
School Improvement Plan for

Mulberry Grove Junior / Senior High School

Mulberry Grove District # 1

School Years 2003 - 2005

MISSION STATEMENT

Mulberry Grove Junior/ Senior High exists for the purpose of developing individual students into lifelong learners. Students will not only understand the importance of being receptive to acquiring new knowledge, they will also gain insight as to the importance of teamwork, being flexible and open-minded, the need for technical skills, and the necessity for mutual respect among people.

Section 1: Demographics

1.1 BASIC INFORMATION Data in this table is Junior High and High School combined. Our school is: 1. <input type="checkbox"/> Title I school-wide <input checked="" type="checkbox"/> Targeted Assistance <input type="checkbox"/> Non-Title I 2. CSR ¹ : <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Which model? _____	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	(Complete if data are available.) School Year 2002-2003		
Attendance rate (%)	93.3	92.5	93.1	NA		
Truancy rate (%)	1.5	1.9	1.4	NA		
Mobility rate (%)	29.3	26.4	17.0	NA		
Expulsion rate (%)	0	0	0	NA		
Retention rate (%)	0	0	<1%	NA		
HS graduation rate, if applicable (%)	90.0	85.3	89.2	NA		
HS dropout rate, if applicable (%)	3.0	4.3	5.6	NA		
Teachers Working Out of Field (#) ²	3	3	1	2		
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	NA		
Adequate Yearly Progress (AYP). Identify composite scores for reading and mathematics that do not meet AYP target. Subgroup information is identified on the following page.	Reading Math		Reading Math		Reading Math	
	Omit these data for 2003-05 plans.					

¹ Comprehensive School Reform

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.

1.2 ENROLLMENT INFORMATION		School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003
		# students	# students	# students	# students
School population by grade / Number of students	7	38	44	44	40
	8	35	36	44	46
	9	30	38	31	46
	10	38	28	34	30
	11	29	36	22	36
	12	27	29	29	22
School population (total)		197	211	204	220

<p>NOTE: Omit this section for 2003-05 plans.</p> <p>NCLB SUBGROUPS.</p> <p>Not all subgroups may have adequate yearly progress (AYP) targets. Only subgroups with 40³ or more students are required to make AYP. Based on the AYP status report on the School Report Card, check (✓) each subgroup for which the number of valid test scores is 40 or more.</p>	✓		✓	
		Limited English proficient		Hispanic
		Special education students with IEPs		African-American
	X	Low Income		American Indian
		Caucasian		Asian

³A minimum of 40 is the number of valid test scores in a learning area for a subgroup in a school. It is not the total number of subgroup members per classroom, per grade, or per school.

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

	High School			Junior High		
	2000	2001	2002	2000	2001	2002
School	11.5	14.9	10.5	38.0 (19.0)	12.0	22.0
State	18.4	18.2	18.8	22.9	22.6	22.3

1.3 SCHOOL AND COMMUNITY CHARACTERISTICS

Overview

Mulberry Grove Junior/Senior High School is located in south-central Illinois on Interstate 70, approximately 75 miles south of Springfield. It is a rural community with slow to moderate growth with a high mobility rate. The majority of the population is white with a small representation of African-American. The ethnic ratio has held stable over the past decade. There is some fluctuation in enrollment with higher enrollment in upper elementary to early high school grades. Smaller enrollment in lower elementary grades is the current trend.

The socio-economic status of the community is below average with unemployment rates in the district close to the state average. Businesses located in the community have been stable over the years. One business has been expanding at a high rate over the past five years. Constructions of new homes in the area have been on the increase in the past five years. Crime rate in the area is average, however there has been an upward trend in drug related crimes.

Building Organization

The Mulberry Grove School District is contained in a single building. Pre-K through 6 occupies one wing. Grades 7 – 12 is located in the older wing built in 1953-1962. A common cafeteria, library, and art room are located between the two wings and is shared by the entire district.

Technology

Pre-K through 12 share a local area network (LAN). The network consists of 3 servers, 175 workstations, 71 printers and full-time internet connection. All classrooms are wired for LAN connection. The large lab has 26 workstations, networked printers and a LCD projector. The small lab has 11 workstations and networked printer. Both labs are located in the Junior/Senior High but shared with the elementary when no junior/senior high classes are scheduled. The high school also has a video lab with modern equipment to make movies. The yearbook uses mostly digital technology in its layout. The district web site has been authored by high school students and is presently offsite, however plans to the move the website to the school's server are underway.

School and Community Attributes

All stakeholders support the mission statement of the school which states: "Mulberry Grove Junior/ Senior High exists for the purpose of developing individual students into lifelong learners. Students will not only understand the importance of being receptive to acquiring new knowledge, they will also gain insight as to the importance of teamwork, being flexible and open-minded, the need for technical skills, and the necessity for mutual respect among people."

As a result, Mulberry Grove Jr/Sr High promotes learning throughout the year. During the 2002-2003 school year, an after school homework club was started to help those at risk students achieve passing grades in the core classes. Remediation in the Junior High begins at the end of the first quarter to prevent students from falling behind.

Over half of the faculty in the Junior/Senior high school are veteran teachers with over 16 years of experience. The student-teacher ratio is low and allows the faculty to know all the students on a first name basis. The principal is personally involved with student academic success and shows concern for the welfare of the students and faculty. Because of the small number of students, all students have access to all extra-curricular activities.

The availability of technology in the district allows students to prepare for the future. The curriculum is evolving to provide for the integration of technology into all classes.

School and Community Challenges

Due to budgetary cutbacks, teachers have been reassigned to new areas of instruction and most teachers have a large number of preps. In an effort to provide students with activities found in larger schools, teachers have many other sponsoring duties outside the classroom. As a result, administration and faculty need to be more cognizant of time factors and priority assessment to accomplish major tasks.

Alignment of learning standards with actual activities is an ongoing process. Lack of time is the major factor in advancing this process. There is also a lack of articulation between grade levels and subject areas. At the present time, science classes do not align with the Illinois Learning Standards nor do they meet the needs of the students for 2 and 4 year college entrance requirements.

Due to low achievement scores in writing, writing across the curriculum has been implemented to raise these scores. More work in this area is needed.

Section 2: Data Collection

2.1 STATE ASSESSMENT DATA

PSAE was started in 2001. 2003 PSAE has been taken, but results will not be back until sometime this summer.

State Assessment Data for Prairie State Achievement Exam (PSAE)

	READING MEETS/EXCEEDS			MATHEMATICS MEETS/EXCEEDS		
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Total and Subgroups	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Total	36	40.9	NA	50	59.1	NA
Low income						
LEP						
Disabilities						
Caucasian						
Afro-American						
Hispanic						
Asian						
American Indian						

	WRITING MEETS/EXCEEDS			SCIENCE MEETS/EXCEEDS			SOCIAL STUDIES MEETS/EXCEEDS		
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Total and Subgroups	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-03
Total	47	50.0	NA	41	27.2	NA	37	59.1	NA
Low income									
LEP									
Disabilities									
Caucasian									
Afro-American									
Hispanic									
Asian									
American Indian									

ACT Results from School Report Cards 2000-2002

	Composite Score			English			Math		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
School	20.0	23.9	19.0	18.6	23.9	19.1	19.8	23.6	19.0
State	21.5	21.7	19.9	20.8	21.0	19.1	21.6	21.7	20.1
	Reading			Science Reasoning					
	2000	2001	2002	2000	2001	2002			
School	20.5	24.6	18.7	21.2	22.9	19.0			
State	21.6	21.8	20.0	21.5	21.7	19.8			

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

In 1999-00, students in the tenth grade took the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. Data are reported for all students, students with an Individualized Education Program (IEP) and students without an IEP. A student with an IEP has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

The following table shows the percentages of your school's students 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.

Level 1 – Academic Warning – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstandings.

Level 2 – Below Standards – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.

Level 3 – Meets Standards – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.

Level 4 – Exceeds Standards – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

ISAT GRADE 10

	All Students Tested					IEP					Non-IEP				
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
Reading															
School	4	21	61	14	80	0	0	0	0	0	4	21	61	14	100
District	4	21	61	14	80	0	0	0	0	0	4	21	61	14	100
Mathematics															
School	0	31	62	7	83	0	100	0	0	14	0	29	64	7	100
District	0	31	62	7	83	0	100	0	0	14	0	29	64	7	100
Writing															
School	0	14	82	4	80	0	0	0	0	0	0	14	82	4	100
District	0	14	82	4	80	0	0	0	0	0	0	14	82	4	100
School Enrollment	35					7					28				

Note: Since 1999-00 was a transition year for high school student assessment, the tenth grade ISAT assessments were voluntary. Hence, some schools did not administer the ISAT and state level data are not computed. District level data are reported only for districts in which all of their high schools administered the ISAT.

ILLINOIS STANDARDS ACHIEVEMENT TESTS (ISAT)

The following tables show the percentages of your school's students 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.

Level 1 – Academic Warning – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious error or misunderstandings.

Level 2 – Below Standards – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their

learning and can apply it only in limited ways.

Level 3 – **Meets Standards** – Students’ work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.

Level 4 – **Exceeds Standards** – Students’ work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

ISAT Grade 10

	All Students Tested					IEP*					Non-IEP				
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
Reading															
School 4	4	11	67	19	87	0	0	0	0	0	4	11	67	19	93
District	4	11	67	19	87	0	0	0	0	0	4	11	67	19	93
State	5	25	55	15	87	30	44	24	2	63	4	23	57	16	89
Mathematics															
School 4	0	32	64	4	90	0	0	0	0	0	0	32	64	4	97
District	0	32	64	4	90	0	0	0	0	0	0	32	64	4	97
State	6	41	47	5	86	30	59	10	0	64	4	40	50	6	89
Writing															
School 4	15	37	48	0	87	0	0	0	0	0	15	37	48	0	93
District	15	37	48	0	87	0	0	0	0	0	15	37	48	0	93
State	6	28	54	12	85	34	44	21	1	61	4	27	57	12	88

*Students who have disabilities and are required to have written statements of needed special education and related services.

JUNIOR HIGH SCHOOL ISAT FOR 2002

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.

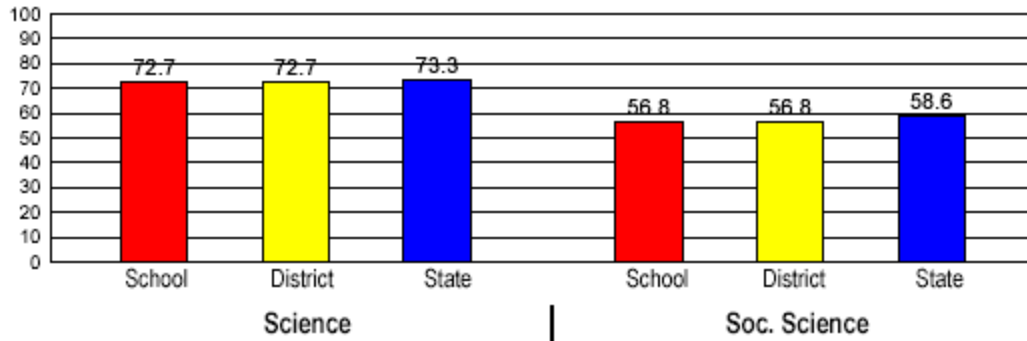
GRADE 7

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	11.4	15.9	59.1	13.6	2.3	40.9	47.7	9.1
	District	11.4	15.9	59.1	13.6	2.3	40.9	47.7	9.1
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

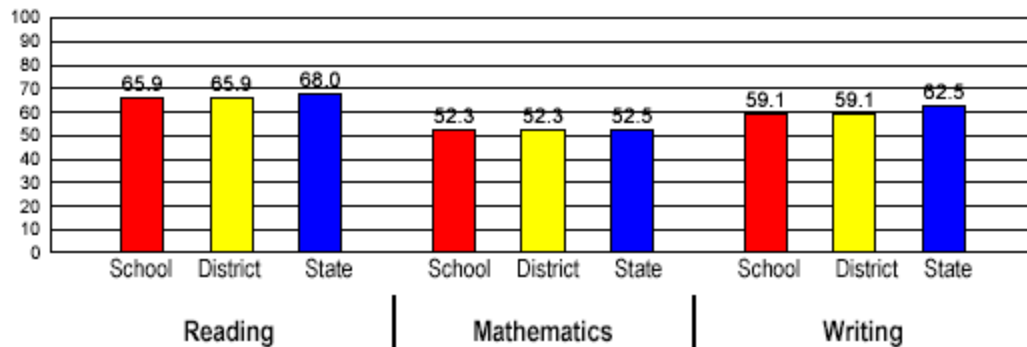
GRADE 8

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	34.1	61.4	4.5	4.5	43.2	36.4	15.9	2.3	38.6	56.8	2.3
	District	0.0	34.1	61.4	4.5	4.5	43.2	36.4	15.9	2.3	38.6	56.8	2.3
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Grade 7



Grade 8



**JUNIOR HIGH SCHOOL ISAT FOR 2001
ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

The following tables show the percentages of your school's students 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 percents 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.

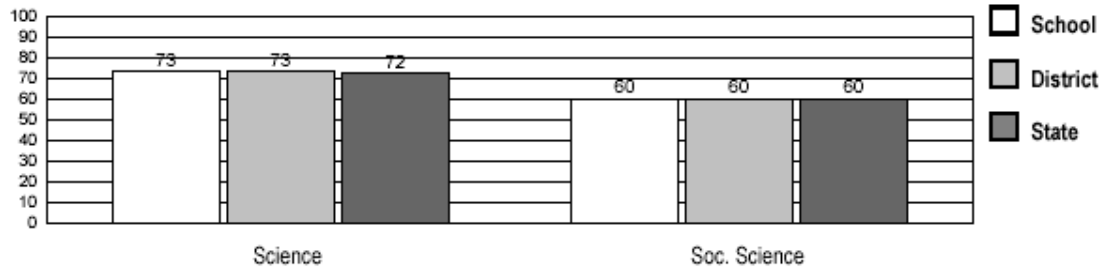
GRADE 7

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	11	16	64	9	2	38	47	13
	District	11	16	64	9	2	38	47	13
	State	11	17	52	20	2	38	47	13

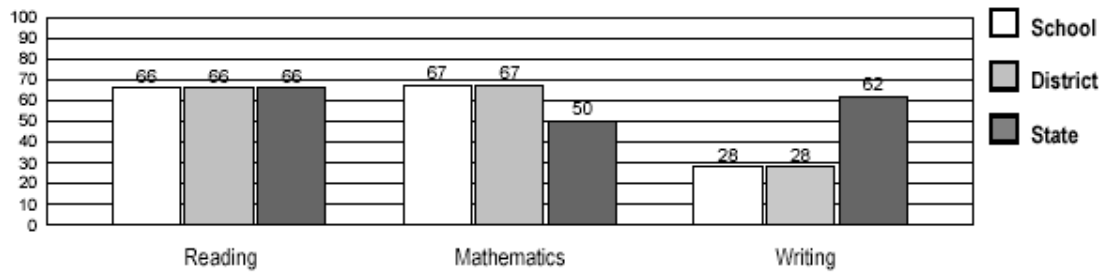
GRADE 8

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0	33	58	8	3	31	56	11	14	58	28	0
	District	0	33	58	8	3	31	56	11	14	58	28	0
	State	1	34	56	10	7	42	37	13	6	32	55	7

Grade 7



Grade 8



ACADEMIC PERFORMANCE

When interpreting the achievement data of smaller schools or districts, please note that the performance of a small number of students can substantially affect a school's achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

Students at the following grade levels took the Illinois Standards Achievement Test (ISAT). The following table reports the school enrollment for each grade by the total number of students, students with an Individualized Education Program (IEP) and students without an IEP. A student with an IEP has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

Enrollment When Tests Were Administered

GRADE	Total Enrollment	IEP	Non-IEP
3			
4			
5			
7	36	4	32
8	35	3	32

The following tables show the percentages of your school's students 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.

- Level 1 – **Academic Warning** – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstandings.
- Level 2 – **Below Standards** – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.
- Level 3 – **Meets Standards** – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.
- Level 4 – **Exceeds Standards** – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

READING

GRADES	All Students Tested					IEP*					Non-IEP					
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	
3	School															
	District															
	State															
5	School															
	District															
	State															
8	School	0	27	52	21	94	0	100	0	0	33	0	25	53	22	100
	District	0	27	52	21	94	0	100	0	0	33	0	25	53	22	100
	State	0	28	56	16	91	2	69	27	2	69	0	23	59	17	95

*Students who have disabilities and are required to have written statements of needed special education and related services.

MATHEMATICS

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3	School															
	District															
	State															
5	School															
	District															
	State															
8	School	3	29	51	17	100	33	67	0	0	100	0	25	56	19	100
	District	3	29	51	17	100	33	67	0	0	100	0	25	56	19	100
	State	8	46	35	12	91	33	57	9	1	70	5	44	38	13	95

WRITING

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
3	School															
	District															
	State															
5	School															
	District															
	State															
8	School	0	15	76	9	94	0	100	0	0	33	0	13	78	9	100
	District	0	15	76	9	94	0	100	0	0	33	0	13	78	9	100
	State	3	27	59	11	90	20	49	29	1	65	2	25	62	12	94

SCIENCE

		All Students Tested					IEP*					Non-IEP				
GRADES		% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
4	School															
	District															
	State															
7	School	6	9	74	12	94	50	0	50	0	50	3	9	75	13	100
	District	6	9	74	12	94	50	0	50	0	50	3	9	75	13	100
	State	12	16	54	18	92	34	27	36	3	72	9	15	56	20	95

*Students who have disabilities and are required to have written statements of needed special education and related services.

2.2 LOCAL ASSESSMENT DATA

IOWA TESTS – 10TH GRADE

Table shows Average/High percentage. School / National, grade equivalent

YEAR	VOCAB	READING TOTAL	WRITING EXPRESSION TOTAL	MATH TOTAL W/COMP	CORE TOTAL
2001	91% / 77% 10.7	96% / 77% 10.9	95% / 77% 11.1	96% / 77% 13.4	96% / 77% 12.1
2002	91% / 77% 11.5	78% / 77% 11.6	94% / 77% 11.5	100% / 77% 12.9	94% / 77% 12.1
2003	89% / 77% 10.7	92% / 77% 11.5	82% / 77% 9.5	93% / 77% 12.5	93% / 77% 11.0

High School

ASVAB Scores (median percentile)

	2000	2001	2002
General Science	74	64	64
Arithmetic Reasoning	73	67	60
Word Knowledge	61	53	66
Paragraph Comprehension	58	66	66
Numerical Operations	83	86	NA
Coding Speed	63	80	NA
Auto & Shop Information	62	58	42
Mathematics Knowledge	67	67	68.5
Mechanical Comprehension	51	65	49
Electronics Information	49	49	53
Academic Ability	66	62	NA
Verbal Ability	59	55	65
Math Ability	72	75	69

IOWA TESTING 7TH Grade

Average + High School / National

YEAR	BATTERYVERBAL	BATTERYQUANTITATIVE	NONVERBAL BATTERY	COMPOSITE
2000	83% / 77%	97% / 77%	86% / 77%	88% / 77%
2001	85% / 77%	100% / 77%	97% / 77%	97% / 77%
2002	62% / 77%	73% / 77%	68% / 77%	68% / 77%
2003	91% / 77%	100% / 77%	94% / 77%	100% / 77%

IOWA TESTING – 8th Grade

Average + High School % / National % Grade equivalent

YEAR	VOCAB	READING TOTAL	LANGUAGE TOTAL	MATH TOTAL	CORE TOTAL
2000	84% / 77% 9.3	88% / 77% 9.4	85% / 77% 9.4	100% / 77% 12.3	94% / 77% 10.3
2001	80% / 77% 8.6	79% / 77% 8.7	76% / 77% 8.4	100% / 77% 11.9	97% / 77% 9.4
2002	NA 9.3	NA 9.3	NA 9.5	NA 11.8	NA 10.1
2003	88% / 77% 9.1	85% / 77% 9.3	88% / 77% 10.3	100% / 77% 11.9	93% / 77% 10.4

8th Grade Explorer (2002 scores used a different scale; correlation with previous years not applicable)
% of students at or above the 50 percentile nationally

	Math	Reading	Composite
1999	71	57	57
2000	63	27	60
2001	Test Not Given	Test Not Given	Test Not Given
2002	71	55	64

2.3 EDUCATOR DATA

Educator Characteristics and Qualifications (using 2002 Report Card data for District and State)

	School (2003)	District	State
Total Full Time Employees	17		
Total Part Time Employees	3		
Average Teacher Experience (in years)	14.95	16.7	14.2
Bachelor's Degree	17 / 85%	75.5%	53.9%
Master's Degree or Higher	3 / 15%	24.5%	46%
White Teachers	18 / 90%	94.6%	85%
Black Teachers	0	0	10.2%
Hispanic Teachers	1 / 5%	2.7%	3.7%
Asian/Pacific Teachers	1 / 5%	2.7%	0.9%
Native American Teachers	0	0	0.1%
Male Teachers	9 / 45%	24.5%	23.4%
Female Teachers	11 / 55%	75.5%	76.6%

Paraprofessional Qualifications (required by NCLB for any paraprofessional personnel who serves in an instructional assistance capacity and is paid by Title 1 funds or any paraprofessional in a Title 1 school-wide program; paraprofessional personnel hired prior to January 8, 2002 must be certified by January 8, 2006.

Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options
NA	NA	NA	NA

Teacher Experience

Total teachers	1-5 years experience	6-10 years experience	10-15 years experience	16+ years experience
20	8	1	0	11

Teacher turnover – new teachers to Junior/Senior High

Year	# of teachers/% of staff	Subject area(s)
1999	3 / 15%	English; Spanish; Ag
2000	4 / 20%	Special Ed; Ag; Math
2001	0 / 0%	
2002	4 / 20%	Special Ed; science; business

Professional Growth

Workshops Attended by Teachers in 2002-03

ITEC Conference Presentation
 ISAT Writing
 FCCLA Leadership Conference
 FCCLA Professional Development Conference
 Instructional Technology Workshop
 State Drivers Education Conference
 IBCA Clinic BKB
 Linux Server Training
 IMEA Workshops
 Choral workshop
 Targeting Student's Misconceptions in Physical Science

Best Young Adult Books '03
Trip to London in the Summer
Foreign Language Workshop
Scanners and Digital Cameras Workshop

College Courses Taken by Teachers 2002-03

Reference Class for Masters Degree
Astronomy
Special Education
Using the internet to Enhance Teaching and Learning

2.4 ADDITIONAL DATA COLLECTION METHODS

Method: Survey/Interview
Data Summary Student/faculty self-evaluation tool Classroom Connect Technology Surveys Teacher Interviews through Internal Review Process

Method: Observations
Data Summary Student observations for IEP Domain meetings Faculty evaluations by administration DCFS reports Parental involvement at school functions

Method: Documents
Data Summary Student work samples from all classes (one set per teacher per Quarter) Referrals to the office for junior/senior high Re-certification documents for professional development Math competition results from competition at SIUC

Method: Formal Assessments
Data Summary Internal review External review Woodcock-McGrew-Werder Mini-Battery of Achievement

2.5 ADDITIONAL TYPES OF DATA

SIUC High School Math competition. Data only available for 2003 competition.
 Percentile ranking of 3-person team score based on 20 schools participating.

	2003
Freshmen	51
Sophomore	45
Junior	23
Senior	24

Student Discipline

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
# of referrals to office Jr/Sr high	32	88	128	146	67	108	117	102	92	76

Parental Attendance at School Functions (% Attendance)

Function	2002-03
College Night	65
Parent/Teacher Conferences	20
Teen Day	5
Sporting Events	20
Student Agendas	10

External review 2001
 Internal review 2002
 Faculty/student self-evaluation survey
 Teacher Professional Development Survey

Section 3: Data Analysis

3.1 DATA QUALITY

- *State Assessments- Prairie State Achievement Examination (PSAE)
Illinois Standardized Achievement Test (ISAT)
- *Local Assessments- ASVAB Test (Military test on various skills to highlight strengths and weakness)
Iowa Test of Basic Skills
EXPLORE Test
- *Other Data- Surveys
 - NCREL Self-evaluation Tool (from “Making Good Choices: A Guide for Schools and Districts) Appendix A
 - Tech Surveys (from Connect University) Self-Appraisal: Technology Skills - Appendix B
Self-Appraisal: Technology Methods – Appendix C
Disciplinary Referrals

(Surveys are produced by reputable organizations. Evaluation of the surveys are important in assessing the needs of the stakeholders in the community.)

3.2. SUMMARIES OF DATA

*State Assessments

PSAE 2002

1. Mulberry Grove High School has been placed on the State of Illinois academic warning list based upon the 2002 PSAE scores.
2. 60% of the students tested below the Illinois Learning Standards in reading based upon the PSAE scores.
3. 50% of the students tested below the Illinois Learning Standards in writing based upon the PSAE scores.
4. 59% of the students tested met the Illinois Learning Standards in mathematics.

ISAT 2000-2001

1. Eighth grade students’ scores for reading were equivalent to the state percentile of 66%. Students met or exceeded the state standards.
2. Eighth grade students’ score for writing were in the 28th percentile, below the State percentile score of 62%. Students scored below standards or for academic warning.
3. Eighth grade students’ scores for mathematics were in the 67th percentile, exceeding the Illinois Learning Standards.

*Local Assessments

1. ASVAB Test Composite Scores- median percentile for last five years.

<u>Subject Area</u>	<u>11/9/98</u>	<u>11/8/99</u>	<u>11/13/00</u>	<u>11/5/01</u>	<u>11/4/02</u>
Paragraph Comprehension	66.00	80.00	58.00	66.00	66.00
Verbal Ability	61.00	61.00	78.00	59.00	55.00
					65.00

Math Ability	72.00	77.00	72.00	75.00	69.00
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2. Iowa Test of Basic Skills for eighth grade – high/average percentile score.

<u>Year Given</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Math</u>
2000	84	88	85	100
2001	80	79	76	100
2002	NA	NA	NA	NA
2003	88	85	88	100

3. Iowa Test of Basic Skills for tenth grade – high/average percentile score.

<u>Year Given</u>	<u>Reading</u>	<u>Written Expression</u>	<u>Math</u>
2001	96	95	96
2002	78	94	100
2003	92	82	93

4. Explore Test for tenth grade – percent of local scores in the national quartile of 50%-99%.

<u>Year Given</u>	<u>English</u>	<u>Reading</u>	<u>Math</u>
1999	54%	60%	72%
2000	45%	27%	63%
2002	58%	55%	71%

(2002 Explore test scores were reported on a new score scale not directly comparable to scores reported prior to 2001.)

***Other Data**

1. Teacher/Student surveys: Based on the NCREL surveys, teachers and students see the amount of parental involvement differently; teachers feel there is a lack of parental involvement, while students feel there is adequate involvement. Both teachers and students feel that parents do support the educational program within the school. In addition, teachers feel there is a lack of involvement between school and community partners, while students see the school involved with community partners.
2. Discipline Referrals: The data shows that the number of referrals started low, increased during the winter, and tapered off towards the end of the school year. We are unable to compare trends previous years because of changed with administration. Comparisons will be made with future years.
3. Parental Attendance: Parental involvement at extracurricular activities has much more potential than is being realized.

3.3 ANALYSIS – COMPARISONS AND TRENDS

*Due to placement upon the academic warning list for schools in Illinois, emphasis has been placed upon reading and writing across the curriculum within grade 7-12.

*Comparing data of state test given, student scores seem to depreciate significantly instead of improving in reading and writing.

*The majority of the eighth grade student scores for the ISAT 2000-2001 were within the below standards and academic warning range for reading and writing.

*The 2002 PSAE scores for mathematics improved from the previous year, 59% met the Illinois Learning Standards.

*The ASVAB examination median percentile scores for paragraph comprehension fluctuated for the past five years. Three of the five years had a consistent score of 66.

*The ASVAB examination median percentile scores for verbal ability has fluctuated from 55-78, there has been no consistency of scores.

* The ASVAB examination median percentile scores for Math Ability fluctuated for the past five years. Median percentile scores have ranged from 69-77.

* A trend evident with discipline referrals is that student discipline increases as the year progresses and then declines towards the end of the school year.

* New trends in discipline will result under this new administration beginning their second year.

* Forty percent of current faculty have less than five years experience. Frequent faculty turnover in academic areas (science, math, English, agriculture) may have effected consistency of standards being taught.

3.4 INFERENCES AND CONCLUSIONS

*For preparation for state testing in the area of mathematics, the instructor does not use the current text. New textbooks that address the Illinois Learning Standards should be used.

*Looking at data provided by state tests, it must be asked if the learning standards are specifically being addressed.

*Standard-based education must be emphasized through professional development for faculty, especially new faculty.

*New courses will be added to the current curriculum to address the academic needs presented by local and state assessments.

Goal	Achievement data, learning gaps, and causal factors
<p>#1 Focus on Academic Achievement in Language Arts: To advance student scores in Writing and Reading by 10% per year measuring against the 8th grade ISAT scores (% meeting/exceeding), and to advance student scores in Writing and Reading by 5% by June 2004 measuring against the 11th grade PSAE scores (% meeting/exceeding).</p>	<p>*Based upon the PSAE and ISAT scores from the last two years, scores have been below the Illinois Learning Standards.</p> <p>*Test scores depreciate for grades 7-11 grades.</p> <p>*Illinois Learning Standards are not being emphasized in writing and reading.</p>

<p>#2 Focus on Academic Achievement in Mathematics: To maintain at 59% or improve student scores in Mathematics measuring against the 11th grade PSAE scores (% meeting/exceeding).</p>	<p>*Based upon the PSAE from the last two years there has been an improvement in scores, with the most recent scores meeting the Illinois Learning Standards.</p> <p>*Test scores depreciate for grades 7-11 grades.</p> <p>*Text used for grades 7 & 8 do not address the Illinois Learning Standards.</p>
<p>#3 Performance, procedures, and organization. To improve parental/community involvement and student achievement through parental support with the implementation of a school wide parental involvement program.</p>	<p>*Parents and community involvement are not being sought to gain support in acknowledging what the learning standards are for students.</p> <p>*There is a lack of communication acknowledging the needs of the students and the concerns of the teachers with the parents.</p> <p>*There is a lack of consistency with across the board involvement with parents and the community.</p>

Section 4: Integrated Action Plan (Goals/Activities/Timelines/Budget)

School Name: **Mulberry Grove Junior/Senior High School**

School Year **2003 -05**

<p>SCHOOL IMPROVEMENT GOAL (Specific, <u>measurable</u> goal based on gap analysis)</p> <p>Goal # 1: Focus on Academic Achievement in Language Arts:</p> <p>To advance student scores in Writing and Reading by 5% per year measuring against the 8th grade ISAT scores (% meeting/exceeding), and to advance student scores in Writing and Reading by 5% by June 2004 measuring against the 11th grade PSAE scores (% meeting/exceeding).</p>	<p>RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)</p> <ul style="list-style-type: none"> • 60% of students taking the PSAE tested below the ILS in reading. • 50% of students taking the PSAE tested below the ILS in writing. • 72% of students taking the 2000-01 ISAT for Writing in 8th grade did not meet/exceed state standards.
<p>STANDARD(S) SUPPORTED BY THIS GOAL</p> <p>ILS 1 – Read with understanding and fluency.</p> <p>ILS 2 – Read and understand literature representative of various societies, eras, and ideas.</p> <p>ILS 3 – Write to communicate for a variety of purposes.</p>	<p>EVALUATION (How will the goal be measured?)</p> <ul style="list-style-type: none"> • Informal Teacher made tests. Increase average score by 10%. • ISAT at the 8th grade level in writing. 0% in academic warning category. Above 50% of students meet/exceed state standards. • PSAE at the 11th grade level. 0% in academic warning in reading and writing. Increase scores in reading and writing by 10%.

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE WITH ACCOUNTABILITY	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)
1.1 PD in Reading/Writing Best Practices for all teachers_ SBR: <u>National Assessment of Educational Progress, 2001</u>	Oct 03-May 04 and revisit and revise in Oct 04 and May 05	English teachers	PD evaluations, measures of progress on standardized tests	19 teachers @ \$17.50 x 1hr
1.2 Implementation of new curriculum (literature and composition) SBR: <u>National Assessment of Educational Progress, 2001</u>	Aug 03 and continuing thru May 05	K. Lappe, L. Ulmer	Measures of progress on standardized tests	Literature text: "Reading Coach" 25 books @ \$79.50 Composition text: "The Writer's Craft" 25 books @ \$48.74
1.3 After school tutoring, Homework Club SBR: <u>Academic and Support Ninth Grade Restructuring Programs as Reported by the Ninth Grade Administrators, Mike Syropoulos 1998</u>	Oct 03-May 05	Principal, counselor	Attendance of students, improved grades/assessment results	Grant through Disadvantaged and Handicapped Student: \$2047.00
1.4 New teacher mentoring SBR: <u>Mentoring New Teachers, Hall Portner 1998</u>	Begin Aug 03, ongoing monthly thru May 05	Principal	Agendas, minutes, attendance at sessions, teacher response	Book "The First Days of School: How To Be An Effective Teacher" by Harry and Rosemary Wong 6 books @ \$29.95
* a. Mentor training	Aug-May	Principal	Teacher response	\$560.00
* b. Mentoring program	Aug – Sept	New Staff	Completion of program	\$600.00
* c. Mentor Stipends	Aug - May	Principal Mentors	Session logs	\$2,000.00
* d. New teacher induction	Aug	Principal Mentors	Completion of induction	\$800.00
1.5 Technology Use and Classroom Integration a. Assess teachers through use of Classroom Connect	Aug 03	Tech coordinator	Completed assessment for baseline score	No cost
b. Offer tech training based on assessment needs	Oct 03-May 05	Tech coordinator, ROE	PD workshops	EdTech grant: \$1180.00 ROE workshops: 40 teachers @ \$50/wrksp
c. Develop classroom lessons/units using technology SBR: <u>More Than Inventory: Effective Integration of Instructional Technology To Support Student Learning in K- 12 Schools, Charles D. Mize and Amy Gibbons 2000</u>	Aug 03-May 05	Staff	Teacher lesson plans	No cost

RESOURCES AND ITEMIZED BUDGET FOR THIS ACTIVITY	Function Number	Funding Source(s)	SALARIES STIPENDS	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	CAPITAL OUTLAY	OTHER (specify)	TOTAL for the Activity
PD in Reading/Writing Best Practices for all teachers	1.1	District	\$475.00						\$475.00
Implementation of new curriculum (literature and composition)	1.2	District				\$3206.00			\$3206.00

RESOURCES AND ITEMIZED BUDGET FOR THIS ACTIVITY	Function Number	Funding Source(s)	SALARIES STIPENDS	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	CAPITAL OUTLAY	OTHER (specify)	TOTAL for the Activity
After school tutoring, Homework Club	1.3	Grant			\$2047.00				\$2047.00
New teacher mentoring	1.4	District				\$180.00			\$180.00
* Mentor training	1.4a				\$560.00				\$560.00
* Mentoring program	1.4b				\$600.00				\$600.00
* Mentor Stipends	1.4c		\$2,000.00						\$2,000.00
* New teacher induction	1.4d		\$800.00						\$800.00
Assess teachers through the use of Classroom Connect	1.5a								\$0.00
Offer tech training based on assessment needs	1.5b	District, grant	\$1180.00		\$2000.00				\$3180.00
Develop classroom lessons/units	1.5c								\$0.00

* Addendum (February 17, 2004)

* Addendum (February 17, 2004)

Section 4: Integrated Action Plan (Goals/Activities/Timelines/Budget)

School Name: **Mulberry Grove Junior/Senior High School**

School Year **2003 -05**

<p>SCHOOL IMPROVEMENT GOAL (Specific, <u>measurable</u> goal based on gap analysis)</p> <p>Goal # 2 : Focus on Academic Achievement in Mathematics:</p> <p>To maintain at 59% or improve student scores in Mathematics measuring against the 11th grade PSAE scores (% meeting/exceeding).</p>	<p>RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)</p> <p>2000-2001 PSAE score meeting /exceeding was 50%. 2001-2002 PSAE score meeting/exceeding was 59%. Low percentile results at SIUC Math Competition.</p>
<p>STANDARD(S) SUPPORTED BY THIS GOAL</p> <p>ILS 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</p> <p>ILS 7 Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>ILS 8 Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</p>	<p>EVALUATION (How will the goal be measured)</p> <p>PSAE scores (% meeting/exceeding) on 2004, and 2005 test.</p>

ILS 9 Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space. ILS 10 Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.
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SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE WITH ACCOUNTABILITY	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)
<u>Goal # 2 , Activity # 1</u> Expand math curriculum to include a one-year course in geometry. SBR: Principles and Standards for School Mathematics. National Council of Teachers of Mathematics. More Than Inventory: Effective Integration of Instructional Technology to Support Student Learning in K-12 Schools. Charles D. Mize and Amy Gibbons, 2000.	Begin in Aug of 2003	J. Paine, HS math teacher	Assessment on teacher-made tests. Measures of progress on standardized tests	27 books @ \$54.00
<u>Goal # 2 , Activity # 2</u> Integration of the five strands of Mathematical Proficiency through weekly problem solving activities in all math classes.. (National Research Council) SBR: "...the five strands will support one another, which will make learning more effective and enduring." Helping Children Learn Mathematics , National Resource Council, 2002	Begin in Aug of 2003 and continue weekly through the school year. Revisit in Aug 04 and continue thru May 05	J. Paine, HS math teacher	Assessment on teacher-made tests. Measures of progress on standardized tests	No Cost

RESOURCES AND ITEMIZED BUDGET FOR THIS ACTIVITY	Function Number	Funding Source(s)	SALARIES STIPENDS	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	CAPITAL OUTLAY	OTHER (specify)	TOTAL for the Activity
Expand math curriculum to include a one-year course in geometry	1	District				\$1458.00			\$1458.00

RESOURCES AND ITEMIZED BUDGET FOR THIS ACTIVITY	Function Number	Funding Source(s)	SALARIES STIPENDS	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	CAPITAL OUTLAY	OTHER (specify)	TOTAL for the Activity
Integration of the five strands of Mathematical Proficiency through weekly problem solving activities in all math classes	2								\$0

Section 4: Integrated Action Plan (Goals/Activities/Timelines/Budget)

School Name: **Mulberry Grove Junior/Senior High School**

School Year **2003-05**

<p>SCHOOL IMPROVEMENT GOAL (Specific, <u>measurable</u> goal based on gap analysis)</p> <p>Goal #3: Performance, procedures, and organization.</p> <p>To improve parental involvement by 5% the first year and 5% the second year and improve student achievement through parental support with the implementation of a school wide parental involvement program.</p>	<p>RATIONALE FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)</p> <p>Low attendance at Parent/Teacher Conferences, College Night, and other school functions.</p>
<p>STANDARD(S) SUPPORTED BY THIS GOAL</p> <p>Parents can affect academic achievement by getting involved in the education process. *</p> <p>Business and community involvement make a difference in our schools. *</p> <p>* ISBE website</p>	<p>EVALUATION (How will the goal be measured?)</p> <p>Attendance at Parent/Teacher conferences will increase by 5%. Attendance at activities listed below will be 20%.</p>

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE WITH ACCOUNTABILITY	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)
1.1 New teacher mentoring SBR: <u>Mentoring New Teachers</u> , Hal Portner 1998	Begin Aug 03, ongoing monthly thru May 05	Principal	Agendas, minutes, attendance at sessions, teacher response	Book "The First Days of School: How To Be An Effective Teacher" by Harry and Rosemary Wong @ \$29.95x6
1.2 Implementation of KeyTrain Workplace Curriculum assessment SBR: <u>WorkKeys Employment System</u>	Implemented by Sept or Oct 03	Counselor	Assessment results	No cost
1.3 Student/Parent Activities a. Teen Day	Mar 04	Counselor	Student/parent response	Donations
b. College Night	Mar or Apr 04 and again in 05	Counselor	Student/parent attendance	No cost
c. Parent/Teacher conferences	Oct 03, Mar 04 and again the following year	All teachers	Parent attendance	No cost
d. Trivia Night SBR: <u>Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status</u> , Christine Winquist Nord and Jerry West (May 2001)	Quarterly	Counselor	Student/parent attendance	Cost of refreshments
* e. Technology evening class (Pitch and Catch)	Aug - May	Principal	Enrollment / attendance	\$3,300.00
1.4 Communication a. Monthly calendar insert in <i>Shopper</i>	Sept 03-May 05	Junior/Senior High Secretary	Parent attendance at events	No cost
b. Website	Sept 03-May 05	R. Bauer	Number of hits	\$30.00 per year
c. Student agendas SBR: <u>Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status</u> , Christine Winquist Nord and Jerry West (May 2001)	Aug 03-May 05	All teachers	Weekly parent signatures	Student agendas: total cost: \$1470.00 Grant from Illinois Power: \$600.00
* d. Think-wave software	Aug - May	Tech coordinator	Web site hits	\$1,100.00
* e. Teacher voice mail/homework announcements added to phone system	Aug - May	Principal/staff	Contacts/homework avg.	\$20,000.00

* Addendum (February 17, 2004)

RESOURCES AND ITEMIZED BUDGET FOR THIS ACTIVITY	Function Number	Funding Source(s)	SALARIES STIPENDS	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	CAPITAL OUTLAY	OTHER (specify)	TOTAL for the Activity
New teacher mentoring	1.1	District				\$180.00			\$180.00
Implementation of KeyTrain Workplace	1.2								\$0.00

RESOURCES AND ITEMIZED BUDGET FOR THIS ACTIVITY	Function Number	Funding Source(s)	SALARIES STIPENDS	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES MATERIALS	CAPITAL OUTLAY	OTHER (specify)	TOTAL for the Activity
Curriculum assessment									
Teen Day	1.3a	Donations and grant			\$1600.00				\$1600.00
College Night	1.3b								\$0.00
Parent/Teacher conferences	1.3c								\$0.00
Trivia Night	1.3d	District				\$50.00			\$50.00
Monthly calendar insert in <i>Shopper</i>	1.4a								\$0.00
Website	1.4b	District			\$30.00				\$30.00
Student agendas	1.4c	District (\$870.00)) Grant (\$600.00))				\$1470.00			\$1470.00
* Thinkwave Software	1.4d					\$1,100.00			\$1,100.00
* Teacher voice mail/homework announcements added to phone system	1.4e						\$20,000.00		\$20,000.00

* Addendum (February 17, 2004)

Section 4: Action Plan (Budget Summary by Funding Source)

Formula grants	Competitive Grants
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Goal: #1 – Focus on Academic Achievement in Language Arts	Activity	Title I	Title II	Title IV	Title VI	Gifted	Tech	Sum Brdgs	Voc Ed	Gen Rev	Reading Imp.	CSR	21 st CCLC	REAP	RESPRO Grant	
	1.1									\$475						
	1.2									\$3206						
	1.3								\$2047							
	1.4									\$180						
	* 1.4a														\$560	
	* 1.4b														\$600	
	* 1.4c														\$2,000	
	* 1.4d														\$800	
	1.5b							\$1180			\$2000					
SUB TOTAL							\$1180		\$2047	\$5861					\$3,960	

Goal: #2 –Focus on Academic Achievement in Mathematics	Activity	Title I	Title II	Title IV	Title VI	Gifted	Tech	Sum Brdgs	Voc Ed	Gen Rev	Reading Imp.	CSR	21 st CCLC	REAP
	1									\$1458				
	SUB TOTA L										\$1458			

Goal: #3 – Performance, procedures and organization	Activity	Title I	Title II	Title IV	Title VI	Gifted	Tech	Sum Brdgs	Voc Ed	Gen Rev	Reading Imp.	CSR	21 st CCLC	REAP	RESPRO Grant	
	1.1									\$180						
	1.3a			\$500						\$1100						
	1.3d									\$50						
	* 1.3e														\$3,300	
	1.4b									\$30						
	1.4c									\$1470						
	* 1.4d														\$1,100	
	* 1.4e														\$20,000	
	SUB TOTAL				\$500						\$2830					\$24,400

* Addendum (February 17, 2004)

Section 5: Professional Development

5.1 DATA COLLECTION

Professional Development surveys completed by teaching staff and school improvement/in-service meetings were the data sources used in determining professional development. Examples of these surveys are located in Appendices A, B, and C. The results of the Tech Surveys are also shown in Appendices B and C. These sources are noted in the Data Collection and Data Analysis sections. The emphasis is upon standards-based instruction with best practices strategies and creating improved time and classroom structures.

5.2 HIGHLY QUALIFIED EDUCATORS

Teachers will seek out PD activities that relate to their learning areas, teaching assignments and re-certification plans. In addition, Classroom Connect and ROE workshops will be used for PD in technology, curriculum, and instruction.

5.3 RELATION TO GOALS AND ACTIVITIES

Goal / Activity	Professional Development
Goal 1/Activity 1.1	Workshop on Reading/Writing Best Practices
Goal 1/Activity 1.2 Goal 2/ Activities 1 and 2	Workshops on implementing new curriculum
Goal 1/Activity 1.3	Workshop on tutoring
Goal 1/Activity 1.4 Goal 3/Activity 1.1	Workshops on mentoring
Goal 1/ Activity 1.5	Workshops in technology from Connected University and ROE
Goal 3/Activity 1.2	Training workshop through Kaskaskia College
Goal 3/Activity 1.3	Preparatory meetings to plan the activities
Goal 3/Activity 1.4	In-services on improving communication

5.4 SCHEDULING

See chart below.

5.5 RESOURCES

See chart below.

5.6 SCIENTIFICALLY BASED RESEARCH (SBR)

See chart below.

5.4 Scheduling		5.5 Resources	5.6 SBR
Month/Date/Year	Content of Professional Development	Supporting Resources	Scientific Research Base for the Content
8/19/03 revisit in Spring and offer again in August of 2004	Workshop in technology	John Paine, Ryan Bauer	<u>More Than Inventory: Effective Integration of Instructional Technology To Support Student Learning in K-12 Schools.</u> Charles D. Mize and Amy Gibbons 2000
10/10/03 and ongoing as needed thru May 2005	Workshop on mentoring	Principal	<u>Mentoring New Teachers.</u> Hal Portner 1998
1/16/04	In-service on Reading/Writing/Math Best Practices	English and Math teachers	<u>National Assessment of Educational Progress.</u> 2001
2/6/04	Planning meetings for student/parent activities	Counselor	<u>Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status.</u> Christine Winquist-Nord and Jerry West 2001
3/12/04 and again in March of 2005	Workshop on tutoring	Counselor, ROE	<u>Academic and Support Ninth Grade Restructuring Program as Reported by the Ninth Grade Administrators.</u> Mike Syropoulos 1998

5.7 INTEGRATION OF TECHNOLOGY

Technology integration will be accomplished through use of Classroom Connect and ROE technology workshops and implementation of a technology curriculum. A needs assessment was done with each staff member and a series of workshops and lesson/unit planning sessions will be developed, based on the results of the needs assessment.

Classroom Connect is a purchased service by the State of Illinois which provides resources for professional development in technology, and provides a way to integrate technology into the individual classrooms via the internet.

5.8 EVALUATION / CONTINUOUS IMPROVEMENT

Skills learned at workshops will be used for lesson development. Effectiveness will be measured by teacher satisfaction with the activity, implementation of lesson plans and improved standardized test scores. The participants at each workshop will complete an evaluation and summary of the workshop, and this will be a part of their re-certification portfolio. Weekly lesson plans will be assessed to see if the newly learned strategies are being implemented.

5.9 MENTORING

The administration will present a mentoring program to the Board of Education at the July, 2003 meeting. It is anticipated it will be adopted. The administration will explore stipends for mentors. Contractual aspects of the stipend will be addressed when the teacher contract is negotiated at the end of the 2003-04 school year. Mulberry Grove will work in cooperation with the ROE and local colleges to offer novice teachers workshops for PD prior to the beginning of the school year. Each new teacher will be given a copy of the book, "The First Days of School: How To Be An Effective Teacher" by Harry and Rosemary Wong. Veteran teachers will be selected to meet with new staff members on a bi-weekly basis for the first two months of the school year to discuss different strategies or problems that may arise in classes. New teachers will also meet with administration weekly to discuss informal observations of their classes for the first nine weeks of the year. We will provide opportunities for the new teachers to observe selected veteran teachers in the classroom for ideas and strategies.

Section 6: Illinois Learning Standards (ILS) Implementation

6.1 ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

The staff of Mulberry Grove will continue to align one subject per year and implement a standards-based classroom by planning standards-based lessons. New staff will meet with the principal, at which time the need of teaching to the standards will be emphasized. When possible, teachers will obtain textbooks geared toward ILS, and teachers will attend workshops, as available, focused on teaching to ILS and assessment tools.

The alignment and implementation process has been going on for three years. Teachers with six different subjects are at least half finished with the process. Teachers who teach a fewer number of different classes have completed or will complete in the next year the alignment process. The curriculum is aligned in reading and math, as well as, junior high science. Writing across the curriculum is an emphasis in the junior and senior high school.

6.2 STANDARDS-LED CLASSROOMS

In order to implement and maintain standards-led classrooms, the administration will provide portions of the Learning Standards in the weekly newsletter. Teachers are indicating standards in lesson plans, and are providing students with information on the standards being taught. The school web-site has a link to the Learning Standards to provide this information to the community. Illinois Learning Standards are posted in classrooms.

Improved standardized test scores will be evidence of this implementation.

6.3 REVIEW OF ILS PRACTICES AND PROCEDURES

Based on standardized test scores, teachers will review where gaps occur and what to improve.

Our educators will continue to monitor, review and assess our curriculum mapping monthly in accordance with state standards. We will make modifications/revisions for improvement of our curriculum mapping procedures, as needed.

At the beginning of the school year, all new teachers will be issued a copy of the Illinois State Standards. It is recommended that teachers attended workshops related to the standards and implement instruction based on those standards.

Each month, the School Improvement Committee will focus on particular standards.

6.4. PROFESSIONAL DEVELOPMENT

Professional development will be sought in the following areas to support our goals. To further insure that all staff members have needed knowledge of best practices, staff members will present important details of their in-service/workshop experiences to all teaching staff members. Listed are the various areas that our teaching staff felt a need for more information and a useful basis of first hand knowledge.

Staff/Professional Development for 2003 – 2005

- Curriculum Strategies to Motivate Reluctant and Struggling Students
- How to Teach At Risk Students (motivational strategies)
- Teaching Techniques for Reading and Writing Blocks
- Ways to Motivate More Parent Support With Instruction and Participation

- Enhancement of Writing Instruction
- Technology Training (How to Utilize In the Classroom, Effectively)
- Ways to Support Math Instruction in Correlation with ISAT
- School /Community Communication (Implementation Strategies)
- Ways and Methods to Incorporate Thematic Units in Instruction
- Effective Classroom Management Strategies
- Valid, Useful Assessments That Do Not Require Lots of Time
- Grant Writing for Instructional Support
- Best Ways to Gain Information About Best Practices
- Creative Strategies for Encouraging Independent Reading
- Ways to Promote Higher Level Thinking
- Developing Cross Curriculum Lesson Plans
- Ways to Reduce Teacher/Student Stress

It is our focus to address the Illinois Learning Standards at each and every workshop we attend. In learning about motivational strategies for at risk students we will connect the strategies to specific learning standards. At the workshop to improve writing instruction we will look closely at the state goals for writing and tie that to the rubric used for ISAT. The balanced literacy workshop will effectively look at researched-based strategies that will in turn help our students reach the meets level on the ISAT and PSAT. Each and every workshop that we attend will be looked at in reference to how it connects to the Illinois Learning Standards and how it will improve our instruction in reaching every student.

Section 7: Family and Community Involvement

7.1 DATA USE

Various forms of feedback are used to inform parent/ families:

- Student/Teacher surveys.
- Use of student agendas assist in communication with parents regarding their child's educational needs and progress according to the learning standards.
- Parent-Teacher Conferences are held to inform parents of the learning standards for their child.
- IEP meetings are held to discuss learning standards for children with learning disabilities.
- Discipline referrals communicate to the parents how their child's behavior correlates with learning at school.
- Information is collected from meetings and attendance at school activities.

7.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS

The development, implementation and review/monitoring of the plan will be done by:

- School board member, faculty and administration served on the school improvement team.
- The school secretary helped to review the plan.

7.3 COMMUNICATION OF SIP PROGRESS

Progress of Mulberry Grove Junior/Senior High School will be shared with stakeholders through:

- Newsletters about the SIP plan, PSAE and ISAT testing.
- Student agenda with teachers can be informed of what is being taught in class and the progress of their child.
- School calendars will be published monthly in the "Shopper", a weekly publication distributed throughout the county.
- Progress reports of their child's academic progress/learning standards.
- Each teacher a copy of the learning standards of the subject matter their child is undertaking in school at parent-teacher conference.
- Phone calls and meetings with parents.

7.4 ROLE OF FAMILY/COMMUNITY IN THE ACTION PLAN

Activities in the action plan include:

- Trivia Night
- College Night
- Parent/Teacher Conferences
- Teen Day

7.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

Community stakeholders have supported learning within the school by:

- Parents involved with their child's school activities tend to have children who excel in school, as those parents who volunteer to chaperone field trips, attend College Night and Freshmen Orientation.
- Providing health educators (Bond County Health Department) for our school.
- Making financial donations to assist with certain school activities.

- Parents assist with community contacts and school activities.
- Serving as guest speakers for school activities and class presentations.
- Donating the use of a building site (Lions Club) for students to go off campus to take the PSAE.

7.6 PROCEDURES/PRACTICES/COMPACTS

The contributions of parents/families are important the Mulberry Grove School District. The School Board has implemented district policy for community involvement in decision-making whereas individuals and groups will be called upon to act as advisors and resource people. Parent and family involvement activities are designed to meet the school district's policies and to meet the needs of the individual student.

Section 8: Program and Resource Integration

8.1 SOURCE OF FUNDS

See Section 4, Action Plan and Budget Summaries.

A REAP Grant has been received by the District. Approximately \$24,000 will be available, however, it has not been earmarked for spending at this time.

8.2 FUNDING DETAIL

See Section 4, Action Plan and Budget Summaries.

8.3 FUNDING ALIGNMENT

See Section 4, Action Plan and Budget Summaries.

Section 9: Support Systems

9.1 INTERNAL DISTRICT SUPPORT

- Administration has encouraged staff and parents to express ideas to be incorporated into the school improvement plan.
- SIP Team has distributed surveys to staff and students for input/ideas to be incorporated into plan.
- SIP Team asked staff to submit ideas/concerns on staff development.
- Clerical staff has had vital input in revision of student handbook and registration procedures.
- The Guidance Counselor serves as our community service coordinator and assists in parental involvement activities.
- Our High School Math teacher serves as our district tech support person.
- Student agendas provide weekly communication and feedback between parents and staff.

9.2 EXTERNAL SUPPORT

- We have several county agencies that provide Mulberry Grove Schools with academic and emotional/psychological support.
- OKAW Area Vocational Center provides curriculum offerings for our students.
- A county attendance intervention worker is assigned to assist with truant students.
- The Bond County Health Department provides a wide variety of counseling to students, as well as classroom support to staff.
- Our local ROE provides professional development and support.
- We work in conjunction with Greenville High School to offer Advanced Placement courses on their campus. These courses give students an opportunity to earn college credit
- Kaskaskia College offers the “Aces Program”, where High School seniors can enroll in a college course during their senior year.
- Greenville College offers the “Discover Club”. This program prepares students for college responsibilities and helps make a smooth transition to college life.

Section 10: Review, Monitoring, and Refinement

10.1 DISTRICT PEER REVIEW PROCESS

Prior to submitting the plan to the ISBE, staff will be asked for input. The SIP Team will use the rubric provided by the state to review components for revisions and additions. The plan will be given to selected staff, community, support staff, parents and business people for review. Their input will be considered to make revisions in the plan. It is also intended to have a neighboring school district's SIP Team review the plan.

10.2 MONITORING PROGRESS OF THE PLAN

The school will have monthly School Improvement Team meetings. The Plan will be reviewed monthly on progress and implementation of activities. Staff members will be asked to turn in monthly checklists to the team to monitor the progress of implementation. Quarterly, the team will meet to revise, review, and update the plan according to staff input and new data received. For example, the team will pass out parent surveys at student registration. When those surveys are returned, the plan will be reviewed in light of that new data.

The SIP Team plans to:

- Celebrate achievements.
- Be realistic in its assessment and implementation.
- Point out strengths and weaknesses of the plan.
- Change ineffective teaching strategies.
- Praise, reward and encourage effort and achievement.
- Encourage communication between parents and staff through the use of weekly agendas.
- Encourage communication between parents, families and community.

10.3 REFINEMENT

School Improvement Team meetings will be held monthly throughout the year.

- Once the School Improvement Plan is written, reviewed, and approved by all stakeholders, monthly meetings will be held to review progress and plan professional development and other activities needed to accomplish each goal.
- The principal will continue to work on the demographics section based on the School Report Card, the Fall Housing Report school records, and other data, e.g., classroom assessments, district DRA / EDL scores. The team will analyze the affects of this data on student achievement and make revisions as necessary.
- School data will be analyzed monthly to indicate progress toward goals, and an initial report will be issued to all stakeholders in February. If activities have not provided movement toward the goals by that time, refinements will be made and new activities and / or professional development added.
- Professional Development will be delivered throughout the year. Agendas and evaluations will be kept in order to refine the benefits of professional development opportunities.
- Student success will be reported, communicated, and celebrated with the students, faculty, parents and the greater school community. The Parents and Community will be notified of student's successes through newsletters, neighborhood newspapers and assemblies planned to honor the successes.

School data will be analyzed monthly to indicate progress toward goals, and an initial report will issued in February. If activities have not provided movement toward goals by that time, refinements will be made and new activities and/or professional development added.

ADDENDUM TO GOAL #3 (February 17, 2004)

Parents and community will be offered an introductory technology course. This will be the implementation of the PITCH AND CATCH program. This program will team students, parents and staff to improve parental involvement and student achievement.

The integration of a current e\telephone system. The system would offer voice mail for staff. This would allow working parents a chance to leave messages after hours for teachers. This would also increase the number of parental contacts. Also, this system would have a homework feature. Parents o\would be able to call and access homework that has been assigned from various co\lasses.