

**Improvement Plan Report  
January 2006**

**Indian Prairie Community Unit School District 204**

Address: 780 Shoreline Drive, Aurora, IL, 60504

Phone: (630) 375-3000

Superintendent: Howard Crouse

Instructional Services: Kathleen Duncan, Asst. Supt; Directors: Joan Dollinger, Pat Hitt,  
John Rhodes, Jeff Hunt, Patrick Nolten

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	25,068	26,147	27,057	
% White	75.6	73.5	70.5	
% Black	7.7	8.6	8.4	
% Hispanic	5.3	5.9	5.8	
% Asian/Pacific Islander	11.2	11.8	12.9	
% Native American	0.2	0.2	0.2	
Low Income rate	2.0	3.0	4.1	
Limited English Proficient Rate	3.9	4.4	3.6	
High School Dropout Rate	0.8	0.7	0.5	
Chronic Truancy Rate	0.1	0.1	0.2	
Mobility Rate	8.8	8.4	8.4	
Attendance Rate	96.8	95.9	94.8	
Graduation Rate	94.2	96.0	99.2	
% Parent Contact	99.9	100.0	100.0	
Average class size grade K	22.3	22.1	21.7	
Average class size grade 1	23.5	22.9	23.5	
Average class size grade 3	25.4	23.4	23.2	
Average class size grade 6	27.6	26.8	27.4	
Average class size grade 8	28.6	29.2	28.3	
Average class size high school	25.2	24.3	22.4	
Minutes per day teaching English/Language arts grade 3	150	150	150	
Minutes per day teaching English/Language arts grade 6	78	78	78	
Minutes per day teaching English/Language arts grade 8	87	87	87	
Minutes per day teaching math grade 3	60	60	60	
Minutes per day teaching math grade 6	39	39	39	
Minutes per day teaching math grade 8	44	44	44	
% of classes NOT taught by highly qualified teachers	0	0	0	

## Practice and Program Audit Analysis Summary

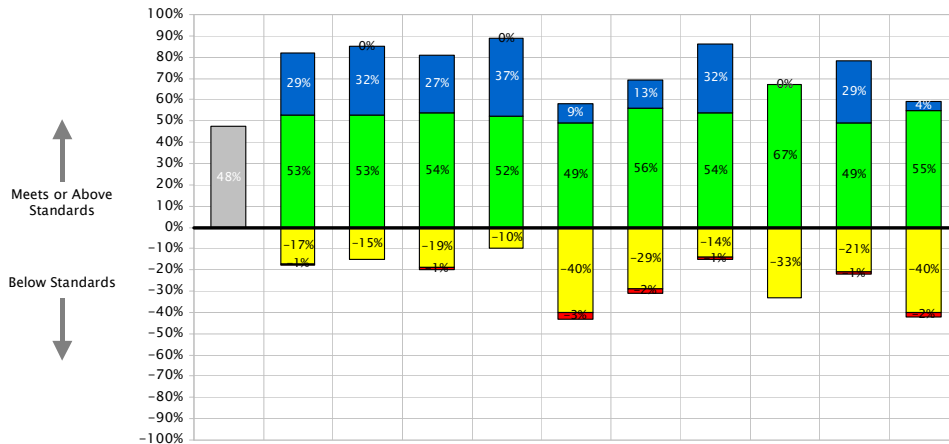
The district focus continues to be on student achievement. As a part of the process, we examined our programs and practices in order to determine needs at both the building and the district level. At the district level, we identified the need to:

- Develop assessments to monitor the progress of each student
- Focus our staff development on identified goals and needs
- Standardize and refine the district curriculum as aligned to the Illinois Assessment Framework in the areas of reading and mathematics
- Evaluate the effectiveness of our current grading practices

## State Assessment Data and Gap Analysis

DISTRICT

ISAT Reading – District NCLB Demographics.  
Year 2005.



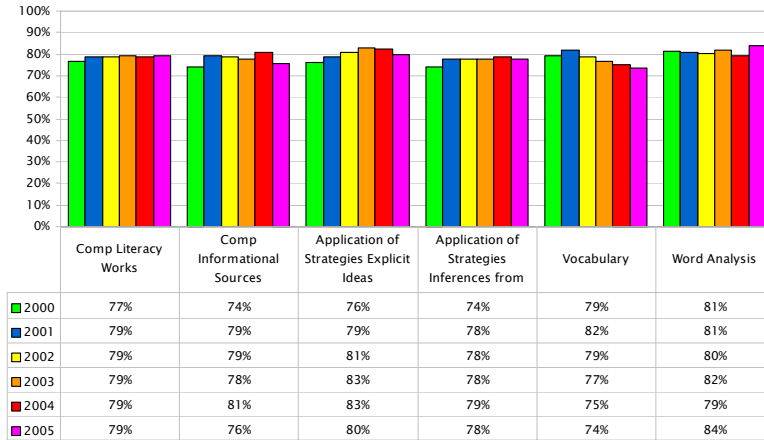
	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		29%	32%	27%	37%	9%	13%	32%	0%	29%	4%
Meets		53%	53%	54%	52%	49%	56%	54%	67%	49%	55%
Below		17%	15%	19%	10%	40%	29%	14%	33%	21%	40%
AW		1%	0%	1%	0%	3%	2%	1%	0%	1%	2%
Proficiency	48%	82%	85%	81%	89%	58%	69%	86%	67%	78%	59%
Count		6,501	3,222	3,279	863	580	298	4,576	5	179	N/A

The following groups have less than 40 students: Native American. The following groups are below the goal proficiency level of 47.5%: IEP, Low Income.



### ISAT Reading Standards Analysis.

All grades combined from 2000 to 2005.  
 (% of multiple-choice items answered correctly)

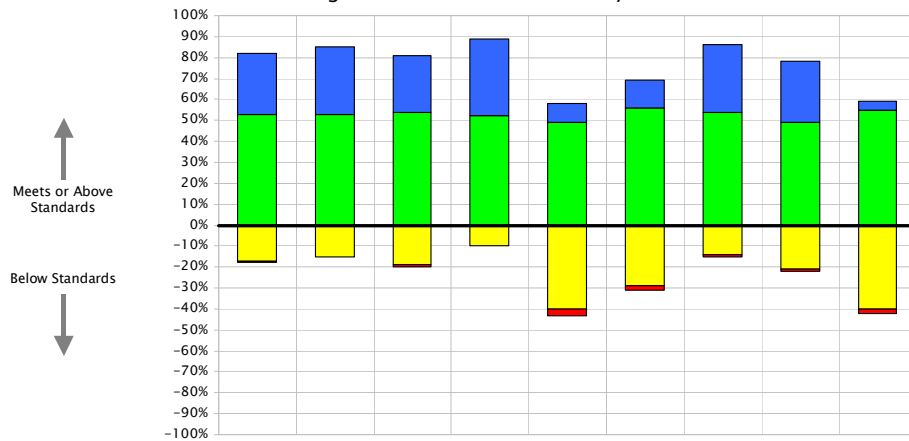


Vocabulary: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



### ISAT Reading Demographic Breakdown.

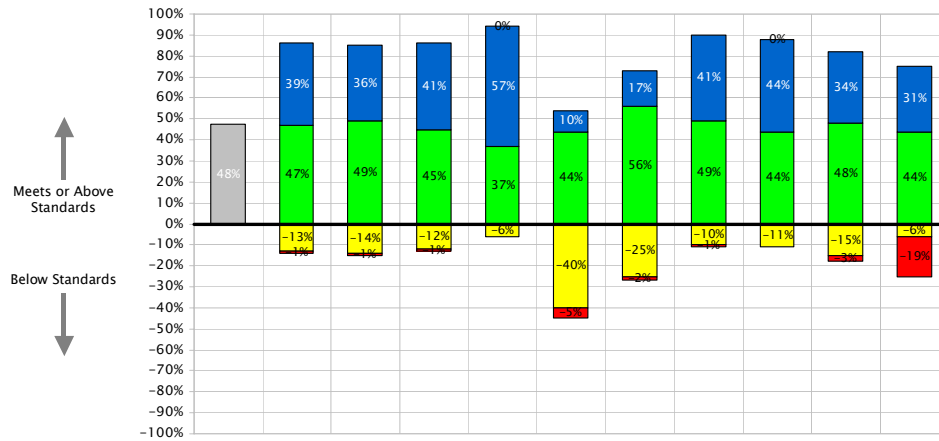
All grades combined for school year 2005.



	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Other	LEP
Exceeds	29%	32%	27%	37%	9%	13%	32%	29%	4%
Meets	53%	53%	54%	52%	49%	56%	54%	49%	55%
Below	17%	15%	19%	10%	40%	29%	14%	21%	40%
AW	1%	0%	1%	0%	3%	2%	1%	1%	2%
Exceeds + Meets	82%	85%	81%	89%	58%	69%	86%	78%	59%



### ISAT Math – District NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		39%	36%	41%	57%	10%	17%	41%	44%	34%	31%
Meets		47%	49%	45%	37%	44%	56%	49%	44%	48%	44%
Below		13%	14%	12%	6%	40%	25%	10%	11%	15%	6%
AW		1%	1%	1%	0%	5%	2%	1%	0%	3%	19%
Proficiency	48%	86%	85%	86%	94%	54%	73%	90%	88%	82%	75%
Count		6,504	3,223	3,281	863	580	298	4,576	5	179	N/A

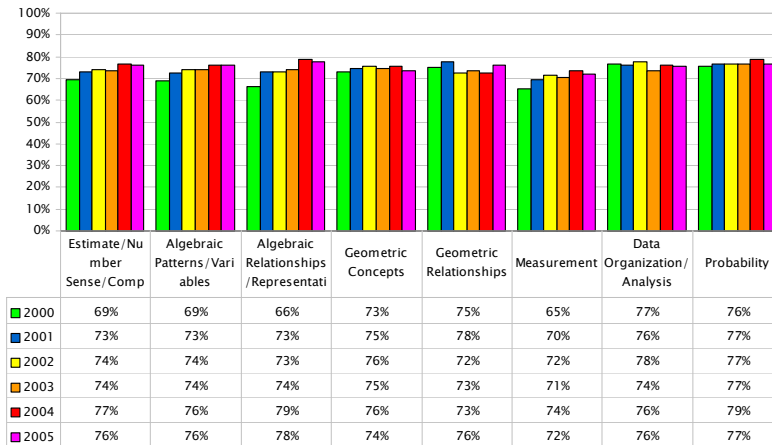
The following groups have less than 40 students: Native American.



District 204

### ISAT Math Standards Analysis.

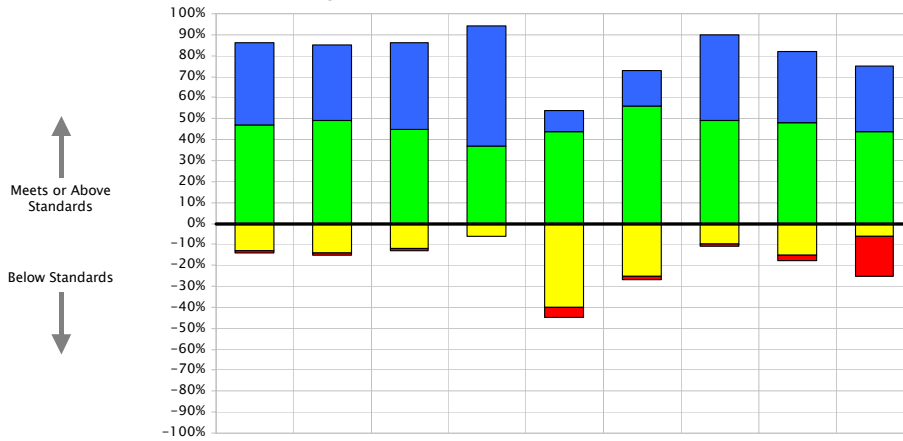
All grades combined from 2000 to 2005.  
(% of multiple-choice items answered correctly)



Estimate/Number Sense/Computation: there is Significant Improvement from 2000 to 2005. Algebraic Patterns/Variables: there is Significant Improvement from 2000 to 2005. Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Measurement: there is Significant Improvement from 2000 to 2005. (Change is significant if more than plus or minus 5%).



### ISAT Math Demographic Breakdown. All grades combined for school year 2005.



	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Other	LEP
Exceeds	39%	36%	41%	57%	10%	17%	41%	34%	31%
Meets	47%	49%	45%	37%	44%	56%	49%	48%	44%
Below	13%	14%	12%	6%	40%	25%	10%	15%	6%
AW	1%	1%	1%	0%	5%	2%	1%	3%	19%
Exceeds + Meets	86%	85%	86%	94%	54%	73%	90%	82%	75%



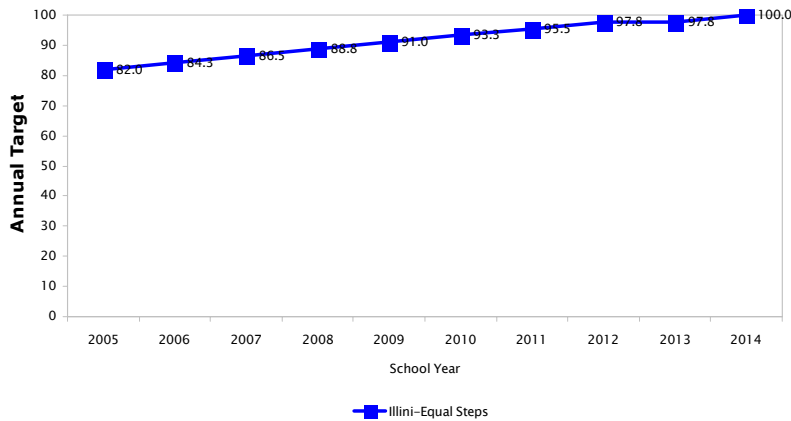
### NCLB Adequate Yearly Progress Composite

DISTRICT

### ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini-Equal Steps



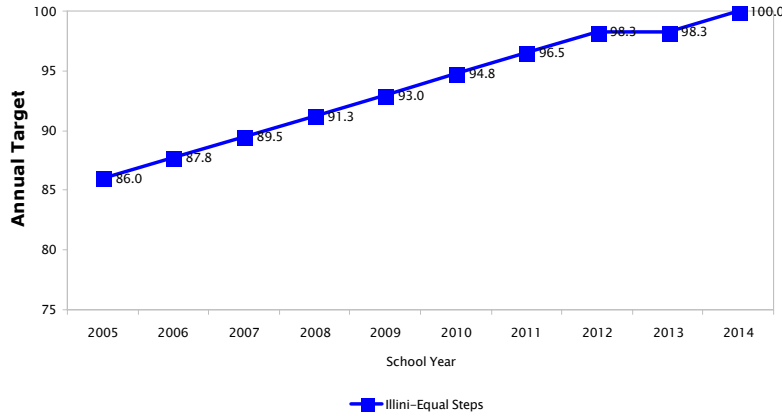
The base 2005 score is: 82.0% Meeting/Exceeding in Reading.



ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini-Equal Steps



The base 2005 score is: 86.0% Meeting/Exceeding in Math.



Action Plan

**Goal 1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

**Evidence of Need:**

In 2004, ISAT reading proficiency percentage of all students was 85% while the Reading proficiency percentage for the following subgroups was Black Non-Hispanic 62%; Hispanic 72%; LEP 76%; and IEP 43%.

In grades 5 and 8, the Vocabulary strand score showed a significant difference from the other four strands.

- |  |  |
|--|--|
| (1) Comprehension of literacy works                | (5 <sup>th</sup> at 80% and 8 <sup>th</sup> at 76%); |
| (2) Comprehension of informational sources         | (5 <sup>th</sup> at 80% and 8 <sup>th</sup> at 79%); |
| (3) Application of strategies explicit ideas       | (5 <sup>th</sup> at 84% and 8 <sup>th</sup> at 80%); |
| (4) Application of strategies inferences from text | (5 <sup>th</sup> at 80% and 8 <sup>th</sup> at 77%); |
| (5) Vocabulary                                     | (5 <sup>th</sup> at 73% and 8 <sup>th</sup> at 66%)  |

- 1.1 **Objective:** Students will demonstrate increased achievement in vocabulary development.

Activities	Timeline	Responsibility	Evidence Source
<b>1.1.1</b> Provide staff development on vocabulary instruction by contacting expert presenters for the March 4 <sup>th</sup> Institute to focus on vocabulary development in the literacy classroom.	March 2005	Norma Gerrish and Pat Hitt	Roberta Berglund (K-5) and Donna Moore (6-12)
<b>1.1.2</b> Provide time on March 4 <sup>th</sup> Institute for teachers in grades 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> to articulate about the 2004 Reading Curriculum and its focus on vocabulary.	March 2005	Facilitators from each middle school and 9 <sup>th</sup> grade, Norma Gerrish, Principals, and Pat Hitt	Facilitators' Agendas
<b>1.1.3</b> Provide funds to principals to conduct book studies on specific professional development materials that were previously purchased and presently exist in the professional library of elementary, middle, and high schools on vocabulary development.	School Year 2004-05	Kathy Duncan, Principals, Coaches at elementary and middle school, Reading Teachers at high school, and Pat Hitt	Staff development dollars to be allocated to individual buildings. Rosters of teachers who have participated in book studies.
<b>1.1.4</b> Direct committee in Reading Improvement and Strategic Reading to research and present best practices on improving vocabulary development.	February –May 2005	Reading Improvement Teachers (K-5), Strategic Reading Teachers (6-8), and Reading Workshop Teachers (9-12), and Pat Hitt	PowerPoint, video, and/or presentation created through the efforts of the committees that can be shared with various buildings.
<b>1.1.5</b> Encourage grade level team time in elementary and middle school to review Reading Curriculum 2004 to discuss, study, and implement as a team the specific activities that focus on vocabulary development.	School Year 2004-05	Kathy Duncan, Donna Crawford, Principals, Classroom Teachers, and P. Hitt	Notes from team meetings or faculty meetings; Classroom Lesson Plans

<b>1.1.6</b> Arrange for consultant from Harcourt who will organize presentation to focus on the use of the materials from Trophies to increase vocabulary development.	Spring and Summer 2005	Norma Gerrish, Staff Development Facilitators, Harcourt Consultant, Jackie Harvey (Harcourt Sales Representative) Classroom Teachers, and Pat Hitt	Notes from Harcourt consultant
<b>1.1.7</b> Arrange for middle school trainers to design and provide presentation and/or book talk on Camille Blachowicz's vocabulary book, <i>Teaching Vocabulary in All Classrooms 2<sup>nd</sup> Edition</i> , to present to reading faculty during the months of April or May	March through May	Middle School Principals, Middle School Trainers, Classroom Teachers, and Pat Hitt	Staff Development Class

1.2 **Objective:** Provide professional services such as diagnosis of reading problems, direct instruction, modeling for classroom teachers, and consultation for all students at every grade level.

Activities	Timeline	Responsibility	Evidence Source
<b>1.2.1</b> Present early intervention plan to elementary principals and reading improvement teachers.	December 2004	P. Hitt	Present at reading improvement meeting and December Elementary Principal's Meeting
<b>1.2.2</b> Based on review of District kindergarten scores on the ISEL subtest of alphabet recognition assessment, determine the cut score for students who scored within the lowest 10%.	November and December 2004	Kathy Duncan, Jim Peterson, Pat Hitt, Tricia McCarthy, Reading Improvement Teachers	Direction to Reading Improvement Teachers to utilize the score of 15 or below to identify kindergarten students for early intervention program.
<b>1.2.3</b> Hire one KIT consultant and twelve reading intervention assistants.	January 2005	Pat Hitt, Kathy Duncan, and Nancy Pedersen	Newly created positions filled.

<b>1.2.4</b> Train assistants, appropriate support ed personnel, and appropriate ELL personnel on KIT program.	January and throughout end of school year	Pat Hitt, KIT Coordinator, Pat Smith, Diane Wagener	Newly hired assistants and support faculty staff development participation
<b>1.2.5</b> Provide daily fifteen-minute tutoring program to all kindergarten students in all schools who have scored below 15 on Alphabet Recognition of ISEL assessment.	February – May 2005	Pat Hitt, Reading Workshop Teachers	Observation of tutors and students; daily record keeping
<b>1.2.6</b> Reading Improvement teachers administer Gates-MacGinitie Reading Assessment to all students scoring <36% on the SAT9 to validate student achievement and determine students who need interventions to improve reading.	After results from SAT9 are received – November/ December 2004	Reading Improvement Teachers, Principals, Jim Peterson, Pat Hitt	Completion of Reading Improvement Data Charts
<b>1.2.7</b> Administer reading inventories to recommended students for diagnostic and placement services.	School Year 2004-05 As needed	Reading Improvement Teachers, Principals, Support Teachers	Results shared with classroom teachers and program placement determined Ongoing
<b>1.2.8</b> Direct instruction during 'push in' or 'pull out' interventions for identified students.	September-June	Reading Improvement Teachers	Progress monitored
<b>1.2.9</b> Maintain records including test scores, meeting times, and demographic information. Also, include information on active ELL, IEP, and free/reduced lunch.	September-June	Reading Improvement Teachers, Principals, Pat Hitt	Updated in December and Ongoing
<b>1.2.10</b> Provide training sessions for faculty new to Indian Prairie or teachers who need assistance in utilizing Rigby Benchmark Assessment effectively.	November-October 2004	Reading Improvement Teachers, Sherry Sichak, Principals, Norma Gerrish, and P. Hitt	60% completed during Nov SIP day – Sherry Sichak offered two staff development classes in October for teachers on this topic

<b>1.2.11</b> Provide all freshmen and sophomore students who are not on 9 <sup>th</sup> grade reading level and/or score below 35% on Gates-MacGinitie test Reader's Workshop, which is a class designed to focus on the process of reading.	June – School Year 2004-05	Kathy Duncan, Kathryn Birkett, Principals, Department Chairs, Reading Teachers, and Pat Hitt	Reader's Workshop classes for 9 <sup>th</sup> and 10 <sup>th</sup> graders are offered at both campuses with an agreed upon curriculum
<b>1.2.12</b> Continue to meet as a High School Reading Team to decide policy and design options for students who struggle with reading at the high school level.	School Year 2004-05	Kathy Duncan, Kathryn Birkett, Principals, Department Chairs, Reading Teachers, and Pat Hitt	Meeting Notes and Recommendations for options
<b>1.2.13</b> Reading Support groups (Early Intervention, Reading Improvement, Strategic Reading, and Reader's Workshop) continue to work on developing stronger connection between curriculum in classroom, assessment, and various interventions.	School Year 2004-05	Karen Ringas, Amy Stuckey, Julie Kiraly, Sandi Flanders, Barb Mazzolini, and P. Hitt	Committee notes and recommendations

1.3 **Objective:** Implement Instructional Reading Framework for all students by providing teacher training on the core reading model and all its components, developmental vocabulary, effective reading strategies, assessment analysis, and differentiated instruction to use with all students including LEP students; IEP students; Afro-American students, and Hispanic students.

Activities	Timeline	Responsibility	Evidence Source
<b>1.3.1</b> Offer staff development on the various components of the Instructional Reading Framework that was utilized to design grade level curriculum for each grade level.	August 2004- August 2005	Kathy Duncan, Donna Crawford, Kathryn Birkett, Norma Gerrish, Karen Sullivan, Literacy Leadership Council, Harcourt Consultants, Trainers,	Staff Development sessions on Guided Reading (Fall 2004), Independent Practice (Fall 2004), Reading Response (Spring 2005)

		Coaches, Principals, and Pat Hitt	and Systematic Word Study (Vocabulary) (Spring 2005).
<b>1.3.2</b> Design faculty survey on self-evaluation of knowledge level of reading components and distribute for teachers in elementary and middle school to complete; Utilize data from survey to formulate staff development sessions.	Data analysis by January 2005	Elementary and Middle School Trainers, Jim Peterson, Norma Gerrish and Pat Hitt	Analysis report of data from survey
<b>1.3.3</b> Contact and engage presenters for the March 4 <sup>th</sup> Institute that will focus on specific components of the Reading Instructional Framework.	October 2004-March 2005	Norma Gerrish, Faculty, and Pat Hitt	Engagement of high caliber presenters who will focus on vocabulary (from systematic word study), comprehension strategies, fluency, guided reading, read aloud, shared reading, interactive reading, and independent reading.
<b>1.3.4</b> Design training program of 3-4 days for summer 2005 which will utilize 6 Harcourt consultants and representatives from every elementary school from every grade level.	February 2005-School Year 2005-06	Kathy Duncan, Donna Crawford, Norma Gerrish, Principals, Harcourt Sales Representative, Harcourt Consultants, Selected Faculty, and Pat Hitt	Summer Reading Training Session in which participants will develop training activities for faculty for August 23, 2004 Curriculum Day and School Year 2005-06

**Goal 2: All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.**

Evidence of Need: In 2004, ISAT math proficiency percentage of all students was 87% while the ISAT math proficiency percentage for the following subgroups was: Black Non-Hispanic 59%, Hispanic 75%, LEP 81%, IEP 53%. The Measurement strand continued to significantly improve in 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades with all grades demonstrating greater than a 10% increase from 2002 to 2004. The Geometric Relationships strand continues to show significantly lower results in 2004 at both third and eight grades. At eighth grade, there is an appreciably lower percentage of students scoring at the proficiency level versus other tested grades. Multiple demographic groups do not meet PSAE adequate yearly progress.

2.1 **Objective:** Identify program components / procedures that are to be implemented district wide to support the needs of the students.

Activities	Timeline	Responsibility	Evidence Source
<b>2.1.1</b> Revise EDM Student Progress Reports, reflecting new pacing components.	Summer 2004	CEMTs, John Rhodes	Completed
<b>2.1.2</b> Research approaches to math interventions for demographic and ISAT-identified low scoring sub groups K-8. Recommendations reported out to targeted middle schools and their "feeder schools".	2004 - 2005	CEMTs, John Rhodes, Special Education	Presented to Principal Leadership group.
<b>2.1.3</b> Research utilization of Progress Reports in other districts; refine format; modify as appropriate & publish to the web for on-line teacher utilization through 5 <sup>th</sup> grade.	Summer & Fall 2004	CEMTs, John Rhodes & Lynn Haspert of IT	Now available in online format
<b>2.1.4</b> Implement EDM at the 6 <sup>th</sup> grade level. Evaluate the length of time currently available for daily instruction for 6 <sup>th</sup> grade EDM.	2004 - 2005	CEMTs, Company Trainers, John Rhodes	Trained all 6 <sup>th</sup> grade EDM teachers & their supervisors by fall 2004
<b>2.1.5</b> Add and train an additional CEMT for the middle school.	Summer 2004	Kathy Duncan & John Rhodes	Now hired (stipend-based position)
<b>2.1.6</b> Prepare preliminary pacing/skills checklist for new 6 <sup>th</sup> grade EDM program.	Summer 2004	John Rhodes	Completed & disseminated
<b>2.1.7</b> Define current status of K-8 curriculum relative to the Illinois Assessment Framework.	2005	John Rhodes, CEMTs	Inclusion of any missing components

- 2.2 **Objective:** Develop and implement flexible skills attainment programs that will serve to increase the automaticity of mathematics skills in K-5.

Activities	Timeline	Responsibility	Evidence Source
<b>2.2.1</b> Adopt a District-wide math skills attainment program for the elementary grades. Design a plan to implement a District-wide skills attainment program K-5, with each level responsible for a graduation of the overall skills-attainment plan.	2004-2005 school year	John Rhodes, Elementary Math Liaisons, Principals, Kathy Duncan	Use past District practices as starting point & adopt a final plan. Guidelines were adopted in fall of 2004.
<b>2.2.2</b> Acquaint staff in alternative strategies to attain automaticity of math facts, and reteach missed critical components of instruction.	Fall 2004, Owen School to Pilot	John Rhodes; CEMTs, District Mathematics Liaisons, Owen School Teachers	Completed, purchasing/implementing in the winter. One elementary building to pilot along with a research piece for pre-post check.
<b>2.2.3</b> Report end-of-year assessment results for analysis and evaluation. Evaluate EDM curricular components District-wide and summarize skills attained at the "Secure" level.	Fall 2004	Classroom Teachers, Principals, John Rhodes, Kathy Duncan, Jim Peterson	Completed, the District did exceptionally well on the "secure" skills component of EDM assessment

- 2.3 **Objective:** Provide for the continued professional growth and training of teachers new to or continuing with the Everyday Mathematics program.

Activities	Timeline	Responsibility	Evidence Source
<b>2.3.1</b> Train CEMTs as advanced support trainers.	June 2004	John Rhodes	100% trained
<b>2.3.2</b> Train new CEMTs to train new EDM teachers.	July 2004	John Rhodes, EDM Consultants	100% trained
<b>2.3.3</b> Train new EDM teachers at the K-5 level. Train new ELL Bilingual elementary teachers in K-5 EDM.	Fall 2004-2005	CEMTs & Company Consultants, John Rhodes	2 completed, 1 scheduled for the spring
<b>2.3.4</b> Provide after school courses in the Assessment Assistant for new 6 <sup>th</sup> grade; and in EDM algorithms for any interested teacher.	Fall 2004	CEMTs	Completed fall 2004

2.4 **Objective:** Provide for increased rigor in the middle school pre-algebra and algebra program.

Activities	Timeline	Responsibility	Evidence Source
<b>2.4.1</b> Revisit 7 <sup>th</sup> & 8 <sup>th</sup> grade accelerated math topics and sequencing.	Summer 2004	John Rhodes, Accelerated Math Committee	Curriculum revised and implemented
<b>2.4.2</b> Adopt and implement EDM for 6 <sup>th</sup> grade mathematics	Fall 2004	John Rhodes, Kathy Duncan, CEMTs, Principals, Teachers	Based upon the identified need, we proceeded with the 04-05 implementation
<b>2.4.3</b> Analyze the curriculum plan that includes a modified algebra/geometry course for the 8 <sup>th</sup> grade regular mathematics students.	2004-2005	John Rhodes, Math Committee	Spring of 2005

2.5 **Objective:** Provide for increased District-wide coordination in high school mathematics curricula.

Activities	Timeline	Responsibility	Evidence Source
<b>2.5.1</b> Write Curriculum guide and develop pacing for the Geometry Survey Course.	Summer 2004	John Rhodes, District Math Committee	Curriculum Guide Finished fall of 2004
<b>2.5.2</b> Write Essential Questions & Understandings for Geometry Survey.	Fall 2004	John Rhodes, District Math Committee	Finished
<b>2.5.3</b> Write Essential Questions & Understandings for Algebra II.	Fall 2004	John Rhodes, District Math Committee	Finished
<b>2.5.4</b> Analyze curricular needs for and adopt a new textbook for Geometry Survey and Algebra II.	Spring 2005	John Rhodes, District Math Committee, Kathy Duncan, BOE	Review Process initiated
<b>2.5.5</b> Raise the minimum number of mathematics credits required for high school graduation from 2 to 3 for implementation with the class of 2009.  In so doing, evaluate Algebra 1, Parts 1 & 2, and Geo Survey to meet the PSAE needs as identified through the Assessment framework.	2004-2005	John Rhodes, Kathy Duncan, Kathy Birkett, BOE	Credit requirements will be raised for the class of 2009. Assessment framework will be available for the summer of 2004-2005.

2.5.6 Align lower level high school math courses with the newly published Illinois Assessment Framework.	2004-2005	John Rhodes, faculty math committees	Revision of Essential Questions (curriculum)
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Progress Summary

**Goal One: All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

**1.1 Objective: Identify Core Reading Model for all students.**

This goal has been completed according to the action plan outlined in the District School Improvement Plan. The Literacy Leadership Committee has researched and agreed upon an instructional model entitled Reading Instructional Framework to serve as a District standard of example to utilize in designing and instructing reading activities. The model has been shared with the Board of Education, the teachers, and the parents.

**1.2 Objective: Design reading curriculum for grades K-8 based on Core Reading Model and Illinois State Standards.**

The reading curriculum has been designed and written for grades K-8, and all of the curricula written adheres to the Reading Instructional Framework and addresses the Performance Descriptors of the Illinois State Standards on reading.

In addition, all the reading teachers in grades K-8 have received the curriculum at the August 2005 Curriculum Day and were guided through the new program guides by the teacher-writers of each grade level. Various types of staff development have been offered this year to support teachers in the implementation of their curriculum.

**1.3 Objective: Administer a reading inventory to K-1 students to determine instructional planning of teachers, identify at an early stage those children who are expected to make low levels of progress in reading, and promote the development of effective models of early reading intervention.**

A Committee from the K-5 Reading Improvement group, which was headed by Pat Smith, visited and reviewed three early intervention programs in the area at districts similar to District 204. After the review of the research, the committee recommended the Kindergarten Intervention Training Program (KIT) be implemented at District 2004. In the fall of 2004, all kindergarten students were assessed on pre-reading skills and an established district cut off score was recommended to be used to identify kindergarten students who would qualify for the Early Intervention KIT Program.

We are in the process of hiring one KIT Reading Coordinator and twelve assistants in order to offer the KIT Program to our students of need second semester

**1.4 Objective: Provide teacher training on the core reading model and all its components, effective reading strategies, assessment analysis, and differentiated instruction to use with all students including LEP students; IEP students; Afro-American students, and Hispanic Students.**

The Core Reading Model has been presented to the Board of Education, the Secondary Articulation Meeting members, and to the entire staff through a media presentation with additional handouts created by committee members of the Literacy Leadership Council. A survey was completed and the data reviewed to determine faculty needs in understanding and implementing this model. Work has commenced in designing a staff development program to meet these needs.

**1.5 Objective: Provide professional services such as diagnosis of reading problems, direct instruction, and modeling for classroom teachers, and consultation.**

Reading Improvement teachers continue to assess students who may need additional assistance in reading through use of results of the SAT9 scores and validation through the Gates-MacGinitie Reading Assessment. They continue to offer students focused assistance and have been called upon several times this year to provide specific coaching and modeling in their buildings for classroom teachers. They have been given the challenge to meet a staff development need with the new curriculum, and they have risen to that challenge with a great deal of success. They have provided specific coaching and modeling in the areas of guided reading, independent practice, and Rigby Benchmark assessment.

Also, the reading improvement teachers have been asked to include in their record keeping more details about students that would result in providing better assistance to ELL and IEP students.

**Goal Two: All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.**

**Elementary:** With the first year of successful implementation completed, the District initiated the second phase of the *Everyday Mathematics* Program adoption – selecting eight Continuing Everyday Mathematics Trainers (CEMTs) from the nearly 60 EMTs that had served the year before. This leadership group worked closely with the District Education Center (DEC) on the development of a first draft of an **EDM Checklist**. The **Checklist** served to assist teachers in instructional pacing, and was used to keep parents better abreast of individual student progress. After several revisions, we published the Checklist on line for the fall of 2004. The CEMTs continued to receive consultant-led training in the summer and served as “District Trainers” of teachers new to the EDM program in the fall of 2004. Additionally, we scheduled District-wide workshops in the fall and the spring specifically focused on the needs of new EDM teachers. CEMTs also were instrumental in developing a “District, end-of-year EDM Curriculum Implementation Test” to assist in the analysis of the overall progress we made in our second year of program adoption. The results were shared with principals in the fall of 2004. Lastly, another revision of the elementary math acceleration placement test was implemented due to the efforts of the newly formed Elementary Mathematics Liaisons.

**Middle School:** The District Middle School Math Committee further revised the Pre-Algebra/Algebra curriculum at 7<sup>th</sup> and 8<sup>th</sup> grades in order to better reflect our need to more closely match Illinois State Standards in mathematics. Curriculum updates were made to the accelerated 7<sup>th</sup> and 8<sup>th</sup> grade math programs. We added an additional summer accelerated math class in accelerated mathematics in order to open up greater opportunities for mathematics choices at the 8<sup>th</sup> grade level. The newly adopted Everyday Mathematics program was implemented in the fall of 2004.

**High School:** The District continued its relationship with the University of Illinois and their Community Outreach Program with the introduction of the Calculus 242 class. This was the third course in calculus and analytic geometry: three dimensional space, functions of several variables, partial derivatives, and multiple integrals. The class continues to be offered for dual credit (both high school and university) and carried an "Official U of I Transcript" for participating students. A new Curriculum Pacing/Inclusion Guide was prepared for the high school Geo Survey course. Curriculum work (Essential Questions) was undertaken in Geometry Survey and Algebra II, with textbook selection underway by the beginning of the 2<sup>nd</sup> semester in 2004-2005.