

**JEFFERSON SCHOOL  
SCHOOL IMPROVEMENT REPORT  
2011-2012**

This report is a summary of Jefferson School’s 2010-2012 School Improvement Plan. It highlights the following: student needs identified as target areas, current performance of students and goals, identified areas of greatest strength, areas needing attention or improvement, and emphasis of efforts for the current school year.

**STUDENT NEEDS 2011-2012**

- Reading Comprehension
- Reading Fluency
- Vocabulary
- Mathematics Computation
- Mathematics Concepts and Estimation

**ISAT STUDENT PERFORMANCE 2010-12**

	<b>ISAT 2010</b>	<b>2011</b>	<b>2012 ISAT GOAL</b>
<b>Reading</b>	77.4% M/E	79.8% M/E	92% M/E
<b>Math</b>	91% M/E	87.1%M/E	93% M/E

**AIMs WEB GROWTH RATE 2010-11**

	<b>4<sup>th</sup> AIMs Comprehension</b>	<b>5<sup>th</sup> AIMs Comprehension</b>	<b>4<sup>th</sup> AIMs Reading Fluency</b>	<b>5<sup>th</sup> AIMS Reading Fluency</b>
<b>Target</b>	.2 RC/wk	.3 RC/wk	.9 WRC/wk	.8 WRC/wk
<b>General Education</b>	.2 RC/wk	.3 RC/wk	1.0 WRC/wk	1.0 WRC/wk
<b>Title I Reading</b>	.2 RC/wk	.2 RC/wk	.8 WRC/wk	.7 WRC/wk
<b>Special Education</b>	.2 RC/wk	.2 RC/wk	.8 WRC/wk	.8 WRC/wk

*\*RC/wk =Response Correct per week*

*\*WRC/wk=Words Read Correct per week*

	<b>4<sup>th</sup> AIMS Math Concepts and Application</b>	<b>5<sup>th</sup> AIMS Math Concepts and Application</b>	<b>4<sup>th</sup> AIMS Math Computation</b>	<b>5<sup>th</sup> AIMS Math Computation</b>
<b>Target</b>	.1 TS/wk	.1 TS/wk	.9 pts/wk	.5 pts/wk
<b>General Education</b>	.2 TS/wk	.1 TS/wk	.9 pts/wk	.4 pts/wk
<b>Special Education</b>	.1 TS/wk	.0 TS/wk	.7 pts/wk	.1 pts/wk

*\*TS/wk=Total Score per week*

### **AREAS OF STRENGTH 2011-2012**

- Mathematics Problems Solving and Data
- Language Usage and Expression
- Science Supplemental Materials
- Reading Supplemental Materials
- Parental Involvement

### **AREAS NEEDING IMPROVEMENT 2011-2012**

- Reading Fluency and Comprehension Skills
- Vocabulary Skills
- Math Concepts and Estimation Skills
- Math Computation Skills

### **EMPHASIS FOR 2011-2012**

- Continue to support best practices of language arts and mathematics instruction to ensure that we maintain a strong core curriculum prior to providing support or enrichment to our students.
- AIMS Web testing in reading and mathematics will occur three times during the school year. This will enable staff to monitor the progress of our entire population of students.
- Continue to apply Reading and Mathematics scientific based interventions to struggling students, and then measure the results of those interventions with progress monitoring.
- Continue to develop essential outcomes and common formative assessments for mathematics and language arts.

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**An Integrated School Improvement Plan  
For Jefferson Elementary School  
School Year 2010-2012**

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**Building Vision/Mission Statement:**

Dixon Public Schools, in cooperation with the community, will provide students with a comprehensive educational program that produces well-educated, self-sufficient, and involved citizens.

**School Attributes and Challenges:**

The Dixon Public Schools community school concept places all fourth and fifth grade students at Jefferson Elementary. We believe this has a positive effect on our ability to keep class sizes equalized, enables us to provide common classroom experiences for students, and make staff development opportunities more effective for staff. Fifth grade has been relocated to Jefferson School from Reagan Middle School for the 2010-2011 school year. A challenge for us this year is to better coordinate fourth and fifth grade curriculum, policies, and instructional practices within our classrooms as well as all Dixon Public School buildings. We will also continue to develop essential outcomes and common assessments at both grade levels. Ultimately, our goal is to provide our students with a quality educational program that will ensure future success for all students.

**Community Attributes and Challenges:**

As of the census of 2000, there are 15,941 people, 5,681 households, and 3,488 families residing in the city. The racial makeup of the city is 86.33% White, 10.48% African American, 0.14% Native American, 0.82% Asian, 0.05% Pacific Islander, 1.10% from other races, and 1.09% from two or more races. 4.30% of the population is Hispanic or Latino of any race.

There are 5,681 households out of which 29.8% have children under the age of 18 living with them, 45.7% are married couples living together, 11.8% have a female householder with no husband present, and 38.6% are non-families. 32.6% of all households are made up

of individuals and 14.7% have someone living alone who is 65 years of age or older. The average household size is 2.32 and the average family size is 2.94.

In the city the population is spread out with 20.9% under the age of 18, 8.9% from 18 to 24, 34.6% from 25 to 44, 20.7% from 45 to 64, and 14.9% who are 65 years of age or older. The median age is 37 years. For every 100 females there are 110.5 males. For every 100 females age 18 and over, there are 112.6 males.

The median income for a household in the city is \$35,720, and the median income for a family is \$45,088. Males have a median income of \$32,511 versus \$21,777 for females. The per capita income for the city is \$16,630. 10.1% of the population and 5.7% of families are below the poverty line. Out of the total population, 10.7% of those under the age of 18 and 12.0% of those 65 and older are living below the poverty line (Source: Wikipedia).

## I. Demographics

### Jefferson Elementary Demographics and Characteristics Educational Environment 1.1

Year	Limited English Proficiency (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
1999	0	19.1	100	95.1	11.8	4	1.4	-	-
2000	0.3	20.7	100	95.1	12.5	0	0	-	-
2001	0.3	23.3	100	95.1	12.1	0	0	-	-
2002	0	22.1	100	95.5	11.9	0	0	-	-
2003	0	28.4	100	95.2	15.8	1	0.4	-	-
2004	0	29.9	100	96.3	13.4	0	0	-	-
2005	0	39.3	100	95.6	11.8	2	0.9	-	-
2006	0	39.9	100	96	11.2	0	0	-	-
2007	0	33.3	100	96	14.2	2	1	-	-
2008	0	44.8	100	95.2	12.8	2	0.9	-	-
2009	.6	49.2	100	95.9	12.8	-	-	-	-

### Race/Ethnicity 1.2

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial/Ethnicity (%)
1999	88.2	3.5	3.8	4.5	0	-
2000	89.6	2.6	4.2	3.6	0	-
2001	88.6	2.5	5.4	3.2	0.3	-
2002	89.3	2	5.7	3	0	-
2003	85.8	3.6	6.9	3.6	0	-
2004	86.9	3.3	7.4	2.5	0	-
2005	87.2	4.5	4.5	2.1	0.4	1.2
2006	86.2	4.6	2.3	2.3	0	4.6

2007	84.7	3.7	3.2	1.6	0.5	6.3
2008	80.3	4.2	5.4	1.5	0.4	8.1
2009	83	1.2	6.8	2.2	-	-

### Enrollments 1.3

Year	School (N)	Grade 3 (N)	Grade 4 (N)
1999	314	-	-
2000	287	-	-
2001	317	-	-
2002	299	67	58
2003	275	56	62
2004	244	49	55
2005	242	1	218
2006	218	-	204
2007	189	-	175
2008	259	-	205
2009	323	-	198

### Teacher Characteristics 1.4

Year	Total Teachers FTE (N)	Average Teacher Experience (years)	Average Teacher Salary (\$)	Teachers with Bachelors Degrees (%)	Teachers with Master's Degrees (%)	Teacher Pupil Ratio (Elementary)	Teacher Pupil Ratio (High School)	Teachers w/ Emergency or Provisional Credentials (%)	Class not taught by Hi Qualified Teachers (%)
1999	196	15.8	41,998	38.8	61.2	18.6	21.4	-	-
2000	197	15.6	43,929	40.4	59.6	17.8	22.8	-	-
2001	197	16	46,490	38.6	61.4	17.3	21.9	-	-
2002	194	14.5	46,315	36.9	63.1	17	22.9	0	1.1
2003	189	15.1	48,800	39.3	60.7	17.2	22.1	0	0
2004	174	16.1	51,978	32	68	18.6	24	0	0
2005	166	16	54,435	26.6	73.4	18.6	24.9	0	0
2006	169	15.4	56,543	27.8	72.2	18.6	22.3	0	0
2007	176	13.6	54,746	30.1	69.9	17.2	22.8	0	0
2008	182	13	55,001	34.8	65.2	17.2	21.4	0	1.4
2009	180	13.8	57,220	31.6	68.4	17.3	19.8	0	0

Other information about educator qualifications (i.e. % masters', % initial cert holders, average yrs exp, certification information, etc): 72% of the certified general/special education teaching staff holds masters' degrees. The total number of teaching years combined is 398 years, for an average of 16 years. 21 staff members hold a type 03 certificate, 5 staff members hold a type 09 certificate, 6 hold a type 10 certificate, 1 holds a type 04, and 4 hold a type 75 certificate. It should also be noted that all staff members are Highly Qualified.

Trends in Demographics (ie low income percentage, attendance, subgroup composition, graduation rate, etc)

The lone subgroup identified for state testing for 2009 was "Low Income." This subgroup has increased 30.1% since 1999. Jefferson is over the district average of 39.3%, and over the state average of 42.9% in this subgroup. 49.2% of Jefferson students are considered Low Income. In subsequent years, trends in each area will be monitored and addressed. Staff will monitor the subgroup levels to determine the effectiveness of SIP goals and activities to ensure that all subgroup needs are met. Regardless of subgroup percentages, we will address all district subgroups to help these groups make AYP or maintain an acceptable yearly performance level.

Trends seen in enrollment? Increasing, decreasing? More classrooms, less classrooms? How is the building staff addressing these trends?

There are currently 7 sections of fourth grade and 8 homerooms for fifth grade. Fourth grade currently has 190 students and fifth grade has 213 students. Fourth grade averages 27 students per section and fifth grade averages 27 students per homeroom. There are currently 22 fourth grade students with IEPs and 31 fifth graders. There are 4 special education teachers that manage this IEP caseload. The current fourth grade is smaller than the previous class, making it possible to drop a section in fourth grade and still maintain essentially the same classroom size in both grade levels for the 2010-2011 SY.

Teachers have had to adapt to slightly larger class sizes over the last couple of years. Teachers have begun to see students in smaller groups that are flexible. Teachers have also used various co-teaching models to meet the needs of our special education population and larger class sizes.

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## II. Data Collection

- State assessment results are required, including information about subgroup performance.
- Data should be depicted in graphs and charts.
- Data should be for at least three years and triangulated (includes state testing, building testing, classroom assmt)
- Other achievement data suggestions include: ITBS, Local Assmt (classroom, portfolios) Gender information, graduation data, vocational center assmt, attendance, discipline reports, etc
- All survey results – parent satisfaction, staff needs assmt

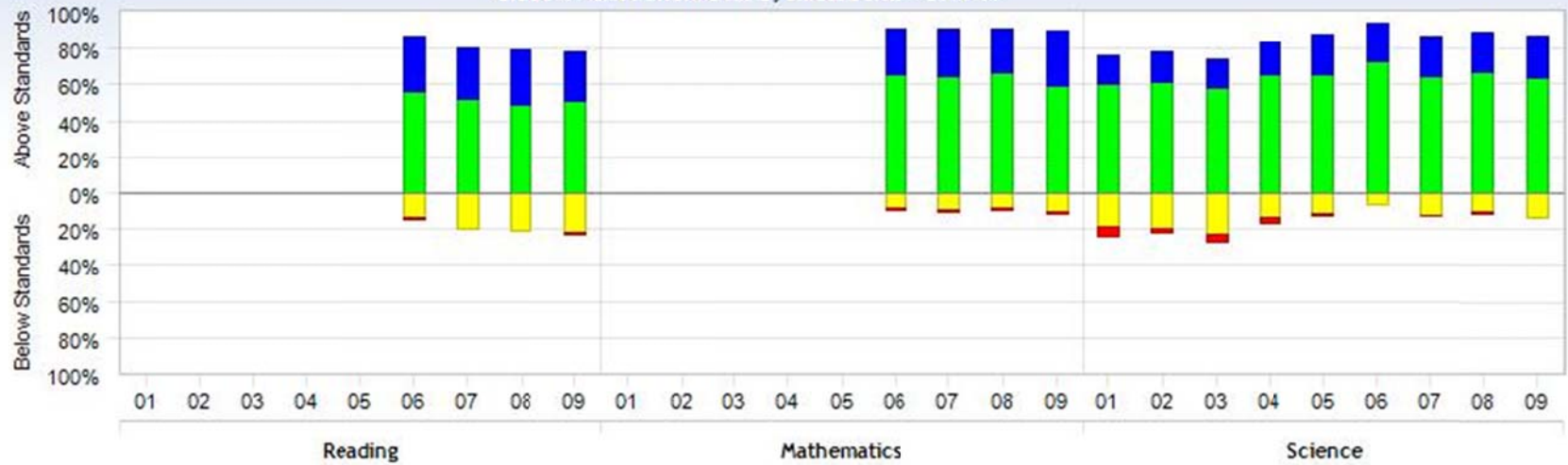
### Building Subgroup Performance ISAT 2.1

Year	White # % M/E Reading % M/E Math	Low Income # % M/E Reading % M/E Math	Disability # % M/E Reading % M/E Math	LEP # % M/E Reading % M/E Math	Hispanic # % M/E Reading % M/E Math	Other: # % M/E Reading % M/E Math
2005-2006	# - %R – 87.0% %M – 94.1%	# - %R – 79.5% %M – 86.3%	# - %R – %M --	# - %R – %M --	# - %R – %M --	# - %R – %M --
2006-2007	# - %R – 81.2% %M – 93.5%	# - %R – 68.5% %M – 89.1%	# - %R – %M --	# - %R – %M --	# - %R – %M --	# - %R – %M --
2007-2008	# - %R – 80.4% %M – 93.7%	# - %R – 66.7% %M – 86.4%	# - %R – %M --	# - %R – %M --	# - %R – %M --	# - %R – %M --
2008-2009	# - %R – 81.0% %M – 91.0 %	# - %R – 67.0% %M – 87.0%	# - %R – %M --	# - %R – %M --	# - %R – %M --	# - %R – %M --

### Fourth and Fifth Grade ISAT Data 2001-2009 2.2

DIXON USD 170

Grade 4 - ISAT Performance By All Students - 2001-09



Percent of Students at Each Level

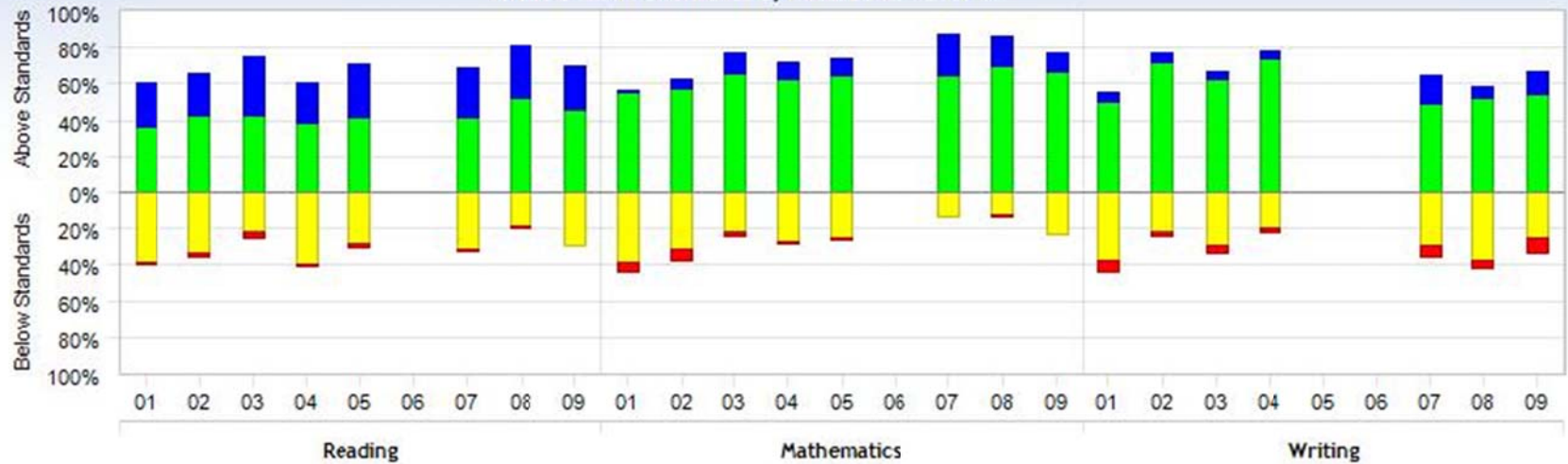
% Meets & Exceeds	-	-	-	-	-	85	80	79	78	-	-	-	-	-	-	92	91	91	90	76	78	73	83	88	94	87	89	86
% Exceeds	-	-	-	-	-	30	28	30	27	-	-	-	-	-	-	25	26	24	31	16	17	16	17	22	21	21	22	22
% Meets	-	-	-	-	-	56	52	49	51	-	-	-	-	-	-	66	65	67	59	60	61	58	66	66	73	65	67	64
% Below	-	-	-	-	-	14	20	21	22	-	-	-	-	-	-	8	9	8	10	19	20	23	14	11	6	12	10	14
% Warning	-	-	-	-	-	1	0	0	1	-	-	-	-	-	-	1	1	1	1	5	2	4	3	1	0	1	1	0

Number of Students Tested

(N)*	-	-	-	-	-	191	172	206	201	-	-	-	-	-	-	189	173	207	201	211	218	199	201	212	190	173	207	201
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

REAGAN MIDDLE SCHOOL - DIXON USD 170  
Grade 5 - ISAT Performance By All Students - 2001-09



Percent of Students at Each Level

% Meets & Exceeds	60	66	75	60	71	-	69	80	71	56	63	76	72	74	-	87	86	77	55	77	68	78	-	-	65	58	67
% Exceeds	24	23	32	21	29	-	27	29	24	1	6	11	10	9	-	22	16	10	5	5	5	4	-	-	16	6	13
% Meets	36	43	43	39	42	-	42	52	46	55	57	66	62	65	-	65	70	67	50	72	62	74	-	-	49	52	54
% Below	39	33	22	40	28	-	31	19	29	39	31	22	27	25	-	14	13	23	38	22	29	20	-	-	29	38	25
% Warning	1	2	3	1	2	-	1	1	0	5	6	2	1	1	-	0	1	0	6	2	4	2	-	-	6	4	8

Number of Students Tested

(N)*	256	224	224	215	211	-	192	181	201	251	223	223	216	212	-	192	181	202	255	219	224	214	-	-	188	186	198
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

### III. DATA ANALYSIS AND GAP ANALYSIS WORKSHEET

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Administrator: Jeff Gould	Parent Representative: Brenda Drezen
SIP Team: Mary Andersen, Patty Cox, Carol Mathewson, Kim Bork, Sue Lauer	Community Representative: Brenda Drezen

Student Achievement Finding (Concern)	Evidence? (Support in data collected--is it seen in more than one assmt?)	Possible reasons this is happening and what does research say will correct it?	Subgroup Concern or Multi-Year Trend?
<p>Jefferson's fourth Grade ISAT reading scores have remained virtually steady over the last three years (78.6% in 08' to 77.4% in 10')</p> <p>Fifth grade data from RMS shows an 11 percentage point drop in ISAT reading scores from 2008(80.1%) to 2010(69%).</p>	<p>AIMs Web data denotes that Jefferson students scored 4 points higher than the national norm on the RCBM(Spring) and 1 point lower than the National norm on the MAZE(Spring).</p> <p>Class cohort data indicates an increase in ISAT reading scores from the class that tested in third grade ('09) to when these same students tested in the fourth grade ('10). This was an increase of 5 percentage points.</p> <p>Fourth to fifth grade cohort data shows a decrease in ISAT reading scores from 77.6% ('09) to 69% ('10).</p>	<p>Inconsistency in teaching strategies and assessments from classroom to classroom may have been a contributing factor.</p> <p>Implementation of research-based practices within the general education classroom, common assessments, and the development of essential outcomes will help to raise student achievement in this area.</p>	<p>With the addition of fifth grade, Jefferson will have the additional subgroup of special education for the upcoming school years. The continuation of the Response to Intervention approach will enable us to better serve the needs of individual students. Specifically, we have applied the scientific based interventions of: Guided Reading, PALs, Great Leaps, Michael Haggerty Phonemic Awareness, Read Naturally, Words Their Way, Lexia, and Edmark to address students' needs.</p>
<p>Jefferson fourth grade students performed well on the ISAT mathematics test. ISAT scores in mathematics increased slightly</p>	<p>ISAT results for 2010 indicates that 91.0% of Jefferson students scored a meets or exceeds. AIMs Web data shows that students matched the National norm in Math Concepts and Applications. It is concerning that students scored below the national norm in Math Comprehension on the AIMs Web by 8 points.</p>	<p>Inconsistency in teaching strategies and assessments from classroom to classroom may have been a contributing factor.</p> <p>Implementation of research-based practices, common assessments, and the development of essential outcomes will help to raise student achievement in this area.</p>	<p>Students' individual needs will be monitored by using AIMs Web benchmarking and MAP testing. Common assessments will be developed and utilized to gage the effectiveness of classroom instruction.</p>

<p>from 89.6%('09) to 91.1%('10)</p> <p>Fifth grade data from RMS shows a 13 percentage point drop in ISAT math scores from 2008(86%) to 2010(73.2%).</p>	<p>Fourth to fifth grade cohort data shows a decrease in ISAT math scores from 89.6% ('09) to 73.2% ('10).</p>	<p>Staff will continue to use supplements to their mathematics program, such as PALs Math, Great Leaps Math, Mad Minutes, Math Facts in a Flash, and Otter Creek to address specific deficits areas.</p>	
<p>Jefferson ISAT Science scores have remained over 85% meets/exceeds since 2008.</p>	<p>ISAT data indicates Jefferson's Science scores have remained consistently over the 85% mark for the last several years. Science ISAT scores have remained relatively static for the past three school years.</p>	<p>Inconsistency in teaching strategies and assessments from classroom to classroom may have been a contributing factor.</p> <p>Implementation of research-based practices, common assessments, and the development of essential outcomes will help to raise student achievement in this area.</p> <p>The implementation of a guided reading approach school wide will allow teachers to teach across the curriculum and address science topics. The 4<sup>th</sup> grade has also purchased a new science series which has a leveled reader component that will allow students to learn the same topics at the individual's reading level. Supplemental programs, such as PALs and SQR, have been incorporated science material.</p>	<p>District trends are difficult to establish as fourth graders and seventh graders are the only students testing in Science at pre-high school levels. 2010 ISAT data indicates that 85.2% of Jefferson students received a meets or exceeds on the ISAT test. This score has decreased slightly since 2008 testing.</p>

Other analysis to consider regarding data collected (parent satisfaction surveys or staff needs assmt, prof dev evals):

Priority Area/Goal	Resources to Support Goal Achievement	Rank Order
<p>85% of the fourth and fifth grade students will score at the Meets or Exceeds level on the 2011 ISAT reading assessments.</p> <p>92% of the fourth grade students will score at the Meets or Exceeds level on the 2012 ISAT reading assessments.</p>	<ul style="list-style-type: none"> <li>• MAP testing will be done three times a year</li> <li>• The AIMS Web assessments will be given to all students three times during the year to help monitor all students' progress. Progress and Strategic monitoring will occur with identified students between AIMS Web benchmarking.</li> <li>• ISAT data</li> <li>• The RtI model will be implemented that will utilize the scientific based interventions that go along with that program.</li> <li>• Title I and Special Education staff will help determine student needs with the classroom teacher. This problem solving model will yield instructional groups.</li> <li>• Guided Reading instruction will be offered to teachers and a teacher resource library for this approach will be maintained by the Title I staff.</li> <li>• The Accelerated Reader Program will provide an independent reading attribute that is essential in a well rounded reading program.</li> <li>• ISAT practice books will be used on a limited basis to help students with the test format.</li> </ul>	1
<p>92% of the fourth grade students will score at the Meets or Exceeds level on the 2011 ISAT mathematic assessments.</p> <p>93% of the fourth grade students will score at the Meets or Exceeds level on the 2012 ISAT mathematic assessments.</p>	<ul style="list-style-type: none"> <li>• Jefferson students will use Math Facts in a Flash in the Renaissance Lab to help students with memorizing basic facts for all operations.</li> <li>• AIMSWeb math assessments will be given three times a year to monitor student skill development. Progress and Strategic monitoring will occur with identified students between AIMS Web benchmarking.</li> <li>• MAP assessments will be given three a year.</li> <li>• Fourth and fifth grade staff will continue to coordinate their mathematics curriculum.</li> <li>• Grade levels will work to develop common assessments for unit tests to essential outcomes and common assessments for mathematics.</li> <li>• PALs Math, Otter Creek Math, and Great Leaps Math will be utilized by staff to address students' specific needs.</li> <li>• Staff development will be available to help increase teachers knowledge, skills and abilities in small group math instruction.</li> </ul>	2

<p>92% of the fourth grade students will score at the Meets or Exceeds level on the 09 ISAT science assessments.</p> <p>93% of the fourth grade students will score at the Meets or Exceeds level on the 2010 ISAT science assessments.</p>	<ul style="list-style-type: none"> <li>• ISAT preparation activities will be implemented throughout the school year.</li> <li>• Local assessments will be administered throughout the school year.</li> <li>• Teachers and students will make use of the Science Lab to ensure that hands on activities are occurring.</li> <li>• Varied teaching strategies/approaches will be used to address individual student learning styles.</li> <li>• United Streaming will be effectively used to enhance science instruction.</li> <li>• The Guided Reading approach will address science topics that reinforce what students are learning in the area of science.</li> <li>• Teachers will utilize the Science Text Book's Leveled Reader Series to deliver 4<sup>th</sup> grade content at an individual student's level.</li> </ul>	3

#### IV. Integrated Action Plan (copy these pages as needed)

### GOAL # 1

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

<p>SCHOOL IMPROVEMENT GOAL (A <u>measurable</u> goal based on gap analysis)        85% of the fourth and fifth grade students will score at the Meets or Exceeds level on the 09 ISAT reading assessment.</p> <p>92% of the fourth and fifth grade students will score at the Meets or Exceeds level on the 09 ISAT reading assessment.</p>		<p>RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority) AYP has been established at 85% meets/exceeds for 2011 and 92% for 2012. Fifth grade reading scores have declined from 80.1% ('08) to 69% ('10).</p>	
<p>EVALUATION        FY 11 ISAT reading scores.        FY 12 ISAT reading scores.</p>			
<p>SPECIFIC, <b>MEASURABLE</b> STEPS TO BE TAKEN        (ACTIVITY/STRATEGY)</p>	<p>SPECIFIC        TIMELINE        (ie. Institutes/SIP)</p>	<p>PERSONS ACCOUNTABLE        (ie. for logistics, substitutes, trainers)        AND FOR EVALUATION</p>	<p>BUDGET FOR THE ACTIVITY        EXPLANATION OF EXPENSES</p>

<p><u>Activity 1</u> AIMS Web/MAP assessments will be given three times during the school year.</p> <p><u>Measure for this Activity</u> AIMS Web/MAP data</p> <p><u>Population/Subgroup Served</u> Fourth and fifth grade students.</p>	<p>Benchmark tests will be given in the fall, winter, and spring.</p>	<p>Jefferson principal, Title I staff, special education staff, classroom teachers, Jefferson counselor.</p> <p>Resources will also be provided by the ROE and LCSEA staff.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity :</p> <p>Possible Funding Source: <b>District Budget</b></p>
<p><u>Activity 2:</u> General education teachers will receive training on the Guided Reading/Words Their Way approaches during 2010. The reading teacher will be available to model guided reading and Words Their Way as needed for new teachers and refresher training for veteran teachers.</p> <p><u>Measure for this Activity</u> Classroom observations and AIMS Web/MAP data</p> <p><u>Population/Subgroup Served</u> Certified Staff</p>	<p>Small group instruction and effective scientific based centers will be utilized in classrooms.</p>	<p>Jefferson principal, Title I staff, Special Education staff, classroom teachers, Jefferson counselor.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>\$600</b></p> <p>Possible Funding Source : <b>District Budget</b></p>
<p><u>Activity 3:</u> Staff members will attend workshops/conferences to help with the implementation of tier II and tier III interventions.</p> <p><u>Measure for this Activity</u> Building spreadsheet that tracks individual staff members training in RtI, PBIS, and related subjects.</p> <p><u>Population/Subgroup Served</u> Certified staff</p>	<p>Teachers will sign-up for staff development opportunities as they become available during the 2010 and 2011 school years.</p>	<p>Jefferson Principal and all certified staff members</p>	<p>SALARIES/STIPENDS : EMPLOYEE BENEFITS PURCHASED SERVICES: SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>\$1000</b></p> <p>Possible Funding Source: <b>District Budget</b></p>

<p><u>Activity 4:</u> Jefferson staff members will meet every Tuesday and Thursday afternoons in order to evaluate student reading test data. They will determine changes in practices/programs necessary to address deficiencies in achievement. Teachers will also continue to develop essential outcomes and common assessments within their teams.</p> <p><u>Measure for this Activity</u> ISAT and AIMS Web/MAP data</p> <p><u>Population/Subgroup Served</u> Certified Staff</p>	<p>This is an ongoing process throughout the school year.</p>	<p>Jefferson Principal and all certified staff members</p>	<p>SALARIES/STIPENDS : EMPLOYEE BENEFITS PURCHASED SERVICES: SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: Possible Funding Source: <b>No Cost to the District.</b></p>
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## GOAL # 2

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

<p>SCHOOL IMPROVEMENT GOAL (A <u>measurable</u> goal based on gap analysis) 92% of the fourth and fifth grade students will score at the Meets or Exceeds level on the 2011 ISAT mathematics assessment.</p> <p>93% of the fourth and fifth grade students will score at the Meets or Exceeds level on the 2012 ISAT mathematics assessment.</p>		<p>RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority) Jefferson students performed well on the ISAT mathematics though scores in mathematics have remained relatively static on the ISAT tests for the last five years. ISAT results for 2010 denote that 91% of students received either a meets or exceeds on the mathematics portion of this test. Spring 2010 AIMS Web data shows that the fourth grade class was one point below the National norm on the MAZE portion of this assessment.</p>	
<p>EVALUATION FY 11 ISAT mathematics scores. FY 12 ISAT mathematics scores.</p>			
<p>SPECIFIC, <b>MEASURABLE</b> STEPS TO BE TAKEN (ACTIVITY/STRATEGY)</p>	<p>SPECIFIC TIMELINE (ie. Institutes/SIP)</p>	<p>PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION</p>	<p>BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES</p>
<p><u>Activity 1</u> AIMSWeb/MAP mathematics assessments will be given three times during the school year.</p> <p><u>Measure for this Activity</u> AIMSWeb/MAP data</p> <p><u>Population/Subgroup Served</u> Fourth and fifth grade students.</p>	<p>Benchmark tests will be given in the fall, winter, and spring.</p>	<p>Jefferson Principal, Title I staff, Special Education staff, classroom teachers, Jefferson counselor.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity : <b>0</b> Possible Funding Source: <b>Included in Goal 1</b></p>

<p><u>Activity 2</u> Teachers will collaborate to develop and implement common assessments and essential outcomes.</p> <p><u>Measure for this Activity</u> Math common assessments will be given throughout the year and these assessments will be evaluated during PLC meetings every Tuesday and Thursday.</p> <p><u>Population/Subgroup Served</u> Certified Teaching Staff</p>	<p>Common Unit tests will be developed and given throughout the school year.</p>	<p>Fourth and fifth grade staff, Title I staff, and building administration.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>0</b></p> <p>Possible Funding Source: <b>No Cost to the District.</b></p>
<p><u>Activity 3:</u> Staff members will attend workshops/conferences to help with the development of interventions for all tier levels. Jefferson will employ the “train the trainer” model in order to ensure all staff receive training.</p> <p><u>Measure for this Activity</u> Building spreadsheet that tracks individual staff members training.</p> <p><u>Population/Subgroup Served</u> Certified Teaching Staff</p>	<p>Teachers will sign-up for staff development opportunities as they become available during the FY 11 and FY 12 school years.</p>	<p>Jefferson Principal, Title I staff, and Special Education staff</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>\$1000</b></p> <p>Possible Funding Source: <b>District Budget</b></p>
<p><u>Activity 4:</u> Jefferson staff will participate in staff development activities designed to help improve the implementation of best practices in the classroom.</p> <p><u>Measure for this Activity</u> Workshop attendance reviews given to the Jefferson Staff at staff meetings.</p> <p><u>Population/Subgroup Served</u> Certified staff.</p>	<p>This is an on-going process throughout the school year.</p>	<p>All certified staff</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>0</b></p> <p>Possible Funding Source: <b>No Cost to the District.</b></p>

<p><u>Activity 5:</u> Jefferson staff members will meet to evaluate student's mathematics test data. They will determine changes in practices/programs necessary to address deficiencies in achievement.</p> <p><u>Measure for this Activity</u> AIMS Web/MAP data</p> <p><u>Population/Subgroup Served</u> Certified Staff</p>	<p>This is an ongoing process throughout the school year.</p>	<p>Jefferson Principal and all certified staff members</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>0</b></p> <p>Possible Funding Source: <b>No Cost to the District.</b></p>
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### GOAL # 3

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

<p>SCHOOL IMPROVEMENT GOAL (A <u>measurable</u> goal based on gap analysis) 92% of the fourth grade students will score at the Meets or Exceeds level on the 2011 ISAT science assessments.</p> <p>95% of the fourth grade students will score at the Meets or Exceeds level on the 2012 ISAT science assessments.</p>	<p>RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority). Jefferson ISAT Science score have remained relatively static for the past three years. Science scores have dropped approximately 4 percentage points since 2008.</p>
<p>EVALUATION FY 11 ISAT science scores FY 12 ISAT science scores</p>	

SPECIFIC, <b>MEASURABLE</b> STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institutes/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
<p><u>Activity 1</u> Staff will identify, develop and utilize common assessments for the current science curriculum.</p> <p><u>Measure for this Activity</u> Correlation between local assessment scores and ISAT scores.</p> <p><u>Population/Subgroup Served</u> Fourth grade students.</p>	<p>This an ongoing process throughout the school year.</p>	<p>All fourth grade staff and building administrator.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity :</p> <p>Possible Funding Source:</p> <p><b>No Cost to District</b></p>

<p><u>Activity 2</u> Continued development of hands-on Science lab.</p> <p><u>Measure for this Activity</u> Teachers and student use of the Science lab. ISAT and local assessment scores continue in the upward trend.</p> <p><u>Population/Subgroup Served</u> Fourth grade students.</p>	<p>The lab will be continually updated and monitored for materials. Our goal is to have one hands-on activity for each chapter taught.</p>	<p>Classroom teachers and building administrator.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS <b>\$400</b> CAPITAL OUTLAY</p> <p>TOTAL for the Activity: Possible Funding Source: <b>District Budget</b></p>
<p><u>Activity 3:</u> Jefferson staff will participate in staff development activities designed to help improve the implementation of best practices in the classroom.</p> <p><u>Measure for this Activity</u> Workshop attendance reviews given to the Jefferson staff at staff meetings.</p> <p><u>Population/Subgroup Served</u> Certified staff.</p>	<p>This is an ongoing process throughout the school year.</p>	<p>All certified staff.</p>	<p>SALARIES/STIPENDS: EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>No Cost to District</b></p>
<p>SPECIFIC, <b>MEASURABLE</b> STEPS TO BE TAKEN (ACTIVITY/STRATEGY)</p>	<p>SPECIFIC TIMELINE (ie. Institutes/SIP)</p>	<p>PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION</p>	<p>BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES</p>
<p><u>Activity 4</u> Teachers will receive in-service training on how to use technology, such as United Streaming, effectively enhancing their science curriculum.</p> <p><u>Measure for this Activity</u> Classroom observations</p> <p><u>Population/Subgroup Served</u> Certified Staff</p>	<p>This is an ongoing process throughout the school year.</p>	<p>Classroom teachers and building administrator.</p>	<p>SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY</p> <p>TOTAL for the Activity : Possible Funding Source: <b>No Cost to District</b></p>

# GOAL #4

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

<p>SCHOOL IMPROVEMENT GOAL (A <u>measurable</u> goal based on gap analysis)</p> <p>A social skills curriculum and system of behavioral support including a School-wide Positive Behavioral Interventions and Supports model will be implemented for all students at Jefferson School.</p>		<p>RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)</p> <p>This goal is a priority for Jefferson School with the recent addition of the fifth grade students to Jefferson School. Common behavioral expectations will be identified for both fourth and fifth grades.</p>		
<p>EVALUATION</p> <p>PBIS surveys, ODR analysis, School climate surveys.</p>				
<p>SPECIFIC, <b>MEASURABLE</b> STEPS TO BE TAKEN (ACTIVITY/STRATEGY)</p>		<p>SPECIFIC TIMELINE (ie. Institutes/SIP)</p>	<p>PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION</p>	<p>BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES</p>
<p><u>Activity 1</u> Establish and train PBIS team in initial overview and implementation of tier 1 Universal System and train all staff in school-wide areas plan.</p> <p><u>Measure for this Activity</u> Training participation spreadsheet</p> <p><u>Population/Subgroup Served</u> All Staff</p>		<p>This is an ongoing endeavor as new teachers and aides join the Jefferson staff.</p>	<p>Principal, PBIS team</p>	<p>SALARIES/STIPENDS</p> <p>EMPLOYEE BENEFITS</p> <p>PURCHASED SERVICES</p> <p>SUPPLIES/MATERIALS</p> <p>CAPITAL OUTLAY</p> <p>TOTAL for the Activity :<b>0</b></p> <p>Possible Funding Source: <b>No cost to district</b></p>
<p><u>Activity 2</u> Jefferson School staff will work together to implement School-wide PBIS tier 1 Universal System plan.</p> <p><u>Measure for this Activity</u> PBIS surveys</p> <p><u>Population/Subgroup Served</u> 4<sup>th</sup> grade students and staff</p>		<p>2011 and 2012 School year</p>	<p>PBIS internal coaches, PBIS team, all classroom teachers and administrator.</p>	<p>SALARIES/STIPENDS sub cost -</p> <p>EMPLOYEE BENEFITS</p> <p>PURCHASED SERVICES</p> <p>SUPPLIES/MATERIALS</p> <p>CAPITAL OUTLAY</p> <p>TOTAL for the Activity: <b>\$800</b></p> <p>Possible Funding Source <b>Book Fair Proceeds</b></p>

## Professional Development Needed for Goal and Evaluation Plan:

Professional development needs will be determined as staff develops the science, reading, math, and writing programs. Blending staff members from three different buildings/approaches will require assessing individual staff strengths and needs.

## V. Budget/Resource Summary (by Funding Source)

Goal #	Activity	Title I	Title II	Title IV	Title VI	Tech	SIP	Other Grants*	Gen Rev	Other	Other
1	Reading								\$1600		
2	Math								\$1000		
3	Science								\$400		
4	PBIS								\$800		
TOTAL											

\* **Explain, competitive or non-competitive grants:** Foundation Grant.

**District resources available for SIP work:** District-wide PLC meetings every Tuesday and Thursday, Scheduled half-day in-services and district institute days, grade level meetings, staff meetings, and qualified staff members who can provide in-service opportunities to faculty on a variety of topics.

**External providers for SIP work (LODIS, ROE, Jr Achievement, etc). Identity and describe role:** ROE consortium to supplement staff development opportunities, annual ROE fall institute, LODIS – assist schools and families with identification and intervention strategies to improve daily attendance, Homeless Liaison – assist schools and families with identification and intervention strategies to improve daily attendance and connect families with other

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## VI. Reflection, Evaluation, Refinement

SIP Writing and Review (list the days and people involved in the SIP writing and review).

The SIP committee consisted of Mary Andersen, Patty Cox, Kim Bork, Carol Mathewson, and Sue Lauer. The completed plan will be subsequently reviewed and discussed by the entire staff at a meeting. Plans for school improvement began early in the FY 2010. District and building initiatives were outlined and common schedules were developed to implement this plan.

Current curricular alignment to Illinois Learning Standards in building:

All lessons are aligned to the Illinois Learning Standards. District policy requires all teachers to identify in writing the Illinois Learning Standard taught for each lesson.

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## **VII. Parent/Community SIP Notification**

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List the ways that the SIP and its periodic reviews will be shared with parents and community:

Communication of the NCLB/School Improvement Plan to the community takes place through Board of Education meetings, District Curriculum Committee meetings, newsletters sent to parents and business partners, newspaper articles, Home Logic, parent/teacher conferences, and PTO meetings. School Improvement Plans are kept on file at the building, and at the District Office for review. Parents and community members will be asked periodically to serve on curriculum committees in order to give input regarding the School Improvement Plan. General PTO meetings also serve as a means to gather input.

