

Region - County - District Code
53 - 090 – 0860 - 02

An Integrated School Improvement Plan
for
GLENDALE SCHOOL
2007 - 2008



Closeout Report Glendale School

2006 – 2007 Goals	Success Indicators	2006 – 2007 Results	Met	Progress Report
<p>Target #1: Improvement of student achievement in writing. 75% of fifth graders will Meet or Exceed in writing on the 2007 ISAT.</p>	<p>Administer building-wide writing prompts in the months of September, November, February, and April to improve students' writing scores.</p>	<p>Students were assessed four times this school year. Scores can be found in the Appendix</p>	<p><i>Note: This goal is measured by the 2007 ISAT. Scores are scheduled to arrive in June of 2007.</i></p>	<p>State assessment of writing returned as a portion of the 2007 ISAT for fifth graders and will return on the 2009 ISAT for third graders. A large emphasis on writing coupled with staff development opportunities and the Standards Aligned Classroom have sparked building-wide visions for writing improvement. Teachers raised the standards concerning scoring of prompts.</p>
	<p>Continuation of the use of writing portfolios at grades three through five in the instructional model as designed by the 2002 Standards Aligned Classroom as well as individual teacher materials.</p>	<p>Teachers' use of writing portfolios is varied but growing. Portfolios include some similar pieces (rubrics, goal-setting charts, etc.) while individual teachers also include materials specific to their classrooms.</p>		
	<p>Implementation of writing conferencing building-wide.</p>	<p>All classroom teachers use writing conferencing as a tool to improve students' writing success.</p>		
<p>Target #2: Improvement of student achievement in mathematics. 85% of students will Meet or Exceed in mathematics on the 2007 ISAT.</p>	<p>Administer district math assessments during the months of September, January, and April to help teachers set learning goals to improve students' scores.</p>	<p>District math assessments were piloted in September, January, and May.</p>	<p><i>Note: This goal is measured by the 2007 ISAT. Scores are scheduled to arrive in June of 2007.</i></p>	<p>ISAT 2006: 90% Meets and Exceed for Grade 3; 96% Meets and Exceeds for Grade 4; 89% Meets and Exceeds for Grade 5</p>
	<p>Continue the "Surfin', U.S. A." incentive program to assist students in setting goals for basic addition, subtraction, multiplication, and division facts (based on grade levels).</p>	<p>This program was "tapered down" this year as opposed to the 2005-2006 school year. This year 51% of students met their goals all four grading periods.</p>		
	<p>Provide teachers and students with practice on activities similar to the Short Answer items on the math ISAT.</p>	<p>In discussions with staff, teachers felt strongly that the Short Answer items were very similar to the math knowledge and strategic knowledge areas of extended response. Due to our emphasis on extended response, we did not break this activity out separately.</p>		
	<p>Students will practice basic math facts using computer software and online student-friendly resources available in the Glendale Computer Lab (Wild West Math, Math Muncher, Math Blaster, Orchard)</p>	<p>91.8 hours of logged computer lab time was spent on math software and online resources for math. This can be better.</p>		

2006 – 2007 Goals	Success Indicators	2006 – 2007 Results	Met	Progress Report
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Target #3: Improvement of student achievement in reading. 67% of students will Meet or Exceed in reading on the 2007 ISAT.	80% of students in the Title I Literacy Program will show at least sixth month's improvement in reading.	96% of students in the Title I Literacy Program showed at least six months improvement in reading.	<p><i>Note: This goal is measured by the 2007 ISAT. Scores are scheduled to arrive in June of 2007.</i></p>	Due to a strict intervention schedule, the building Literacy Coordinator was unable to meet with Title I students on a regular basis. A new master schedule for the 2007-2008 school year will correct his problem.
	Provide students with practice on activities similar to the extended response sections of the reading ISAT.	The Regional Office of Education was contacted to inquire about training specific to reading extended response. There are currently no specialists in this area of the ISAT.		N/A
	Continued implementation of the Literature Circles instructional method into all classrooms.	All classroom teachers use Literature Circles as a tool to improve students' reading success.		This targeted activity will remain as a building initiative, and staff development will be provided when necessary.
	Increase the amount of students' independent reading time reading by looking into the implementation of the Accelerated Reader Program.	Staff members researched the Accelerated Reader Program (with assistance from Renaissance Learning Company trainers) and found that they did not want to implement this program.		Staff felt that using a project-based approach focusing on a specific monthly genre of literature was a better way to assess students' reading activity and ability.
	Continue the "Leap Into Reading" incentive program to assist students in setting goals for students' independent reading (based on grade levels).	This year 35% of students met their goals all four grading periods.		
Target #4: Increase participation of staff in professional development activities. 100% of certified staff will participate in at least one professional development activity during the 2006 – 2007 school year.	Provide more extensive staff development in the "P.A.W." problem solving method for newer staff.	A team of teachers from Glendale School and Woodrow Wilson School provided training not only at a joint-district School Improvement Day but for the entire K-5 staff and the 6-8 math staff.	Yes	Teachers are well-versed in this method of instruction.
	Provide more extensive staff development in the writing instructional method as designed by the 2002 Standards Aligned Classroom Team for newer staff.	Our building Writing Committee addressed the state's new writing rubrics for expository, persuasive, and narrative writing. Discussions continued with staff this year to ensure and to build common writing language among teachers.	Yes	Writing conferencing continues to be a goal more teachers are working towards. An emphasis on differentiation would help move this issue along for some teachers in both of these areas.
	Provide specific training in writing conferencing.	Considering that we did not have a new staff member until January of this school year, no specific training was provided.	No	
	Provide specific training in the reading extended response portion of the ISAT.	The Regional Office of Education was contacted to inquire about training specific to reading extended response. There are currently no specialists in this area of the ISAT.	No	N/A
	Provide training inside and outside of the building/district in research-based interventions to serve students needing a more differentiated approach to learning.	Teachers, particularly on the Intervention Assistance Team, have attended various professional development opportunities this year and have shared those with the entire staff.	Yes	The feeling that training on interventions should not supersede the need for training in differentiated instruction. The more that classroom teachers differentiate, the less interventions are needed.
	Tenured teachers will produce Professional Growth Plans based on teacher need and in accordance with the alternative teacher evaluation procedures.	Five tenured staff members at Glendale School are involved in the alternative teacher evaluation and are working on two year Professional Growth Plans.	Yes	Teachers involved will continue their two year plans into the 2007-2008 school year.

III. DATA COLLECTION AND ANALYSIS AND GAP ANALYSIS WORKSHEET

School Name: Glendale School

Date: May 2007

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting
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<p>Mr. Scott Estes, Principal Miss Holly Pollow, Grade 3 Teacher Mr. Joal Stanfield, Grade 3 Teacher Mrs. Cheryl Bowman, Grade 4 Teacher Mrs. Michelle Hajny, Grade 4 Teacher Miss Holly McCormick, Grade 4 Teacher Mrs. Trina Weigle, Grade 4 Teacher Mrs. Marie Elward, Grade 5 Teacher Mrs. Sarah Masters, Grade 5 Teacher Miss Sarah Yerly, Grade 5 Teacher Mrs. Christie Vescogni, Sp. Ed. Teacher Mrs. Cheryl Witt, Aide Miss Jen McCarty, Sp. Ed. Teacher Mrs. LaRee Talab, Aide Mrs. Crystal Johnson, Sp. Ed. Teacher</p>	<p>Miss Viola Walker, Aide Mrs. Linda Teater, Literacy Coordinator Mr. Phil Seggebruch, P.E. Teacher Mrs. Janelle Reeb, P.E. Teacher Mrs. Judy Barnes, Music Teacher Mr. Dave Cordry, Librarian</p>
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Check all the areas to which these data and gap analyses apply.

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| <p><input checked="" type="checkbox"/> Student Academic Achievement</p> <p><input checked="" type="checkbox"/> Teaching/Learning Strategies</p> <p><input checked="" type="checkbox"/> Resource/Technology Deployment</p> <p><input checked="" type="checkbox"/> Family/Community Involvement</p> | <p><input checked="" type="checkbox"/> Student Non-Academic Achievement</p> <p><input checked="" type="checkbox"/> Professional Development</p> <p><input checked="" type="checkbox"/> Partnerships</p> <p><input type="checkbox"/> Other</p> |
|---|---|

II-A: Data Collection <i>What data do we have to inform us? Where did we find this data?</i>	II-B: Findings/Analysis <i>What is this data telling us?</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
<p>Past ISAT trend data Building writing prompts Classroom observations Teacher lesson plans</p>	<p>ISAT writing scores prior to 2005 had been improving. Fifth grade writing was reintroduced in 2007, and third grade writing will be reintroduced in 2009. Our building writing prompt scores are not to the level at which we might expect in all areas – particularly in third grade. It is our belief that more professional development and more directed instructional practices are needed.</p>	<ul style="list-style-type: none"> Use of 3-5 district wide writing prompts and rubrics to set individualized goals for students/classrooms. Strengthen use of the writing aspect of the Standards Aligned Classroom. Technology use is stressed in this area. Increase the number of students who fall in the Meet or Exceeds categories on ISAT. Move special education students into at least the below category. Continue to stress to teachers the importance of writing conferencing with students to help students set their own goals and set clear targets. Scheduled time for intervention activities. Staff development.

II-A: Data Collection <i>What data do we have to inform us? Where did we find this data?</i>	II-B: Findings/Analysis <i>What is this data telling us?</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>

<p>ISAT Building math extended response prompts Classroom grades on basic math facts Teacher lesson plans Classroom observations</p>	<p>ISAT data in this particular area has been strong; however, the staff at Glendale School feels more work is needed in the area of basic facts particularly in the explanation portion of the math extended response portion of the ISAT where Glendale students are not performing at least to the state average – especially in third grade and fifth grade. We feel that being at the state average is the very minimum that students should achieve.</p>	<ul style="list-style-type: none"> Continuation of all assessments will take place with revisions made as needed. Continue the use of common student strategies for solving problems (P.A.W.). Mathematics will not appear as an SIP target for the 2007-2008 yet will be a building initiative.
<p>Gates-MacGinitie Local Assessments ISAT Literacy Coordinators' Reports Reading Building Theme incentive records Teacher lesson plans Classroom observations</p>	<p>There is increased concern about the increasing demand for better reading scores requirements as set down by No Child Left Behind. The data assists in identifying students in the bottom quartile who qualify for Title 1 services. We have a need for more work in the area of reading open response.</p>	<ul style="list-style-type: none"> Title 1 students need to show growth to fulfill requirement called for by No Child Left Behind legislation. Accountability for students' independent reading activities Staff development.
<p>Teacher staff development logs Staff meeting agendas where teachers take the time to share pieces of information gleaned from professional development activities</p>	<p>Glendale School's staff is an excellent staff. Student scores have been increasing regularly and steadily in most areas. There is, however, a need to do more and to do it better.</p>	<ul style="list-style-type: none"> Provide staff development funding to increase the opportunity for staff to receive training Glean from inside "experts" to assist in training staff Tenured staff will participate in the Professional Growth Planning
<p>Teacher lesson plans Teacher surveys and reflection</p>	<p>233 assignments were assigned by teachers for the month of April to 216 students. There were a total of 327 instances during the month of April where students did not complete homework as assigned by the teacher.</p>	<ul style="list-style-type: none"> Glendale School needs to go away from the traditional idea of "homework," and move towards a more "home practice" philosophy, differentiating assignments according to student needs. Teachers can be more selective about which assignments are to be graded and which are not. Home practice should not always need to be assigned a letter grade. This process of more careful homework selection will move teachers towards a more differentiated approach to instruction. Teachers need intensive training in differentiated instruction.

Note: See appendices for student demographics and score reports.

III. DATA COLLECTION AND ANALYSIS AND GAP ANALYSIS WORKSHEET - page 2

II-D-1 Priority Area/Target	II-D-2 Resources to Support Target Achievement	II-D-3 Rank Order
Target #1: Improvement of student achievement in writing. 75% of fifth graders will Meet or Exceed in writing on the 2008 ISAT.	<ul style="list-style-type: none"> • ISAT • District writing prompts • Writing materials as designed by the 2002 Standards Aligned Classroom Team • Staff development • Writing binders 	3
Target #2: Improvement of student achievement in reading. 67% of students will Meet or Exceed in reading on the 2008 ISAT.	<ul style="list-style-type: none"> • ISAT • Staff development • Accelerated Reader information • Building theme, "Leap into Reading" materials • Gates-MacGinitie Test (if applicable) 	2
Target #3: Increase participation of staff in professional development activities. 100% of certified staff will participate in at least one professional development activity during the 2007 – 2008 school year with an emphasis on differentiated instruction.	<ul style="list-style-type: none"> • Professional development in differentiated instruction. • Instructional materials • Research materials • Staff members professional development logs • Building and district budgeted funds for staff development and/or substitute teachers • Outside sources of training 	1

INTEGRATED ACTION PLAN

SCHOOL IMPROVEMENT TARGET (A measurable target based on gap analysis) Target #1: Improvement of student achievement in writing. 75% of fifth graders will Meet or Exceed in writing on the 2008 ISAT.		RATIONALE FOR THE TARGET (e.g., supporting data, reasons that the target is a priority) Writing returned to the ISAT for fifth graders in for the year 2007 and will return for third graders in the year 2009.	
STANDARD(S) SUPPORTED BY THIS TARGET Goal 3, Standard A – C; Goal 5, Standards A - C		EVALUATION (How will the target be measured?) <i>Include assessment instrument, assessment expectations, success indicators.</i> District writing prompt results; ISAT	
SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	FINANCIAL SOURCE(S) FOR ACTIVITY
<u>Activity 1</u> Review the use of writing portfolios at grades three through five in the instructional model as designed by the 2002 Standards Aligned Classroom as well as individual teacher materials with professional development opportunities. <u>Measure for this Activity</u> Teacher lesson plans Classroom observations Professional development agendas <u>Population Served</u> All students 3 – 5	Regular school year	Classroom teachers Writing trainers from SAC 2002 Principal	GR Glendale/Wilson Parent-Teacher Club
<u>Activity 2</u> Implementation of writing conferencing building-wide with professional development. <u>Measure for this Activity</u> Teacher lesson plans Professional development agendas. <u>Population Served</u> All students 3 – 5	Regular school year	Classroom teachers Principal	GR
<u>Activity 3</u> Pilot new student-friendly writing rubrics written to respond to the new ISAT writing rubrics developed in October 2006. <u>Measure for the Activity</u> Teacher lesson plans <u>Population Served</u> All students 3-5	Regular school year	Writing Committee Classroom teachers	GR
POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education (VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other			

**GLENDALE SCHOOL
2007 - 2008**

INTEGRATED ACTION PLAN

SCHOOL IMPROVEMENT TARGET (A measurable target based on gap analysis) Target #2: Improvement of student achievement in reading. 67% of students will Meet or Exceed in reading on the 2008 ISAT.		RATIONALE FOR THE TARGET (e.g., supporting data, reasons that the target is a priority) There is increased concern about the increasing demand for better reading scores by the No Child Left Behind Act.	
STANDARD(S) SUPPORTED BY THIS TARGET Goal 1, Standards A – C; Goal 2, Standards A & B		EVALUATION (How will the target be measured?) <i>Include assessment instrument, assessment expectations, success indicators.</i> ISAT; local assessments, Gates-MacGinitie Reading Test (if applicable)	
SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	FINANCIAL SOURCE(S) FOR ACTIVITY
<u>Activity 1</u> 80% of students in the Title I Literacy Program will show at least one year's improvement in reading. <u>Measure for this Activity</u> Gates-MacGinitie Reading Test (if applicable) <u>Population Served</u> Identified 3 – 5 Title I students.	Regular school year	Literacy Coordinator Classroom teachers	T1
<u>Activity 2</u> Provide students with practice on activities similar to the extended response sections of the reading ISAT. Research examples to use in professional development opportunities with teachers. <u>Measure for this Activity</u> Staff meeting agendas that show when activities were shared by and provided to teachers. Teacher lesson plans Classroom Observations <u>Population Served</u> All students 3 – 5	Regular school year	Classroom teachers Literacy Coordinator Reading Committee	GR
<u>Activity 3</u> Continue the "Leap Into Reading" incentive program to assist students in setting goals for students' independent reading (based on grade levels) and the implementation of project-oriented assessment of students' independent reading based on different genre of literature. <u>Measure of Activity</u> Students' monthly progress. Teacher lesson plans <u>Population Served</u> All students 3 – 5	Regular school year	Classroom teachers Technology Coordinators Literacy Coordinator Reading Committee Librarian	GR
POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education (VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other			

**GLENDALE SCHOOL
2007 - 2008**

INTEGRATED ACTION PLAN

<p>SCHOOL IMPROVEMENT TARGET (A <u>measurable</u> target based on gap analysis) Target #3: Increase participation of staff in professional development activities. 100% of certified staff will participate in at least one professional development activity during the 2007 – 2008 school year with an emphasis on differentiated instruction for at least one academic area.</p>		<p>RATIONALE FOR THE TARGET (e.g., supporting data, reasons that the target is a priority) This target is in reaction to some specific instructional needs as addressed by the staff and the administration. It is our goal to move our building into a more differentiated approach to instruction and to encourage our staff to continue as life-long learners to adequately address the needs of our students.</p>	
<p>STANDARD(S) SUPPORTED BY THIS TARGET Illinois Professional Teaching Standards</p>		<p>EVALUATION (How will the target be measured?) <i>Include assessment instrument, assessment expectations, success indicators.</i> Staff logs of professional development; staff meeting agendas where reports are made by staff members on professional development activities in which others may find valuable information; lesson plans to indicate a more differentiated approach to instruction and assignments.</p>	
SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE	FINANCIAL SOURCE(S) FOR ACTIVITY
<p><u>Activity 1</u> Tenured teachers will produce Professional Growth Plans based on teacher need and in accordance with the alternative teacher evaluation procedures.</p> <p><u>Measure of Activity</u> Teacher evaluation</p> <p><u>Population Served</u> Tenured teachers</p>	Regular school year	Tenured teaching staff District Evaluation Committee Principal Consultant: Jodi Peine	GR Glendale/Woodrow Wilson Parent-Teacher Club
<p><u>Activity 2</u> Provide on-going morning trainings for Glendale teachers on the philosophy and practices of classrooms based on differentiated instruction.</p> <p><u>Measure of Activity</u> Training agendas</p> <p><u>Population Served</u> All classroom teachers</p>	Regular school year	Building trainers Classroom Teachers	GR
<p><u>Activity 3</u> Classroom teachers will pilot a "home practice" philosophy in at least one academic area during the 2007-2008 school year.</p> <p><u>Measure of Activity</u> Teacher lesson plans</p> <p><u>Population Served</u> All classroom teachers</p>	Regular school year	Building trainers Classroom teachers	GR
<p><u>Activity 4</u> Provide training inside and outside of the building/district in research-based interventions to serve students needing a more differentiated approach to learning.</p> <p><u>Measure of Activity</u> Staff meeting agendas</p> <p><u>Population Served</u> All staff</p>	Regular school year	Classroom teachers Intervention Assistance Team Principal Director of Special Services	GR T1

<p><u>Activity 5</u> Provide teachers over the 2007 summer and throughout the school year with professional books and articles from professional journals related to differentiated instruction.</p> <p><u>Measure of Activity</u> Teacher reflection responses</p> <p><u>Population Served</u> All certified staff</p>	<p>Summer 2007</p>	<p>Principal</p>	<p>GR</p>
<p><u>Activity 6</u> Research alternative resources that may be useful to classroom teachers in differentiating curriculum for students – especially in the area of technology with software and online resources.</p> <p><u>Measure of Activity</u> Teacher reflection responses Computer lab log</p> <p><u>Population Served</u> All certified staff</p>	<p>Regular school year</p>	<p>Principal Classroom teachers Glendale librarian District librarian Technology team</p>	<p>GR</p>
<p>POSSIBLE FUNDING SOURCES (Use codes): Title I (T1); Title II (T2); Title IV (T4); Title VI (T6); Gifted (G); Technology (Tech); Education to Careers (ETC); Quality Assurance (QA); Vocational Education (VocEd); General Revenue Funds (GR); System of Support (SS); Competitive Grants (Grnt); Other</p>			

Glendale School Building Initiatives

Character Education

Building students with good character traits is a driving force at Glendale School. Building and classroom rules are set at the beginning of each year, and there are high expectations and appropriate consequences assigned to those rules. Along with those rules, teachers spend at least thirty minutes in a five day week to do a character education lesson, stressing good choices for students. "The Six Pillars of Character" are displayed in our front foyer as well as displayed on banners in our gymnasium. Various other visual materials are posted throughout the building to encourage students to make positive choices. Teachers use a variety of sources and materials in order to teach these character traits. Some of the materials used are from Character Counts, the "Don't Laugh at Me" program, Primary Focus, D.A.R.E., etc. Videos and other materials are made available to teachers. There is an emphasis on anti-bullying instruction as well through this character education program.

District Writing Prompts

In 2004, the Illinois State Board of Education ended formal state assessment of writing. In 2007, this assessment returned to the ISAT for fifth graders and will return for third graders in 2009. Glendale School, in the interim, continued to push writing because we strongly feels that better writers help make better readers, we saw improvement in student achievement with our building writing program, and we anticipated the return of ISAT writing. Classroom teachers at Glendale School administer the three district writing prompts this year to students who are eligible for taking the ISAT. Students will take these in September, January, and April.

Math Extended Response

Glendale School continues to be a leader in the area of math extended response through the P.A.W. system of instruction and assessment.

"Surfin' U.S.A." Math Program

As a result of a 2005 conversation with math teachers from Central Junior High School and conversations between our own staff, there is growing concern over the lack of student knowledge and skill usage in basic addition, subtraction, multiplication, and division facts. Two years ago Glendale School worked on an incentive program that would encourage students to work on their basic math facts completing a skill by the end of each grading period. Students who had met their goal each grading period would have public recognition for their achievement. Students who completed their math goal each of the four grading periods would be invited to a Hawaiian luau to celebrate their accomplishment. Glendale continues to work on mastery of those basic facts to help support math education and the further development of higher mathematical skills.

Community Service Projects

Glendale School grade levels are required to perform at least one community service project each school year. This year, third graders have worked with the "Pennies for Patients" program, fourth graders have partnered with the Fon Du Lac Park District and the Helping Hands Foundation, and fifth grade has worked on fund-raising projects for the Tazewell County Children's Advocacy Center. The entire building also participates in a canned food drive and a money campaign to help support the efforts of the East Peoria Youth Council at Christmas. This year, students raised \$250 dollars for the East Peoria Youth Council at Christmas. Third graders raised \$571 for Pennies for Patients (patients with leukemia, lymphoma, Hodgkin 's disease, and myeloma. Forth graders raised \$450 working the refreshments at this year's variety show for the Helping Hands Foundation. Fifth graders, through the sales from a school store and ice pops, raised over \$700 for the Tazewell County Children's Advocacy Center.

District 86 Math Assessments

This will be the second year for the administration and study of the district common math assessments. These assessments, piloted during the 2006-2007 school year, give teachers valuable information concerning where students "are" in relation to their peers.

Literature Circles

Literature Circles has been a part of our building's School Improvement Plan for several years, and the method was just removed as a targeted activity. This does not negate the emphasis that we are placing on this method for good reading instruction. Glendale classroom teachers will continue to include this instruction practice as a means of teaching literacy through literature.

Teachers Training Teachers

Glendale staff members have become experts in many fields of instruction and have regularly been sought after to share their ideas which have proven to be successful with students. Through the Standards Aligned Classroom initiatives that have taken place in our building. Our teachers have also expanded out taking various workshops and honing their expertise in specific areas, returning then to the building to train the rest of the staff. Most of the valuable professional development that Glendale has received has resulted from the efforts of our own staff members teaching their colleagues. Glendale teachers have been trainers within the district in math extended response instructional methods and to other feeder districts of East Peoria Community High School. Over the course of the past four years, we have trained in the areas of math extended response and writing teachers from Peoria Christian School, two SAC teams from Morton Unit District, Irving School in Peoria District 150, and participants in the 2006 Raising Student Achievement Conference where we were a featured school. Two schools (one in Tonica, Illinois and one in Chicago) have requested our professional development services for the 2007-2008 school year. Along with this, our current SIP's push towards differentiated instruction is being led in-house by one of our own teachers serving as a regular trainer in this area. Glendale School serves its own children and the children from other areas well.

Technology

Glendale School echoes the district's commitment to the integration of technology into the regular classroom. We have a specific move away from using technology for technology's sake towards the implementation of technology as one of many tools available to teachers as they plan for instruction. This is especially important due to our emphasis on differentiated instruction during the 2007-2008 school year.

**Integrated School Improvement Plan
Source Distribution**

Budget Sheet

Target #	Activities	Budget Amount	Source of Funds	
			Description of Funding Source	Amount
2	Books for literacy library	\$200	Parent-Teacher Club	\$200
2	Title 1 services	To Be Announced	Federal Grant	To Be Announced
2	Reading incentive	\$500	Parent-Teacher Club	\$500
3	Staff Development Activities	\$1000	General improvement of instruction budget	\$1000
3	Professional Growth Plan financial support	\$1000	Glendale/Woodrow Wilson Parent-Teacher Club	\$1000

Internal Review Calendar

Monitoring			
Month	Activity/Strategy	Person(s) Involved	Resources Needed
August 2007	Review SIP with staff District Math Assessment #1	Principal	<i>NOTE: Resources are listed on the III. DATA COLLECTION AND ANALYSIS AND GAP ANALYSIS WORKSHEET, page 2, under "II-D-2 Resources to Support Goal Achievement."</i>
September 2007	Present SIP to Glendale/Woodrow Wilson Parent-Teacher Club Pre-testing for Title I students <i>Target 3</i> Terra Nova (?) District Writing Prompt #1 Math Incentive Program, "Surfin', U.S.A." begins Initiative	Principal Instructional staff Literacy Coordinator Reading Committee Writing Committee Math Committee	
October 2007	Reading Incentive Program, "Leap Into Reading" and student reading genre projects begin <i>Target 2</i>	Principal Instructional staff Reading Committee	
November 2007			
December 2007			
January 2008	District Writing Prompt #2 District Math Assessment #2 Mid-year monitor of Title I students <i>Target 2</i>	Principal Instructional staff Literacy Coordinator Math Committee	
February 2008	No Child Left Behind State Conference in Chicago, IL <i>Target 4</i>	Principal Literacy Coordinator	
March 2008	ISAT	Principal Instructional staff	
April 2008	District Writing Prompt #3 End of "Leap Into Reading" Reading Incentive Program	Instructional staff Reading Committee	
May 2008	District Math Assessment #3 Post-testing for Title I students <i>Target 2</i> End of "Surfin' U.S.A." Math Program Literacy Reports completed by Literacy <i>Target 2</i> Begin discussions and creation of the 2008 – 2009 SIP	Principal Instructional staff Literacy Coordinator Math Committee	

Appendices

- Demographic Information
- AYP Sheet from the current School Report Card
- 2000 – 2006 ISAT Scores (By Groups of Students)
- 2000 – 2006 ISAT Scores (with Subgroups) Grade 3
- 2000 – 2006 ISAT Scores (with Subgroups) Grade 4
- 2000 – 2006 ISAT Scores (with Subgroups) Grade 5
- Reading ISAT Extended Response Scores
- Building Writing Prompt Scores 2006 - 2007 (By Teacher)
- Woodrow Wilson School & Glendale School Terra Nova Analysis 2002-2006