

**Whittier Elem School**  
**CUSD 200**  
**Wheaton, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : K 1 2 3 4 5**

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	88.1	4.9	1.4	3.0	0.0	2.6	7.4	3.0		0.0	6.4	96.2	430
<b>District</b>	75.0	7.0	10.6	4.3	0.0	3.1	20.5	7.4		0.9	12.5	95.2	13,299
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	98.7	17.2	19.1	12.1	249.7
<b>State</b>	96.7	18.4	18.0	13.3	201.8

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

**AVERAGE CLASS SIZE** (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	18.7	23.7	21.3	25.7	25.3	23.3				
<b>District</b>	18.9	20.7	21.1	22.6	23.0	23.4				
<b>State</b>	20.5	20.9	21.3	21.8	22.2	22.6				

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

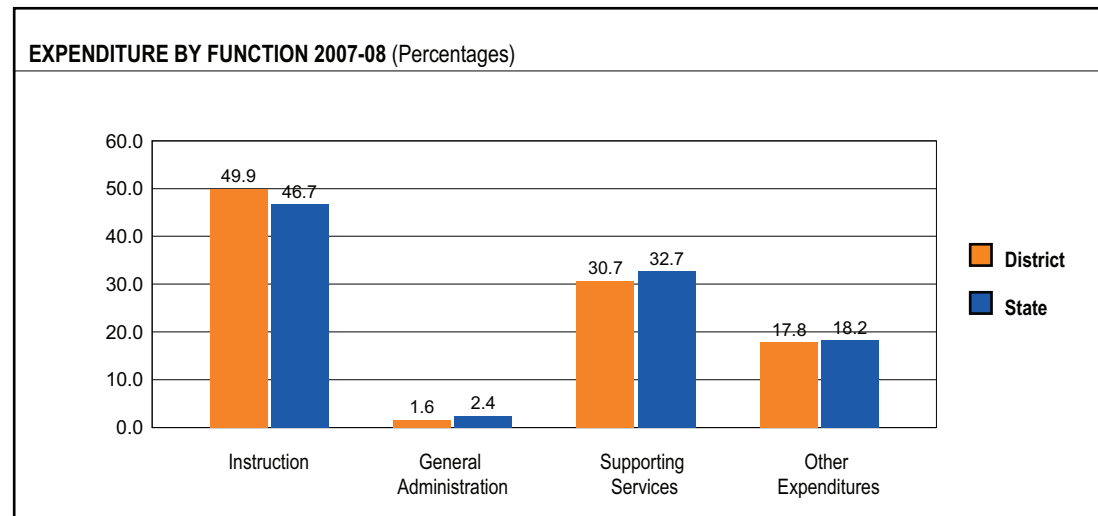
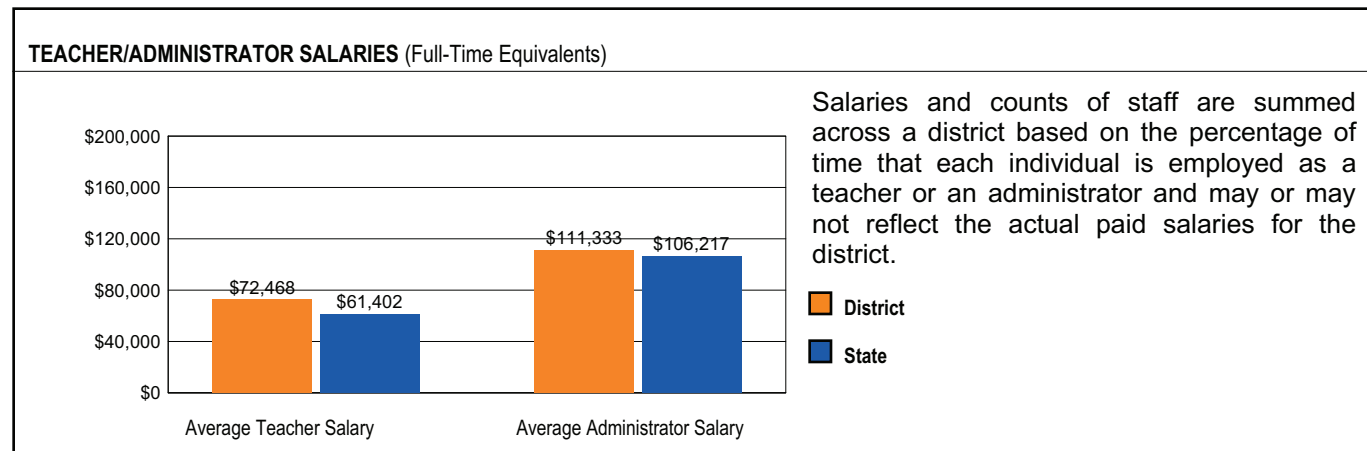
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	53			27			145			28		
<b>District</b>	53			27			145			28		
<b>State</b>	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.5	0.5	1.9	1.0	0.1	23.5	76.5	894
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	13.2	20.1	79.8	0.2	0.0
State	12.5	44.1	55.8	0.6	1.2

Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,265,925	75.2	58.7	Education	\$118,459,078	69.9	71.5
Other Local Funding	\$8,187,723	5.4	6.3	Operations & Maintenance	\$11,868,148	7.0	8.6
General State Aid	\$9,636,410	6.3	18.6	Transportation	\$8,170,636	4.8	3.9
Other State Funding	\$13,544,472	8.9	9.0	Bond and Interest	\$12,415,133	7.3	6.3
Federal Funding	\$6,357,884	4.2	7.4	Rent	\$0	0.0	0.0
TOTAL	\$151,992,414			Municipal Retirement/ Social Security	\$3,303,540	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$15,251,163	9.0	6.8
				TOTAL	\$169,467,698		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$228,016	3.88	\$6,780	\$11,189
State	**	**	\$6,103	\$10,417

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

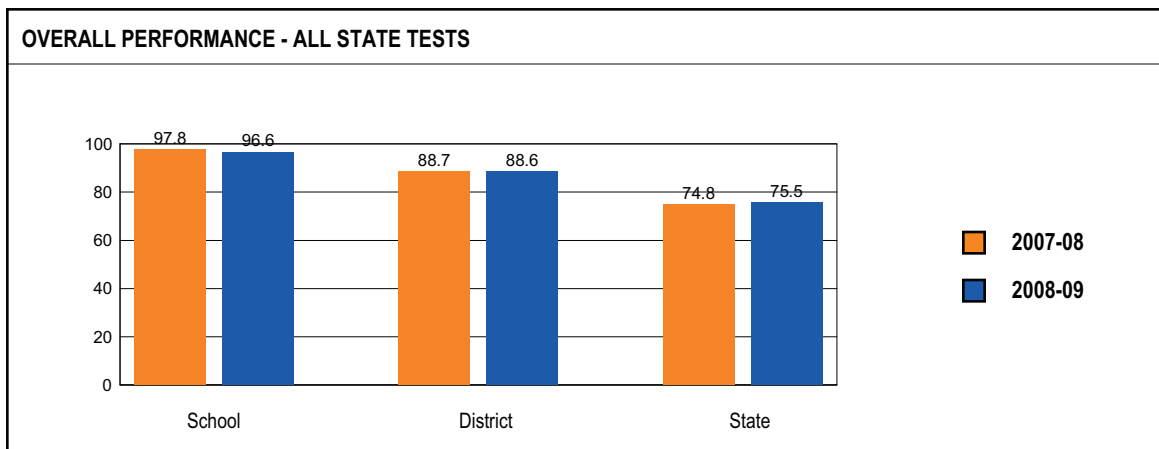
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE

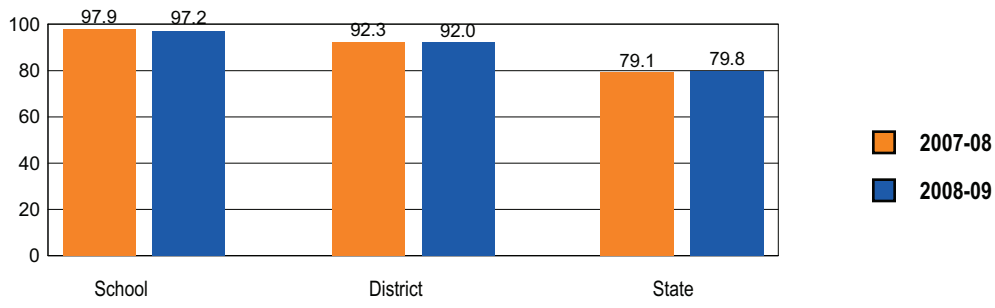
### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

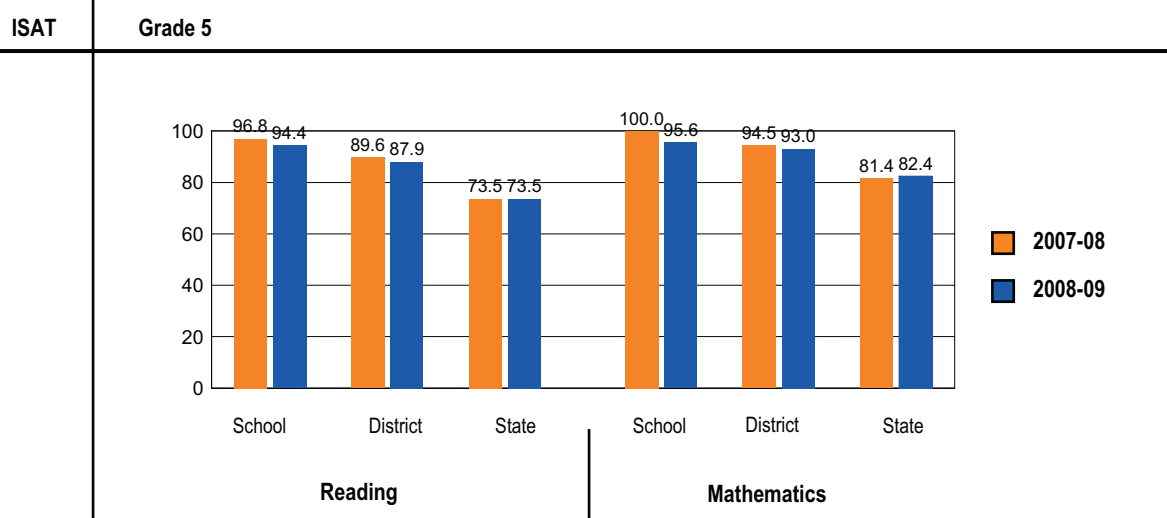
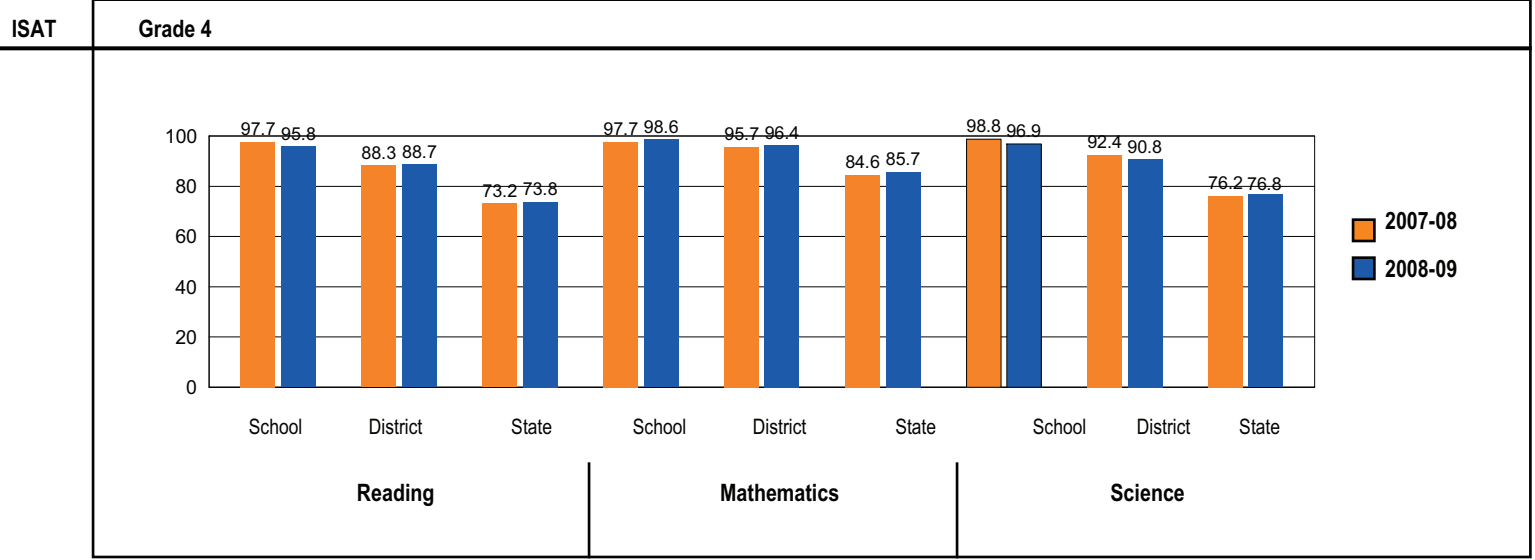
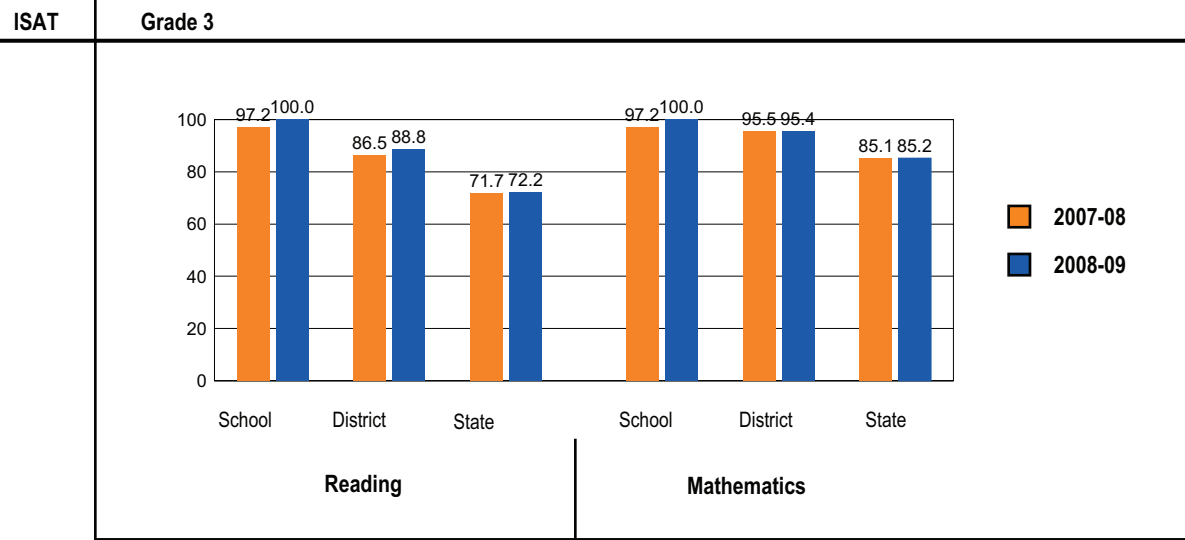


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	246	123	123	215	11	3	9	0	8	6	0	36	16
	Reading	0.4	0.0	0.8	0.5	0.0							0.0	0.0
	Mathematics	0.4	0.0	0.8	0.5	0.0							0.0	0.0
District	*Enrollment	7,088	3,632	3,456	5,328	486	726	329	1	218	548	0	1,057	1,502
	Reading	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	Enrollment	76	38	38	62	6	0	5	0	3	3	0	14	7
	Science	1.3	0.0	2.6	1.6								0.0	
District	Enrollment	3,071	1,591	1,480	2,335	198	305	152	0	81	196	0	464	624
	Science	0.1	0.2	0.1	0.1	0.0	0.7	0.0		0.0	0.5		0.2	0.3
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

## Grade 3

### Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	0.0	36.8	63.2	0.0	0.0	18.4	81.6
District	1.4	9.8	41.6	47.2	0.6	4.0	28.8	66.7
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	38.5	61.5	0.0	0.0	15.4	84.6
	District	1.9	12.4	40.4	45.4	0.6	2.9	28.4	68.1
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	0.0	35.1	64.9	0.0	0.0	21.6	78.4
	District	0.8	7.2	42.8	49.2	0.6	5.1	29.1	65.2
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	34.3	65.7	0.0	0.0	13.4	86.6
	District	0.3	6.3	37.1	56.3	0.3	1.4	22.3	76.0
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District	1.5	27.9	54.4	16.2	1.5	13.2	61.8	23.5
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District	5.1	26.3	55.6	13.1	1.0	11.0	52.0	36.0
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	8.3	4.2	54.2	33.3	4.0	10.0	24.0	62.0
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District	2.2	6.5	47.8	43.5	0.0	6.5	32.6	60.9
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	0.0	50.0	50.0	0.0	0.0	16.7	83.3
	District	3.8	21.5	50.0	24.6	0.8	5.4	44.2	49.6
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.0	0.0	34.4	65.6	0.0	0.0	18.8	81.3
	District	1.0	8.0	40.3	50.8	0.6	3.7	26.4	69.3
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	4.2	29.2	66.7	0.0	1.4	34.7	63.9	0.0	3.1	29.7	67.2
District	0.2	11.1	37.4	51.4	0.1	3.5	44.0	52.4	0.2	8.9	51.6	39.3
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	0.0	36.1	63.9	0.0	0.0	25.0	75.0	0.0	3.1	15.6	81.3
	District	0.4	11.0	40.8	47.7	0.2	2.6	41.2	56.0	0.4	7.9	49.7	42.0
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	0.0	8.3	22.2	69.4	0.0	2.8	44.4	52.8	0.0	3.1	43.8	53.1
	District	0.0	11.1	33.8	55.0	0.0	4.4	46.9	48.7	0.0	10.0	53.5	36.4
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	3.3	27.9	68.9	0.0	1.6	34.4	63.9	0.0	1.8	27.3	70.9
	District	0.1	5.7	33.9	60.2	0.1	2.1	37.7	60.1	0.3	3.7	49.7	46.3
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	0.0	34.5	58.2	7.3	0.0	12.7	74.5	12.7	0.0	32.7	61.5	5.8
	District	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
	State												
Hispanic	School	1.0	34.0	49.0	16.0	0.0	8.8	69.6	21.6	0.0	29.8	58.5	11.7
	District	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
	State												
Asian/Pacific Islander	School	0.0	9.5	35.7	54.8	0.0	2.4	33.3	64.3	0.0	7.1	57.1	35.7
	District	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
	State												
Native American	School												
	District	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
	State												
Multiracial/Ethnic	School	0.0	14.0	39.5	46.5	0.0	2.3	54.5	43.2	0.0	16.7	47.6	35.7
	District	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5
	State												

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	9.1	45.5	45.5	0.0	0.0	81.8	18.2				
	District	1.5	28.7	41.9	27.9	0.7	9.6	57.4	32.4	0.8	20.8	53.1	25.4
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	3.3	26.2	70.5	0.0	1.6	26.2	72.1	0.0	3.6	25.5	70.9
	District	0.0	8.0	36.6	55.4	0.0	2.4	41.7	55.9	0.1	6.9	51.3	41.6
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	5.6	40.4	53.9	1.1	3.3	52.7	42.9
District	0.1	12.0	43.2	44.7	0.1	6.9	58.8	34.2
State	0.4	26.0	47.6	25.9	0.3	17.3	66.2	16.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.6	46.5	41.9	2.3	2.3	59.1	36.4
	District	0.2	13.8	43.1	42.9	0.2	6.9	57.2	35.6
	State	0.6	29.2	46.5	23.7	0.3	18.3	64.2	17.1
Female	School	0.0	0.0	34.8	65.2	0.0	4.3	46.8	48.9
	District	0.0	10.3	43.3	46.4	0.0	6.9	60.3	32.8
	State	0.2	22.7	48.8	28.3	0.2	16.2	68.2	15.4

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	4.8	42.2	53.0	1.2	3.6	55.4	39.8
	District	0.0	6.5	40.2	53.3	0.1	3.1	56.5	40.3
	State	0.2	15.6	48.8	35.4	0.1	9.6	67.9	22.4
Black	School								
	District	0.0	32.8	64.1	3.1	0.0	32.8	60.9	6.3
	State	1.0	43.4	44.4	11.2	0.7	33.6	60.9	4.7
Hispanic	School								
	District	0.0	33.7	54.7	11.6	0.0	13.5	82.3	4.2
	State	0.6	39.6	47.8	12.1	0.3	24.2	68.3	7.3
Asian/Pacific Islander	School								
	District	2.5	22.5	35.0	40.0	0.0	17.1	43.9	39.0
	State	0.2	11.9	44.5	43.4	0.1	5.8	54.6	39.4
Native American	School								
	District								
	State	0.0	21.0	53.3	25.7	0.9	14.2	70.6	14.2
Multiracial/Ethnic	School								
	District	0.0	13.9	41.7	44.4	0.0	5.4	54.1	40.5
	State	0.4	23.3	49.7	26.7	0.3	16.3	68.5	14.9

## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		70.0			70.0			90.0		78.0	
<b>All</b>	99.6	Yes	99.6	Yes	96.4		Yes	97.3		Yes	96.2	Yes		
<b>White</b>	99.5	Yes	99.5	Yes	97.0		Yes	97.0		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**WHITTIER SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2009-2010**

Based on the 2009 ISAT data, Whittier School continues to make excellent progress in reading and math. Of the 237 students tested in reading, 96.7% met or exceeded state standards. Of the 239 students tested in mathematics, 98% met or exceeded state standards. The information provided here is a brief summary of the goals included in the Whittier School Improvement Plan (SIP) for 2009-10.

**Target Areas for Student Improvement**

- In the area of reading, 98.5% of third and fourth grade students met or exceeded state standards in reading as measured by the 2009 ISAT Reading tests. In fifth grade, 93% of students met or exceeded state standards. In 2010, 95% of all third, fourth and fifth grade students, at a minimum, will meet or exceed state standards.
- In the area of math, 98.6% of third graders, 100% of fourth graders, and 94% of fifth graders met or exceeded state standards in mathematics as measured by the 2009 ISAT Mathematics test. In 2010, 97% of all third, fourth, and fifth grade students, at a minimum, will meet or exceed state standards.

**Rationale for Target Selection**

- **READING:** Our school improvement efforts are based on the sub-strand scores in the area of vocabulary and inferencing. Emphasis will be given to continued vocabulary development, using the work of Robert Marzano. Also, direct instruction in inferencing strategies that support reading comprehension, will be a regular classroom focus.
- **MATH:** ISAT data shows that the sub-strand of measurement is weaker. We will continue to emphasize all aspects of measurement during lessons. The understanding and consistent use of math vocabulary will improve overall math achievement, as will continued emphasis on problem solving and written response in mathematics.

**Strategies for Improvement**

- Using a variety of assessments, teachers will monitor student progress in reading and provide needed interventions for at-risk students.
- Grade level teams of teachers will plan ways to expand children's understanding and usage of rich, interesting vocabulary words to improve reading comprehension.
- Measurement skills will be taught earlier in the school year with greater emphasis. Information from ISBE website will be used to develop measurement lessons.
- Teachers will continue to use ISAT rubrics and present instructional strategies to improve written responses to reading, as well as open-ended math responses.

**Professional Development Opportunities**

- Teachers will participate in professional development opportunities provided by District 200 such as inservice days, workshops, and grade level training sessions related to SIP.
- Building funds allocated for staff development will be used to send teachers to out-of-district workshops related to school improvement goals. Information will be shared with fellow staff members. Early release days will provide training that will allow for greater SIP implementation.
- As a learning community, we will continue our study of Writing Essentials by Regie Routman, to improve classroom instruction in all areas of writing.
- Emphasis will continue on instruction for ELL students in the regular classroom. Teachers will use Getting Started with English language Learners by Judie Haynes.

