

South Prairie Elementary School
Sycamore CUSD 427
Sycamore, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	81.1	1.3	9.8	2.9	0.7	4.2	18.3	4.9		0.9	10.4	95.7	449
District	85.2	2.9	6.5	1.7	0.7	2.9	14.2	2.0		1.3	9.3	94.2	3,672
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

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

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

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

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	90.8
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.7	19.9	13.4	229.5
State	18.3	18.0	13.5	211.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	19.0	19.8	20.3	27.0	27.3	25.0				
District	22.0	21.7	19.4	23.7	25.6	27.3				
State	20.5	21.0	21.1	21.7	22.3	22.7				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	75			40			140			40		
District	75			40			140			40		
State	58			30			145			30		

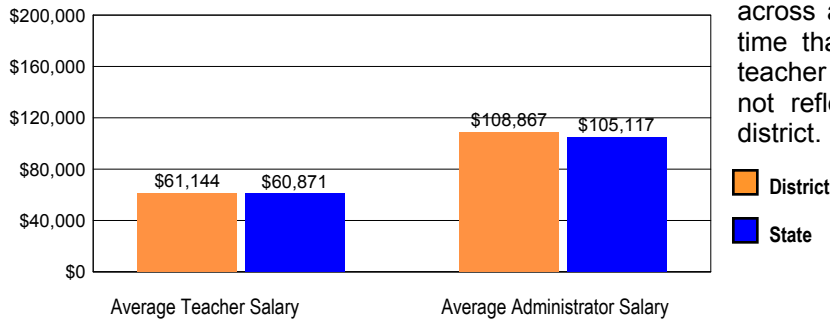
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.0	2.2	0.4	0.4	0.0	28.0	72.0	232
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.1	41.8	58.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

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

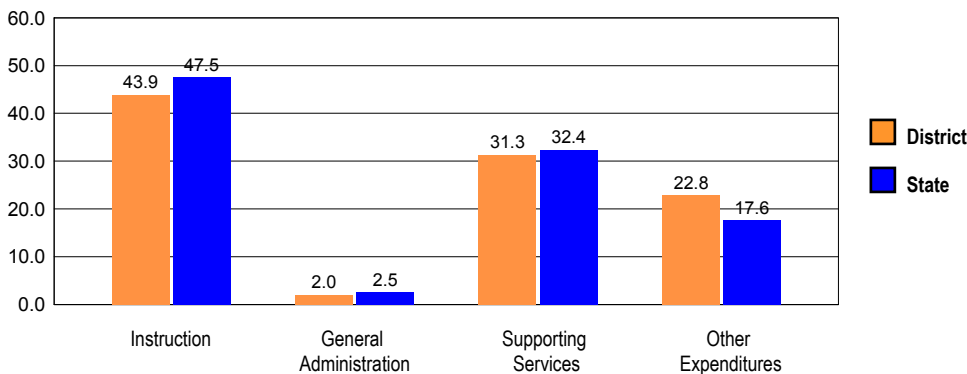
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$22,109,069	59.0	57.6	Education	\$25,599,286	65.2	72.6
Other Local Funding	\$3,962,005	10.6	7.3	Operations & Maintenance	\$6,952,224	17.7	8.5
General State Aid	\$7,393,185	19.7	18.1	Transportation	\$2,239,838	5.7	3.9
Other State Funding	\$3,331,272	8.9	9.7	Bond and Interest	\$3,115,706	7.9	6.7
Federal Funding	\$651,110	1.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$37,446,641			Municipal Retirement/ Social Security	\$960,498	2.4	1.8
				Fire Prevention & Safety	\$410,808	1.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$39,278,360		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$121,431	5.16	\$5,232	\$9,603
State	**	**	\$5,808	\$9,907

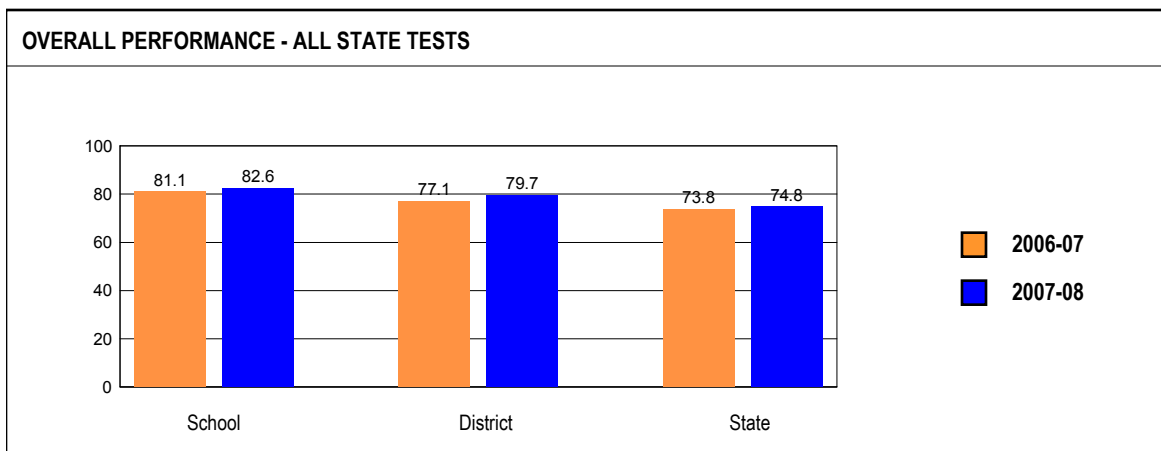
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

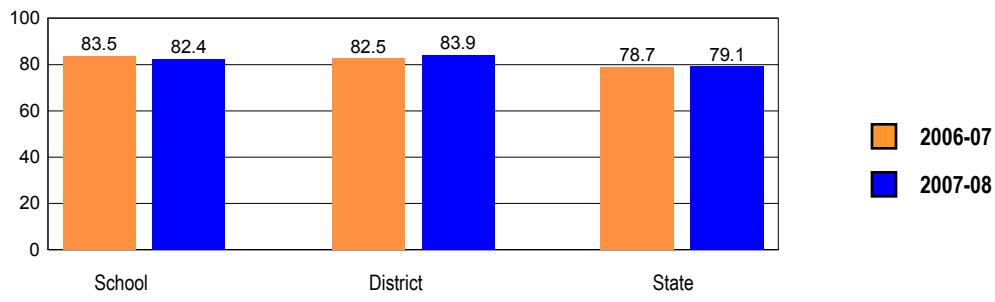
OVERALL STUDENT PERFORMANCE

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

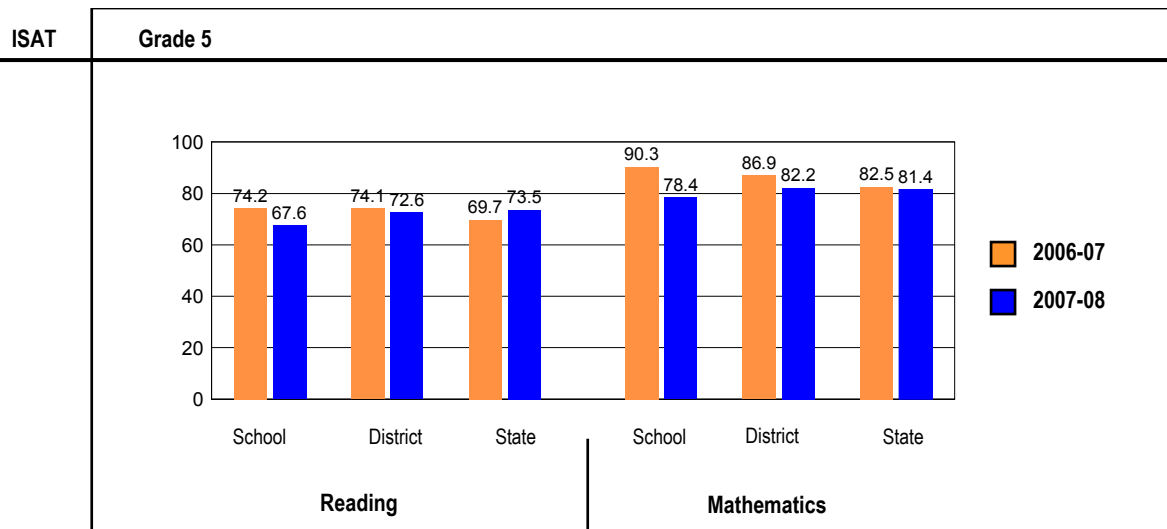
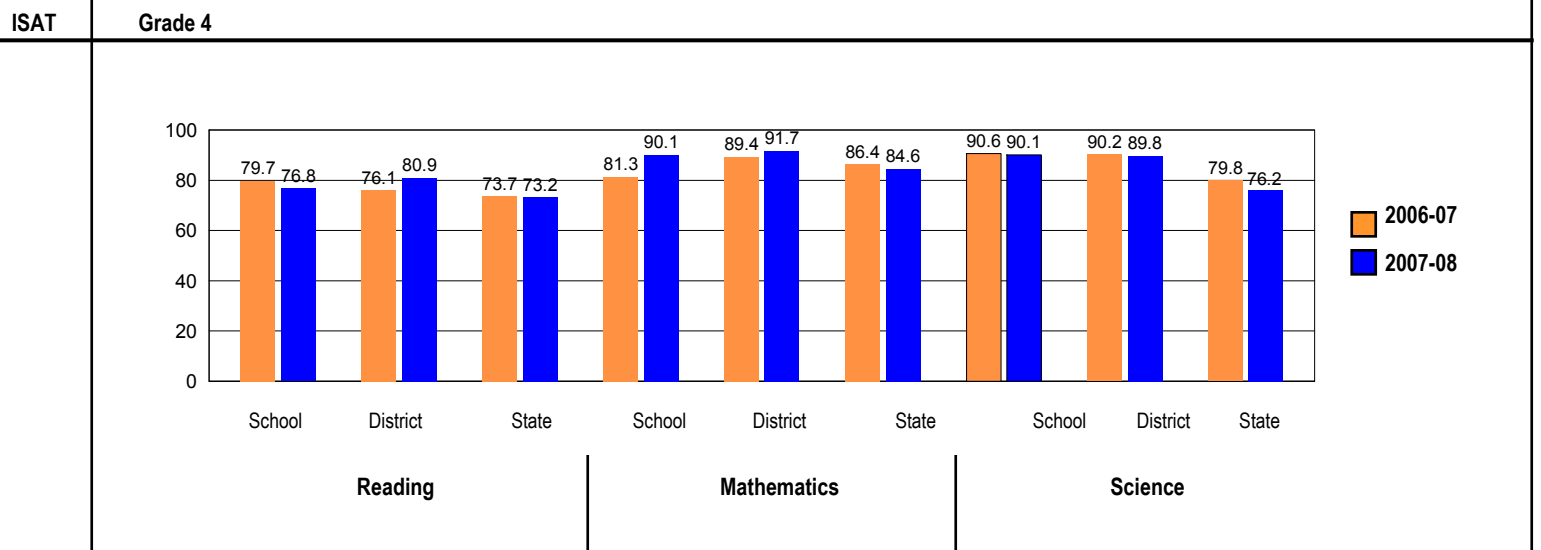
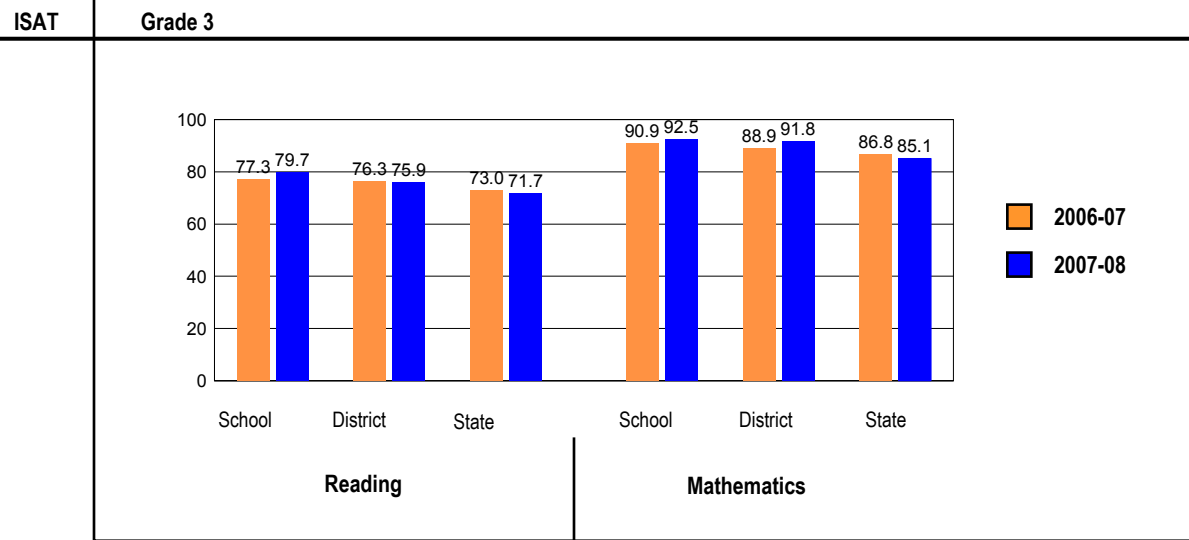


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	240	132	108	190	5	30	6	2	7	15		24	45
	Reading	0.4	0.8	0.0	0.0		3.3				0.0		4.2	2.2
	Mathematics	0.4	0.8	0.0	0.0		3.3				0.0		4.2	2.2
District	*Enrollment	1,967	1,013	954	1,658	65	147	31	14	52	35		152	384
	Reading	0.2	0.3	0.0	0.1	0.0	0.7	0.0	0.0	0.0	0.0		0.7	0.5
	Mathematics	0.2	0.3	0.0	0.1	0.0	0.7	0.0	0.0	0.0	0.0		0.7	0.5
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	83	48	35	59	2	16	4		2	6		6	23
	Science	1.2	2.1	0.0	0.0		6.3							4.3
District	*Enrollment	852	437	415	733	27	56	13	3	20	9		48	159
	Science	0.2	0.5	0.0	0.1	0.0	1.8	0.0		0.0			2.1	1.3
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	6.3	13.9	55.7	24.1	0.0	7.5	52.5	40.0
District	4.7	19.4	50.0	25.9	0.7	7.5	47.1	44.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.8	16.7	59.5	19.0	0.0	4.7	53.5	41.9
	District	5.4	19.7	49.7	25.2	0.7	8.1	45.3	45.9
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	8.1	10.8	51.4	29.7	0.0	10.8	51.4	37.8
	District	3.8	19.1	50.4	26.7	0.8	6.8	49.2	43.2
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.3	14.3	54.3	27.1	0.0	5.6	52.1	42.3
	District	4.8	14.3	50.4	30.4	0.4	6.9	43.1	49.6
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School								
	District	7.4	51.9	40.7	0.0	0.0	11.1	81.5	7.4
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
School		0.0	23.2	42.7	34.1	0.0	9.9	54.3	35.8	0.0	9.9	72.8	17.3
	District	0.4	18.8	48.4	32.5	0.0	8.3	62.7	29.0	0.0	10.2	69.1	20.7
	State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	31.9	36.2	31.9	0.0	13.0	47.8	39.1	0.0	10.9	71.7	17.4
	District	0.0	28.8	43.2	28.1	0.0	11.6	56.5	31.9	0.0	10.9	68.6	20.4
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	0.0	11.4	51.4	37.1	0.0	5.7	62.9	31.4	0.0	8.6	74.3	17.1
	District	0.7	8.7	53.6	37.0	0.0	5.1	68.8	26.1	0.0	9.4	69.6	21.0
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	16.9	45.8	37.3	0.0	6.9	53.4	39.7	0.0	5.2	75.9	19.0
	District	0.0	15.8	50.4	33.8	0.0	6.6	62.6	30.8	0.0	8.0	70.4	21.7
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School	0.0	40.0	33.3	26.7	0.0	13.3	66.7	20.0	0.0	26.7	60.0	13.3
	District	3.8	34.6	26.9	34.6	0.0	11.5	69.2	19.2	0.0	23.1	53.8	23.1
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School												
	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District	0.0	40.0	40.0	20.0	0.0	30.0	50.0	20.0	0.0	20.0	70.0	10.0
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	40.9	50.0	9.1	0.0	19.0	71.4	9.5	0.0	19.0	76.2	4.8
	District	1.6	26.6	48.4	23.4	0.0	15.9	63.5	20.6	0.0	17.5	63.5	19.0
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	16.7	40.0	43.3	0.0	6.7	48.3	45.0	0.0	6.7	71.7	21.7
	District	0.0	16.4	48.4	35.2	0.0	6.1	62.4	31.5	0.0	8.0	70.8	21.2
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	32.4	51.4	16.2	0.0	21.6	63.5	14.9
District	0.0	27.4	52.6	20.0	0.4	17.4	67.4	14.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	30.8	56.4	12.8	0.0	25.6	64.1	10.3
	District	0.0	27.6	55.1	17.3	0.0	16.5	69.3	14.2
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	34.3	45.7	20.0	0.0	17.1	62.9	20.0
	District	0.0	27.3	50.3	22.4	0.7	18.2	65.7	15.4
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	30.5	52.5	16.9	0.0	18.6	67.8	13.6
	District	0.0	24.1	53.6	22.3	0.4	15.2	67.9	16.5
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District	0.0	56.5	34.8	8.7	0.0	39.1	60.9	0.0
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	54.5	36.4	9.1	0.0	45.5	54.5	0.0
	District	0.0	47.6	42.9	9.5	1.6	31.7	60.3	6.3
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School	0.0	28.6	54.0	17.5	0.0	17.5	65.1	17.5
	District	0.0	21.3	55.6	23.2	0.0	13.0	69.6	17.4
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.6	Yes	99.6	Yes	76.2		Yes	87.0		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	79.0		Yes	89.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	97.8	Yes	97.8	Yes										

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

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

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Throughout the 2008-09 school year, the South Prairie School Improvement Team will meet regularly with the rest of the staff to collect and analyze data from a variety of sources to assist in understanding our learning community, and to help South Prairie enhance student achievement. South Prairie also engages in an Internal Review for data analysis, school improvement purposes, and developing recommendations for the school improvement goals for the building.

AREAS OF SUCCESS:

*Student Learning and Instruction:

- Students will be provided a strong literacy program that includes guided reading, shared reading, independent reading, word building, and writing.
- The Reading Improvement Grant is instrumental in supplementing the literacy needs of our at-risk readers with extra materials and resources and intervention services.
- With the addition of a second full time Literacy Facilitator in 07-08 and a full time Reading Improvement Parapro in 08-09, we continue to promote targeted interventions with more of our at-risk readers in K-5 and link First Steps with our literacy program.
- Staff development opportunities to target areas of reading, especially comprehension strategies, ISAT test preparation, writing instruction, the Response to Intervention initiative, PBIS, our school-wide behavior intervention model, and grade level conferences will be provided to support our School Improvement Plan.
- The TEAM READ initiative will continue to offer direct instruction to all K-2 students at their individual skill level to provide a positive impact on the reading success of our students.

*School Climate and Community:

- Activities are held throughout the year to reinforce the school family and community connections. In addition, extensive opportunities throughout the year for parent involvement and volunteering promote a strong sense of community.
- The Sycamore Education Foundation (SEF) and School Community Council (SCC) also support the family networking and academic programs of South Prairie Elementary.
- PBIS (the school-wide discipline model) is taught, modeled, practiced, and reinforced. Interventions and application of the District's "core values" are included.

PLANNED IMPROVEMENTS:

The district's Strategic Design Plan provides the foundation for all decisions. To succeed in their world, students need the strategies and skills to read and write to apply information effectively from a variety of sources.

- The implementation of the mandated RtI initiative will begin in 08-09 for Sycamore District #427. AIMSWEB, a universal screening benchmark tool will be administered three times a year to all students in K-5 to help with identification of students who may need interventions in reading.
- Monthly planned time will be offered for the new staff to share and develop strategies, interventions, activities, methods, and assessments for reading instruction with the First Steps Facilitators and Literacy Facilitators.
- Building-wide use of the Sitton Spelling Program in Grades 1-5.
- Continue and expand the use of ISEL testing (Illinois Snapshot of Early Learning) to three times a year, and administer it in grades K-2 to identify students for the Reading Improvement Program and to provide a record of their reading progress.
- Increase student opportunities for Accelerated Reader, Literature Circles and Centers, and Bloom's Taxonomy enrichment activities and comprehension instruction support.
- PBIS Team members will reintroduce and continue to focus on the importance of our school-wide discipline model and develop the interventions to support all of our students.
- Through the TEAM READ initiative, all of our K-2 teachers will offer direct instruction lessons three times weekly based on specific individual reading skill levels to promote skill mastery and reading improvement for the entire K-2 population.