WASHINGTON SCHOOL
ANNUAL SCHOOL IMPROVEMENT REPORT
2011-2012

This report is a summary of Washington School's 2011-2012 School Improvement Plan. It highlights the following: 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.

End of Year Assessments

Building Results for Additional Assessments for Grade 1 (all Students)

Year	Running Record % mtg gr. level
2010	%M - 90
2009	%M - 90
2008	%M - 88
2007	%M - 89
2006	%M – 82

Building Results for Additional Assessments for Kindergarten (all Students)

Year	Running Record % mtg gr. level
2010	%M – 91
2009	%M – 91
2008	%M – 91
2007	%M – 91
2006	%M – 90

Building Results for Additional Assessments

% of students in established range AIMSWeb Assessments	Spring 09	Spring 10	Spring 11 *raised cut scores
Grade 1			
Reading			
RCBM	84	84	82
NWF	84	57	84
PSF	79	88	95
Math			
OCM	75	100	100
QDM	91	88	89
MNM	92	90	87
Kindergarten			
Reading			
LNF	74	74	91
LSF	95	98	96
PSF	73	79	79
NWF	82	79	73
Math			
NIM	86	90	88.1
OCM	84	90	87
QDM	77	91	83.2
MNM	80	87	83

AREAS OF STRENGTH 2011-2012

- Letter and sound correspondence
- Phonemic awareness skills
- Developmental spelling
- Exit scores show Gender achievement gap is nearly closed by end of Kindergarten.
- Language arts, passage reading, developmental spelling
- Upward trend in first grade entry skills in both Language Arts and Math.
- Running records indicate 90% of students at grade level in Reading by the end of 1st grade

AREAS NEEDING IMPROVEMENT 2011-2012

- Oral language skills,
- Entry AIMSWeb scores show Kindergarten males lagging behind females in Literacy and Math
- Reading comprehension,
- Vocabulary
- Sight word recognition
- Rhyming skills
- Math problem solving
- Geometry
- Measurement.

EMPHASIS FOR 2011-2012

- Continue to utilize a PLC approach to make instructional decisions for individual students.
- Continue to provide an after school instructional program
- Continue to utilize a guided reading approach that meets the needs of all readers.
- Utilize frequent common assessments of essential outcomes including; Running Records, PASI, Teacher developed assessments and AIMSWeb.
- Establish essential outcomes for Social/ Emotional learning standards
- Utilize AIMSWeb Behavior to screen and progress monitor students in the area of social and emotional learning.
- Implement new Second Steps social skills curriculum.

Region - County - District Code
47 - 52 - 1700

An Integrated School Improvement Plan

For Washington Elementary School

School Years 2011 and 2012

Building Vision/Mission Statement:
Every student at Washington School will be educated in a positive, safe, and supportive environment that will enable all students to reach their full academic, physical, social and artistic potential.

School Attributes and Challenges:

Over the past five years Washington School has developed into a Professional Learning Community. Systems have been built that revolve around the four essential questions of a PLC. These systems have allowed us to meet the needs of more learners than ever before. In the past two years we have been able to establish essential outcomes for Reading, Math, Social/Emotional learning, Physical Education and Music and are developing common assessments in these areas as well. We have established a team structure in which our staff shares responsibility for each student's learning. The building schedule allows for common planning time and scheduled intervention time for each team. We have an on-going process of improvement that includes evaluation and revision of programs to meet the needs of the current students. Student and staff needs drive professional development as we have focused on providing staff with common learning opportunities. Implementation of RTI has had a positive impact on evaluating and improving the core curriculum as well as differentiated programming to meet the needs of individual students.
Dixon Public Schools has 4 pre-school programs housed at Reagan Middle School due to space issues. This poses a communicative challenge in our efforts to align curriculum from these classrooms to our Kindergarten Program. In-service opportunities are carefully planned to include preschool staff. Pre-K and Kindergarten teachers have worked closely together to develop essential outcomes, however communication continues to be a challenge.

Community Attributes and Challenges:
Dixon, IL, population of 16,000, was established in 1830 along the scenic Rock River in Northwestern Illinois. Dixon is a quality city offering more parks per capita than any other city in the Midwest. The public and private school system provides quality education to about 4,000 students. Dixon Unit School district 170 provides attendance centers for elementary students of the community as well as one middle school and one high school. Dixon also has three parochial schools.

The city has a sizable and diversified industrial base and is home of Raynor Door Co. and the location of Rayovac Batteries North America Distribution Center. The city has an exceptionally high level of citizen involvement spearheading the development of a river-front master plan and the revitalization of our downtown. Dixon offers a wide variety of homes with several residential developments in progress or planned.

I. Demographics

1.1 BASIC SCHOOL INFORMATION Our school is: 1. ____Title I school-wide __**X**__ Targeted Assistance ____ Non-Title I	Year 2006-2007	Year 2007-2008	Year 2008-2009	Year 2009-2010
Attendance rate (%)	94.8	94.4	94.8	94.3
Truancy rate (%)	0.0	0.0	0.0	0.0
Low Income (%)	44.9	42.1	40.9	48.6
Mobility rate (%)	18.4	17.4	21.6	16.7
Expulsion rate (%)	0.0	0.0	0.0	0.0
Retention rate, if applicable (%)	.46	.73	.41	.21
Parent Contact (%)	100.0	100.0	100.0	100.0
HS graduation rate, if applicable (%)	NA	NA	NA	NA
HS dropout rate, if applicable (%)	NA	NA	NA	NA
School Enrollment	431	411	403	414
LEP (Limited English Proficient)	5	1.0	.2	1.0
White	379	85.9	86.4	84.3
Black	10	2.2	2.2	1.4
Hispanic	17	3.6	3.5	3.4
Asian	7	1.5	1.0	0.7
Native American	1	0.2	0	0.0
Multi-Racial	17	6.6	6.9	10.1
Teachers Working Out of Field (#)[2]	0	0	0	0
Paraprofessionals in Title 1 funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)	0	0	0	0

[2] "Out-of-field" means that a teacher is teaching a class for which he/she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

Other information about educator qualifications : All staff are considered highly qualified in their present positions.
Trends in Demographics (ie low income percentage, attendance, subgroup composition, graduation rate, etc):

Percentage of low income students had gradually declined for five years from 46.2 to 40.9 before shooting upward to 62% at the end of the 2010-11 School Year. After 4 years of stable enrollment Washington School experienced a loss of 28 students over the 08-09 school years followed by an increase of 40 students during 09-10 leading to a current enrollment of 443 students.

ENROLLMENT INFORMATION (required)		School Year 2006-2007		School Year 2007-2008		School Year 2008-2009		School Year 2009-2010		School Year 2010-2011	
		students	classrooms	students	classrooms	students	Classrooms	Students	classrooms	Students	classrooms
School population by grade:	**K**	202	10	203	10	183	10	229	11	215	10
For elementary: Number of students/number of classes or classrooms	**1**	222	10	197	10	206	10	185	9	228	10
	2										
For upper grades: Number of students only	**3**										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
	12										
School population (total)		423		424		400		414		443	

Trends seen in enrollment? Increasing, decreasing? More classrooms, less classrooms? How is the building staff addressing these trends?
During the past four years enrollment at Washington has decreased slightly with little fluctuation in overall enrollment or class size. The community schools structure has allowed the district to equalize the number of students per classroom.

Student Demographics & Characteristics – Class Size Building

Year	Ave. Class Size Kindergarten	Ave. Class Size First Grade
2011	22.4	22.3
2010	21.5	22.8
2009	18.3	20.6
2008	20.3	19.7
2007	20.2	22.2
2006	22.5	22

II. Data Collection

A. ISAT/PSAE— (state assessment results are required)

- **Building Subgroup Performance – use multi year charts or graphs of student progress**
- **Building Results for District Subgroups that are not Building Subgroups – use multi-year charts or graphs of student subgroup progress**

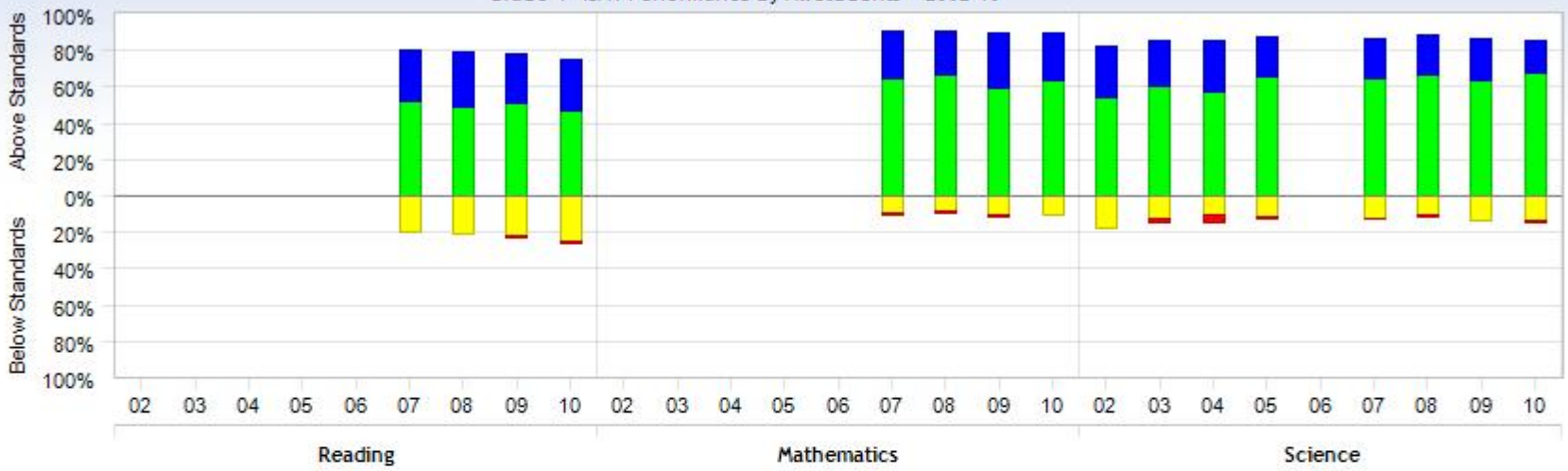
B. National test data (Stanford, ITBS, Terranova, etc)

C. Local test data (ISEL, rubrics, classroom assessments, STAR, etc)

D. Survey results (students, parents, staff, etc)

District Results for District Subgroups that are not Building Subgroups (ISAT Grade 3)

District Results for District Subgroups that are not Building Subgroups (ISAT Grade 4 and 5)



Percent of Students at Each Level

	Reading 02	03	04	05	06	07	08	09	10	Mathematics 02	03	04	05	06	07	08	09	10	Science 02	03	04	05	06	07	08	09	10
% Meets & Exceeds	-	-	-	-	-	80	79	78	74	-	-	-	-	-	91	91	90	90	83	86	85	88	-	87	89	86	86
% Exceeds	-	-	-	-	-	28	30	27	28	-	-	-	-	-	26	24	31	26	28	25	28	22	-	21	22	22	17
% Meets	-	-	-	-	-	52	49	51	47	-	-	-	-	-	65	67	59	64	54	60	57	66	-	65	67	64	68
% Below	-	-	-	-	-	20	21	22	25	-	-	-	-	-	9	8	10	10	18	13	10	11	-	12	10	14	14
% Warning	-	-	-	-	-	0	0	1	1	-	-	-	-	-	1	1	1	0	0	2	5	1	-	1	1	0	1

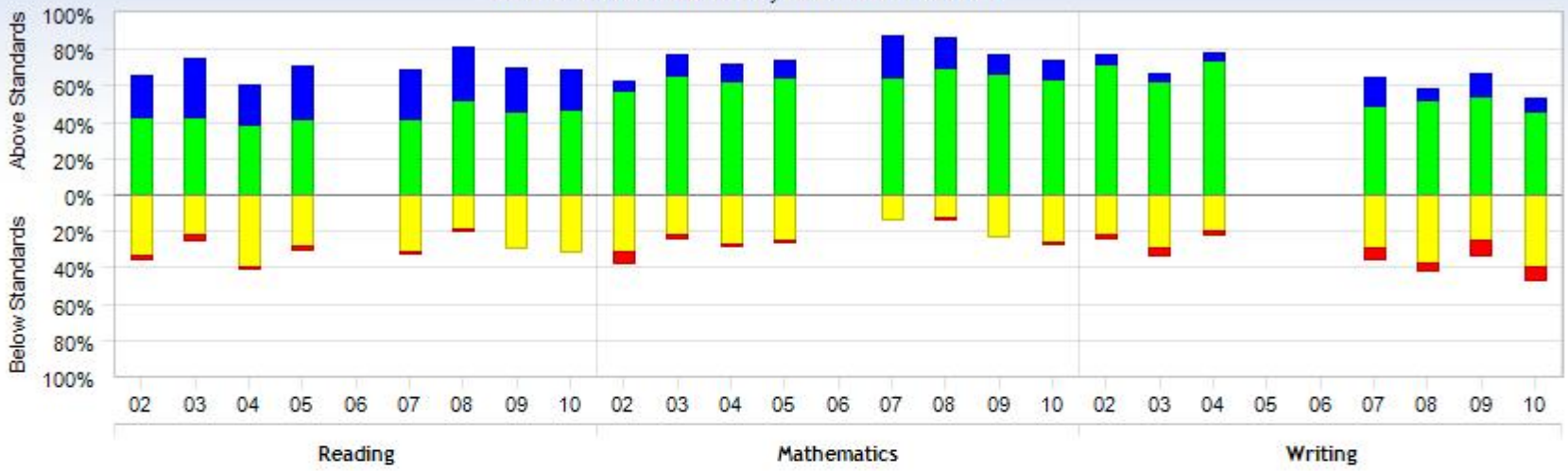
Number of Students Tested

(N)*	-	-	-	-	-	172	206	201	202	-	-	-	-	-	173	207	201	202	57	212	60	212	-	173	207	201	202

* - 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 - 2002-10



Percent of Students at Each Level

% Meets & Exceeds	66	75	60	71	-	69	80	71	69	63	76	72	74	-	87	86	77	74	77	68	78	-	-	65	58	67	53
% Exceeds	23	32	21	29	-	27	29	24	22	6	11	10	9	-	22	16	10	10	5	5	4	-	-	16	6	13	7
% Meets	43	43	39	42	-	42	52	46	47	57	66	62	65	-	65	70	67	64	72	62	74	-	-	49	52	54	46
% Below	33	22	40	28	-	31	19	29	31	31	22	27	25	-	14	13	23	26	22	29	20	-	-	29	38	25	40
% Warning	2	3	1	2	-	1	1	0	0	6	2	1	1	-	0	1	0	1	2	4	2	-	-	6	4	8	7

Number of Students Tested

(N)*	224	224	215	211	-	192	186	201	212	223	223	216	212	-	192	186	202	212	219	224	214	-	-	188	186	198	210

* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

Building

End of Year Assessments

Building Results for Additional Assessments for Grade 1 (all Students)

Year	Running Record
2010	%M - 90
2009	%M - 90
2008	%M - 88
2007	%M - 89
2006	%M – 82

Building Results for Additional Assessments for Grade 1 (Male)

Year	Running Record
2010	%M - 89
2009	%M - 89
2008	%M - 86
2007	%M – 87
2006	%M – 84

Building Results for Additional Assessments for Grade 1 (Female)

Year	Running Record
2010	%M - 91
2009	%M - 91
2008	%M - 91
2007	%M - 91
2006	%M- 80

Building Results for Additional Assessments for Kindergarten (all Students)

Year	Running Records
2010	%M – 91
2009	%M – 91
2008	%M – 91
2007	%M – 91
2006	%M – 90

Building Results for Additional Assessments for Kindergarten (Male)

Year	Running Records
2010	%M – 89
2009	%M – 89
2008	%M – 89
2007	%M – 90
2006	%M – 89

Building Results for Additional Assessments for Kindergarten (Female)

Year	Running Records
2010	%M – 92
2009	%M – 91
2008	%M – 91
2007	%M – 90
2006	%M - 90

Building Results for Additional Assessments

% of students in established range AIMSWeb Assessments	Spring 09	Spring 10	Spring 11 *raised cut scores
Grade 1			
Reading			
RCBM	84	84	82
NWF	84	57	84
PSF	79	88	95
Math			
QCM	75	100	100
QDM	91	88	89
MNM	92	90	87
Kindergarten			
Reading			
LNF	74	74	91
LSF	95	98	96
PSF	73	79	79
NWF	82	79	73
Math			
NIM	86	90	88.1
OCM	84	90	87
QDM	77	91	83.2
MNM	80	87	83

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: Daniel Rick	
Staff: All Washington School Teachers	
Parent Representative: Michelle Cumberland	

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?
Kindergarten Strengths: letter and sound correspondence, phonemic awareness skills, developmental spelling. Exit scores show Gender achievement gap is nearly closed by end of Kindergarten. Weaknesses: sight word recognition, vocabulary, oral language skills, Entry AIMSWeb and ISEL scores show males lagging behind females.	Kindergarten AIMSWeb Illinois Snapshot of Early Literacy (ISEL) Local Writing Assessment PASI Running Records	Consistent teaching strategies utilized by all kindergarten, 1st grade, and special education staff based on research-based practices have helped student achievement. Continued use of these will promote student learning and result in student achievement. Staff inservice will support these efforts. Kindergarten students met all FY09-10 SIP goals. Gender comparisons found only slight differences between male and female performance on running records and AIMSWeb exit assessments. Females performed slightly higher on running records despite significant differences in entry skills. The past two years have shown a decrease numbers of at risk students at the entry to kindergarten as assessed by the ISEL and AIMSWeb. The use of frequent assessments to differentiate instruction with research- based interventions as well as additional instructional time is helping to close the achievement gap for these students.	The three year trend in AIMSWeb scores and running records shows an increase in skills at entry to first grade. End of year assessments suggest that the Kindergarten program is closing gender achievement gap.
1st Grade Strengths: language arts, passage reading, developmental spelling Upward trend in first grade entry skills in both Language Arts and Math. Weaknesses: Reading comprehension, Rhyming skills, listening, math problem solving, geometry, measurement.	1st Grade AIMSWeb Local Writing Assessment PASI Running Records	Consistent teaching strategies utilized by all kindergarten, 1st grade, and special education staff based on research-based practices have helped student achievement. Using a problem solving approach paired with systematic differentiation of instruction has improved our ability to meet the needs of individual learners. Continued use of these will promote student learning and result in student achievement. AIMSWeb Fall benchmark scores indicate an increase in the percentage of students entering first grade at the established level for the ‘09 and ‘10 school years.	The three year trend in AIMSWeb scores and running records shows an increase in skills at entry to second grade.

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

ADDITIONAL DATA COLLECTION METHODS

Surveys/Interviews: (needs updated

Data was collected from parent surveys and staff surveys designed to obtain information on perceived strengths of the school and areas in need of improvement. Approximately 48% of parent surveys and 100% percent of staff surveys returned. Overall, respondents identified the following strengths: Preparation for implementation of RTI model, excellent communication between school and home, a variety of support programs for students, a variety of activities to support instruction, focus on safety and security, caring teaching staff, reading and writing instruction, a wide variety of instructional materials and resources for reading, consistency among kindergarten teachers and Title I, beginning use of book carts earlier in the year, the structure of both report cards has been improved and a focus on meeting the individual needs of students. Areas in need of improvement include: The need for Social/emotional instruction for all students; Providing systematic interventions for student with social/emotional needs; Increased opportunities and better articulation among teachers especially across grade levels and between attendance centers.

Priority Area/Goal	Resources to Support Goal Achievement	Rank Order
90% of kindergarten and first grade students will Meet or Exceed the established level on the SY10 and SY11 spring benchmark of the AIMSweb Early Literacy assessments and running records.	• All students will have access to the core curriculum. • Teachers will utilize a PLC approach to make instructional decisions for individual students. This will provide access to intervention strategies and support for at-risk students. Team meetings will focus on student learning using common assessment results. Intervention periods will be scheduled for all classrooms. • A variety of assessments will be used to gather data to determine the effectiveness of programs/practices. The AIMSweb assessment system will be used to assess early literacy skills and to evaluate instruction. Other sources will include State tests, common formative assessments, and classroom assessments (PASI, Running Records, Bear test). • Title I staff will team with classroom teachers at both grade levels to deliver differentiated classroom instruction based on assessment results, work with small groups of students to provide early intervention, and provide after school instruction for students identified as at risk for failure. • The Lunch Buddy program and the Elementary Schools' Mentor program will be implemented to help at-risk students with reading skills in kindergarten and first grade. • Guided reading will be implemented by all classroom teachers. • A variety of resources including leveled books, research based interventions, reading manipulatives, and resources for centers will be utilized in both grade levels for instruction. • Words Their Way, and Michael Heggerty Phonemic Awareness Curriculum and a variety of other resources will be utilized in kindergarten and first grade to provide students with improved phonics instruction. • Use of Book Carts in kindergarten and first grade will provide additional opportunities for students to read books at home. • Teachers will participate in professional development activities. A school-wide delivery model will be used when possible to assure understanding among all staff. • Grade level/Title I meetings will be held for articulation to improve the reading program.	1

85% of Kindergarten and First Grade students will exceed the established level on the SY10 and SY11 spring benchmark of the AIMSweb Early Numeracy assessments.	• All students will have access to the core curriculum. • Teachers will utilize a PLC approach to make instructional decisions for individual students. This will provide access to intervention strategies and support for at-risk students. Team meetings will focus on student learning using common assessment results. Intervention periods will be scheduled for all classrooms. • Varied teaching strategies/approaches will be used to address individual student learning styles. • Kindergarten and first grade teachers will utilize Wright Group math series. • A wide variety of math manipulatives will be utilized. • A variety of assessments will be used to gather data to determine the effectiveness of programs/practices. The AIMSweb assessment system will be used to assess early numeracy skills and to evaluate instruction. Other sources will include State tests, common formative assessments, and classroom assessments. • Grade level meetings will be held for articulation to improve the math program. • Teachers will participate in professional development activities. A school-wide delivery model will be used when possible to assure understanding among all staff.	2
A social skills curriculum and system of behavioral support will be implemented by all Washington school staff.	• PBIS training and program supports. • Lumen student data systems will be used to analyze student discipline data.. • PBIS committee will continue to promote school-wide implementation. • PBIS external and internal coaches established and trained. • Team training and implementation will continue. • First and second steps social skills curriculum will be purchased and implemented.	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)

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
90% of kindergarten and first grade students will Meet or Exceed the target score on the SY10 and SY11 spring benchmark of the AIMSweb Early Literacy assessments and running records.	Reading is the foundation for all learning, and will remain the primary focus in the K/1 community school. The district has seen incremental improvements in the past, and we want to continue the upward trend in test scores.
EVALUATION FY 10-11 ISEL, AIMSweb, and Running Records	

SPECIFIC, **MEASURABLE** STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institues/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
Activity 1 Teachers will utilize a PLC approach to make instructional decisions for individual students. This will provide access to intervention strategies and support for at-risk students. Team meetings will focus on student learning using common assessment results. Intervention periods will be scheduled for all classrooms. Measure for this Activity Assessment data, PLC meeting notes. Population/Subgroup Served Kindergarten and first grade students	Schedule initiated August 2010	All classroom, Special Education, Title 1 teachers and the building principal.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity : Possible Funding Source:0 No Cost to District
Activity 2 Staff will provide an after school instructional program to deliver additional instruction to those students requiring early intervention in the area of reading. Measure for this Activity AIMSweb assessments Population/Subgroup Served Kindergarten and first grade students	October 2010 –May 2011	Title I staff, and building principal.	SALARIES/STIPENDS See Title 1 budget EMPLOYEE BENEFITS PURCHASED SERVICES Transportation included in current contract SUPPLIES/MATERIALS $600/year CAPITAL OUTLAY TOTAL for the Activity: $0 Possible Funding Source Title 1 and/or building budget

Activity 3 Staff will continue the development a guided reading approach that meets the needs of all kindergarten and first grade students. Measure for this Activity guided reading schedule for use by Title I staff and by classroom teachers Population/Subgroup Served Kindergarten and first grade students	This process will be on going throughout the year as necessary to complete the activity.	Title I staff, classroom teachers, and building principal.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS $1400 CAPITAL OUTLAY TOTAL for the Activity: $1400 Possible Funding Source building budget
Activity 4: The Washington staff will develop and utilize frequent common assessments of essential outcomes including; Running Records, PASI, Teacher developed assessments and AIMSWeb assessments will be used to universally screen all students three times per year and to progress monitor students. Tier 2 students will be assessed a minimum of every 2-4 weeks with tier 3 students assessed every 1-2 weeks, Measure for this Activity Assessment data Population/Subgroup Served Kindergarten and first grade students	Beginning August 2011	Title I staff, classroom teachers, and building principal.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES $1600 SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: $1600 Possible Funding Source Building budget, Title 1
Activity 5: Washington School staff will participate in staff development activities designed to enhance the use guided reading in the classroom. Measure for this Activity workshop attendance, reviews and discussion at PLC, grade level and staff meetings Population/Subgroup Served all school certified staff	This is an on-going process throughout the FY11-12 school years.	All certified staff.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES $1600 SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: $1600 Possible Funding Source Title I Grant, Building Budget

GOAL #2

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

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
90% of Kindergarten and First Grade students will exceed the target score on the SY10 and SY11 spring benchmark of the AIMSweb Early Numeracy assessments.	In past years, math scores have been going up throughout the district at the elementary level. However, recently there has been concern with a decline in the overall math scores of students district-wide. Focus is needed on improving student performance in the area of math.
EVALUATION FY 08 ITBS math scores and AIMSweb curriculum based measurements.	

SPECIFIC, **MEASURABLE** STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institues/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
Activity 1 Teachers will utilize a PLC approach to make instructional decisions for individual students. This will provide access to intervention strategies and support for at-risk students. Team meetings will focus on student learning using common assessment results. Intervention periods will be scheduled for all classrooms. Measure for this Activity Assessment data, PLC meeting notes Population/Subgroup Served Kindergarten and first grade students.	Revised Schedule initiated August 2011	All classroom teachers, Special Education, Title 1 teachers and the building principal.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity :0 Possible Funding Source: No cost to district
Activity 2 AIMSWeb assessments will be used to universally screen all students three times per year and to progress monitor students. Tier 2 students will be assessed a minimum of every 2-4 weeks with tier 3 students assessed every 1-2 weeks. Measure for this Activity list of assessments to be tracked during FY 08 and in subsequent years Population/Subgroup Served first grade students	Universal screening Sept, January, May/each year. Prog. Monitor determined by individual need.	Title I staff, classroom teachers, and administrator.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: Possible Funding Source Included in Goal 1 activity 4 cost

Activity 3: Washington School staff will participate in staff development activities designed to enhance math strategies and skills. Measure for this Activity workshop attendance reviews and discussion at grade level and staff meetings Population/Subgroup Served all school certified staff	This is an on-going process throughout the FY 11-12 school years.	All certified staff.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES $800 SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: $800 Possible Funding Source SIP Grant

GOAL #3

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

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
A social skills curriculum and system of behavioral support including a School-wide system of Positive Behavioral Interventions and Supports will be implemented for all students by all Washington school staff during the 2010-11 school years. .	During the 09-10 school year 74% of office discipline referrals were classroom based.
EVALUATION PBIS surveys, ODR analysis, School climate surveys.	

SPECIFIC, **MEASURABLE** STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institues/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
Activity 1 Establish essential outcomes for Social/ Emotional learning standards. Measure for this Activity Training participation spreadsheet Population/Subgroup Served Kindergarten and first grade students and staff	October 2010.	PBIS internal coaches, PBIS team, all classroom teachers and administrator.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity :0 Possible Funding Source: No cost to district
Activity 2 Utilize AIMSWeb Behavior to screen and progress monitor students in the area of social and emotional learning. Measure for this Activity PBIS surveys, ODR analysis, School climate surveys. Population/Subgroup Served Kindergarten and first grade students and staff.	Beginning October 2012	PBIS internal coaches, PBIS team, all classroom teachers and administrator.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: 0 Possible Funding Source: No cost to district

Activity 3: Select staff will participate in staff development on social and emotional learning. Measure for this Activity PBIS surveys, ODR analysis, School climate surveys. Population/Subgroup Served Kindergarten and first grade students	2011, 2012 school years.	PBIS internal coaches, Special education teachers, classroom teachers.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: $500 Possible Funding Source: Building budget $500
Activity 4: Purchase and implement second steps social skills curriculum. Measure for this Activity PBIS surveys, ODR analysis, School climate surveys. Population/Subgroup Served Kindergarten and first grade students	August 2011		

Professional Development Needed for Goal and Evaluation Plan:
Dixon Public Schools is a member of the Lee/Ogle ROE School Improvement Cooperative. Priorities for professional growth will be identified and serve in planning for staff inservice opportunities during the school year. The district also completed an annual needs assessment to determine professional development and the impact upon student learning.

The district has a formal mentor program in place for new teachers and is included in Board policy. New teachers are assigned to work with a mentor teacher during their first year with the Dixon schools. New teachers meet with building administration before the school year begins. Information about district/building expectations and procedures, and a time for discussion is part of this meeting. Information packets are provided. Support for the new teachers is on-going throughout the year with required meetings conducted on a regular basis with the new teachers, mentor teachers, and building administrator. Informal meetings may take place at any time. Observations of effective teaching in classrooms is also a component of the mentor program. Informal evaluation of the mentor program is conducted annually.

V. Budget/Resource Summary (by Funding Source)

Goal #	Activity	Title I	Title II	Title IV	Title VI	Tech	Voc Ed	Other Grants*	Gen Rev	Other	Other
1	3								1400		
1	4	1600									
1	5								1600		
2	3								800		
3	3								500		
TOTAL		1600							4300		

* Explain, competitive or non-competitive grants:

Title 1 grant provides specialized staff for reading instruction.

District resources available for SIP work:

*PLC Meetings
*scheduled half-day in-services and district institute days
*grade level and other staff meetings
*qualified staff members who can provide inservice to staff on a variety of topics
*Established essential outcomes for each grade level.

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 Day
*LODIS to assist schools and families with identification and intervention strategies to improve daily attendance
*Homeless Liaison to assist schools and families with identification and intervention strategies to improve daily attendance and connect with other community resources.

VI. Reflection, Evaluation, Refinement

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

Initial discussions of curriculum, instructional practices, and resources/materials began last spring during grade level meetings. An Internal Review was also conducted and involved certified and non-certified staff, parents, and representatives from the community. All certified staff and some non-certified staff assisted in the writing/revision of our SIP starting with the opening of the year Institute Days. Continued grade level and staff meetings were held in September to finalize the plan.

Current curricular alignment to Illinois Learning Standards in building:
District policy requires all teachers to identify in writing the Standards taught for each lesson. Several teachers have the IL Learning Standards posted in their rooms, and make reference to the Standards during lesson delivery. This practice is encouraged by the building administrator. There are a number of classroom/building assessments that include student-friendly rubrics focusing on Standards. Teachers utilize these assessments and engage students in discussion with them.

Procedures for periodic curricular ILS review:
School improvement is an on-going process. Throughout the year, staff meet to assess progress made on identified goals as they relate to the IL Learning Standards. Updates are given for activities correlating to the goals. Suggested changes are discussed with staff for their input, and consensus is reached prior to implementation.

Schedule of Institutes and SIP days for activities:

Institute Days: 8/22/11, 8/23/11, 10/7/11, 5/30/12

School Improvement Days: Sept. 19, Oct. 6, Jan. 26, Feb. 17, Mar. 20, Apr. 26, May 17

,

VII. Parent/Community SIP Notification

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 newsletters sent to parents and to business partners, newspaper articles, Board of Education Curriculum Committee meetings, Board of Education meetings,, parent/teacher conferences, and PTO meetings. SIP plans are kept on file for review in the building and at the district office.

Parents and community members will be asked periodically to serve on curriculum committees in order to give input regarding the SIP plan. General PTO meetings also serve as a means to gather input.