTO is very active at both raising funds for school and planning activities for the students. They annually plan the school Carnival, Teacher Appreciation Week, and Laugh Olympics, Book Fair, library assistance, to name a few. Parent volunteers assist special projects, Health Walk, Picture Person Program, field trips. Many needed items have been purchased though the funds raised with PTO fundraising. Various businesses in Morton have supported our PTO with donations for the Carnival and other events.

We have close associations with the Morton Chamber of Commerce, the Morton Public Library, Morton Police, and the Rotary Club. As a whole our community and parents value and support our schools.

XI. Review, Monitoring, and Revision

Each year individual building principals are paired up with a board member to review school improvement plans upon their completion. After

this review is completed, the building principals then make and SIP presentation to the Morton CUSD 709 Board of Education at an official board meeting. During the school year, individual school buildings collect data in the form of local and state assessments. The ISAT, ITBS, and CRT data is used to monitor student's progress. Every effort is made to keep cohort data on each class as they pass through the Morton school system. Data-driven decisions about instructional programs and school culture are based the information gathered from these varied data sources. Teacher input is also a resource used to determine aspects of school improvement plans.

Most teachers' meetings during the year and meetings with our Internal Review Team Several monitor the progress of the action plans of the SIP. What has been accomplished and what still needs to be completed are discussed and SIP in-service days are also set aside for professional development opportunities related to SIP action plans. Even with the initiated a two-year SIP cycle, discussions will take place about progress, revisions, and planning regarding our School Improvement Plan.

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