

**SHERIDAN ELEMENTARY
SCHOOL IMPROVEMENT
PLAN
2005 - 2006**

Education, One Student at a Time.

I. Sheridan Elementary School

Mission - Vision - Beliefs

MISSION: Sheridan School works with home and community to promote the development of each child's ability to internalize discipline, motivation, creativity, esteem, and responsibility. Sheridan challenges the student to reach his/her highest academic potential to prepare for a productive life.

CHILDREN'S

MISSION: Sheridan Has Achieving Responsible Kind Students.
(SHARKS)

VISION: Each Sheridan School student will be an engaged learner working at or beyond his/her ability.

BELIEFS:

- 1. We believe all children can learn and be successful.**
- 2. We believe that the diversity of our population is a strength and asset.**
- 3. We believe that learning happens in many different ways.**
- 4. We believe that accelerated learning helps students enjoy school and achieve.**
- 5. We believe that children must learn to think and apply critical thinking skills in problem solving situations.**
- 6. We believe children need to work and play harmoniously together.**
- 7. We believe that the school must promote family partnerships to enhance and enrich educational experiences for children. All parents care and desire good school programs for their children.**
- 8. We believe that the exit outcomes for our students are the net result of all the staff that has worked with each student.**

Sheridan Elementary School

II. School Improvement Plan

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal: Literacy

Student Performance Goal 1: All students will improve reading skills

Grade: K

School Year: 2005-2006

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will increase their vocabulary by building upon prior knowledge</p> <p>Students will develop and apply phonemic awareness / phonics</p> <p>Students will develop and apply reading strategies</p>	<p>Rhyming</p> <p>Beginning & Ending Sounds</p> <p>Read Alouds</p> <p>After school Intervention</p> <p>Finger plays, songs / nursery rhymes</p> <p>Title Intervention</p> <p>Kindergarten use of Houghton Mifflin</p> <p>Summer Programs</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Blue Journal Assessment</p> <p>-Teacher Observation</p> <p>-PALS Screening</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Reading Grant</p> <p>-Title I Grant</p> <p>-IWU and ISU students</p> <p>-Community Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Obtaining implied and personal meaning throughout all genres</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy

Student Performance Goal 1: All students will improve reading skills

Grade: 1

School Year: 2005-2006

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will increase their vocabulary by building upon prior knowledge</p> <p>Students will develop and apply phonemic awareness / phonics</p> <p>Students will develop and apply reading strategies</p>	<p>Making Words</p> <p>Picture & Word Sorts</p> <p>Higher Level Questioning Practice</p> <p>Leveled Readers</p> <p>After school Tutoring</p> <p>Title Intervention</p> <p>Word Walls</p> <p>Read Alouds</p> <p>Summer Programs</p> <p>Use of Leveled Readers</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>--Terra Nova Standardized Test</p> <p>-Running Records</p> <p>-Teacher Observations</p> <p>- PALS I</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Reading Grant</p> <p>-Title I Grant</p> <p>-IWU and ISU students</p> <p>-Community Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Obtaining implied and personal meaning throughout all genres</p>							

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal: Literacy

Student Performance Goal 1: All students will improve reading skills

Grade: 2

School Year: 2005-2006

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will increase their vocabulary by building upon prior knowledge</p> <p>Students will develop and apply phonemic awareness / phonics</p> <p>Students will develop and apply reading strategies</p>	<p>Partner Reading</p> <p>Reading Counts</p> <p>Activities to help students draw conclusions and inference</p> <p>After school programs</p> <p>Leveled Readers</p> <p>Word Walls</p> <p>Read Alouds</p> <p>Title Intervention</p> <p>Use of Leveled Readers</p> <p>Word of the Week</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>--Terra Nova Standardized Test</p> <p>-Running Records</p> <p>-Reading Counts</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Reading Grant</p> <p>-Title I Grant</p> <p>-IWU and ISU students</p> <p>-Community Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Obtaining implied and personal meaning throughout all genres</p>							

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal: Literacy

Student Performance Goal 1: All students will improve reading skills

Grade: 3

School Year: 2005-2006

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will increase their vocabulary by building upon prior knowledge</p> <p>Students will develop and apply skills</p> <p>Students will develop and apply reading strategies</p> <p>Students will develop comprehension skills and improve their ability to draw conclusions and inference</p>	<p>Reading Counts</p> <p>Home Reading Connection</p> <p>Reading Log</p> <p>After School Program</p> <p>Word Walls</p> <p>Incorporate spelling activities</p> <p>Use of Leveled Readers</p> <p>Use graphic organizers to help students organize and comprehend material</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Terra Nova Standardized Test</p> <p>-Running Records</p> <p>-Scholastic Reading Inventory</p> <p>-Reading Counts</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Reading Grant</p> <p>-Title I Grant</p> <p>-Title II Grant</p> <p>-IWU and ISU students</p> <p>-Community Volunteers</p>	<p>See Attached</p>

Essence of the goal: Obtaining implied and personal meaning throughout all genres

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal: Literacy

Student Performance Goal 1: All students will improve reading skills

Grade: 4

School Year: 2005-2006

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will increase their vocabulary by building upon prior knowledge</p> <p>Students will develop and apply skills</p> <p>Students will develop and apply reading strategies</p> <p>Students will develop comprehension skills and improve their ability to draw conclusions and inference</p>	<p>Comprehension Activities</p> <p>Use of Vocabulary Dictionary</p> <p>Use of Leveled Readers</p> <p>After School Program</p> <p>Word Walls</p> <p>Summer Programs</p> <p>Use Word of the Week books to increase vocabulary</p> <p>Extended Response practice</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Terra Nova Standardized Test</p> <p>-Running Records</p> <p>-Scholastic Reading Inventory</p> <p>-Reading Counts</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Reading Grant</p> <p>-Title I Grant</p> <p>-Title II Grant</p> <p>-IWU and ISU students</p> <p>-Community Volunteers</p>	<p>See Attached</p>

Essence of the goal: Obtaining implied and personal meaning throughout all genres

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy

Student Performance Goal 1: All students will improve reading skills

Grade: 5

School Year: 2005-2006

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will increase their vocabulary by building upon prior knowledge</p> <p>Students will develop and apply skills</p> <p>Students will develop and apply reading strategies</p> <p>Students will develop comprehension skills and improve their ability to draw conclusions and inference</p>	<p>Use of Reading Counts</p> <p>Use of written responses in each theme of reading series</p> <p>Use of Leveled Readers</p> <p>After School Program</p> <p>Word Walls</p> <p>Summer Programs</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Terra Nova Standardized Test</p> <p>-Running Records</p> <p>-Scholastic Reading Inventory</p> <p>-Reading Counts</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Reading Grant</p> <p>-Title I Grant</p> <p>-Title II Grant</p> <p>-IWU and ISU students</p> <p>-Community Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Obtaining implied and personal meaning throughout all genres</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy
 Grade: K
 School Year: 2005-2006

Student Performance Goal 2: All students will increase their writing skills in a variety of contexts

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will write fluently using a variety of styles</p> <p>Students will learn and apply correct writing conventions</p>	<p>Develop Portfolios / Journals</p> <p>Use Daily Oral Language activities</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Local Writing Tests with rubrics</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I Grant</p> <p>-Title II</p> <p>-IWU and ISU students</p> <p>-Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Clearly communicate written thoughts to varied audiences</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy
 Grade: 1
 School Year: 2005-2006

Student Performance Goal 2: All students will increase their writing skills in a variety of contexts

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will write fluently using a variety of styles</p> <p>Students will learn and apply correct writing conventions</p>	<p>Develop Portfolios / Journals</p> <p>Use Daily Oral Language activities</p>	Teachers and Staff	2002 5 Year Plan	2006 5 Year Plan	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Local Writing Tests with rubrics</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I Grant</p> <p>-Title II</p> <p>-IWU and ISU students</p> <p>-Volunteers</p>	See Attached
<p>Essence of the goal: Clearly communicate written thoughts to varied audiences</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy
 Grade: 2
 School Year: 2005-2006

Student Performance Goal 2: All students will increase their writing skills in a variety of contexts

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will write fluently using a variety of styles</p> <p>Students will learn and apply correct writing conventions</p>	<p>Develop Portfolios / Journals</p> <p>Use Daily Oral Language activities</p> <p>Use graphic organizers and guided writing to write a standard five sentence paragraph</p>	Teachers and Staff	2002 5 Year Plan	2006 5 Year Plan	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Local Writing Tests with rubrics</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I Grant</p> <p>-Title II</p> <p>-IWU and ISU students</p> <p>-Volunteers</p>	See Attached
<p>Essence of the goal: Clearly communicate written thoughts to varied audiences</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy
 Grade: 3
 School Year: 2005-2006

Student Performance Goal 2: All students will increase their writing skills in a variety of contexts

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will write fluently using a variety of styles</p> <p>Students will learn and apply correct writing conventions</p>	<p>Develop Portfolios / Journals</p> <p>Hamburger writing</p> <p>Use Daily Oral Language activities</p> <p>Student editing of writing samples</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Local Writing Tests with rubrics</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I Grant</p> <p>-Title II</p> <p>-IWU and ISU students</p> <p>-Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Clearly communicate written thoughts to varied audiences</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy

Grade: 4

School Year: 2005-2006

Student Performance Goal 2: All students will increase their writing skills in a variety of contexts

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will write fluently using a variety of styles</p> <p>Students will learn and apply correct writing conventions</p>	<p>Develop Portfolios / Journals</p> <p>Additional work on writing extended responses to questions in all curriculum areas</p> <p>Use Daily Oral Language activities</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Local Writing Tests with rubrics</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I Grant</p> <p>-Title II</p> <p>-IWU and ISU students</p> <p>-Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Clearly communicate written thoughts to varied audiences</p>							

Sheridan Elementary School

School Improvement Plan

NCA/SIP Target Goal: Literacy
 Grade: 5
 School Year: 2005-2006

Student Performance Goal 2: All students will increase their writing skills in a variety of contexts

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will write fluently using a variety of styles</p> <p>Students will learn and apply correct writing conventions</p>	<p>Develop Portfolios / Journals</p> <p>Additional work on writing extended responses to questions in all curriculum areas</p> <p>Use Daily Oral Language activities</p>	<p>Teachers and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Houghton Mifflin Integrated Theme Tests</p> <p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Local Writing Tests with rubrics</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I Grant</p> <p>-Title II</p> <p>-IWU and ISU students</p> <p>-Volunteers</p>	<p>See Attached</p>
<p>Essence of the goal: Clearly communicate written thoughts to varied audiences</p>							

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal:

Thinking / Reasoning / Math / Study Skills

Grade: K

School Year: 2005-2006

Student Performance Goal 3: All students will improve and develop thinking / reasoning / study skills / problem solving

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will use thinking, reasoning, and study skills in all subject areas</p> <p>Students will participate in activities to develop character</p>	<p>District math vocabulary lists will be used</p> <p>Training of new staff in Math</p> <p>Do activities based upon Character Counts</p> <p>Calendar Acts</p> <p>Graphic Organizers</p> <p>Logic Posters</p> <p>Integrated Theme Tests</p>	<p>Teacher and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Blue Journal Assessment</p> <p>-Teacher Observation</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I</p> <p>-Volunteers</p> <p>-State Farm grants</p>	<p>See Attached</p>

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal:

Thinking / Reasoning / Math / Study Skills

Grade: 1

School Year: 2005-2006

Student Performance Goal 3: All students will improve and develop thinking / reasoning / study skills / problem solving

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will use thinking, reasoning, and study skills in all subject areas</p> <p>Students will participate in activities to develop character</p>	<p>Math vocabulary lists will be used</p> <p>Listening Skills</p> <p>Conflict Resolution Instruction</p> <p>Graphic Organizers</p> <p>Making inferences</p> <p>Use of charts, graphs, tables</p> <p>Reading longer passages and finding answers</p>	<p>Teacher and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Teacher Observations</p> <p>-Terra Nova Standardized Test</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Volunteers</p> <p>-State Farm grants</p>	<p>See Attached</p>

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal:

Thinking / Reasoning / Math / Study Skills

Grade: 2

School Year: 2005-2006

Student Performance Goal 3: All students will improve and develop thinking / reasoning / study skills / problem solving

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will use thinking, reasoning, and study skills in all subject areas</p> <p>Students will participate in activities to develop character</p>	<p>Math vocabulary lists will be used</p> <p>Measurement Activities incorporated into content areas</p> <p>Drawing pictures to solve problems</p> <p>Utilize Read It - Draw It - Solve It strategy</p> <p>Simulated test situations with Reading Counts</p> <p>Practice checking answers</p> <p>Graphic Organizers / Charts / Graphs utilized</p>	<p>Teacher and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Teacher Observations</p> <p>-Terra Nova Standardized Test</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title II</p> <p>-Volunteers</p> <p>-State Farm grants</p>	<p>See Attached</p>

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal:

Thinking / Reasoning / Math / Study Skills

Grade: 3

School Year: 2005-2006

Student Performance Goal 3: All students will improve and develop thinking / reasoning / study skills / problem solving

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will use thinking, reasoning, and study skills in all subject areas</p> <p>Students will participate in activities to develop character</p>	<p>District math vocabulary lists will be used</p> <p>Use of planner with classrooms</p> <p>Character Counts</p> <p>Practice extended response</p> <p>Activities with drawing solutions</p> <p>Reading Counts</p> <p>Use of Graphic Organizers</p>	<p>Teacher and Staff</p>	<p>2002 5 Year Plan</p>	<p>2006 5 Year Plan</p>	<p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Terra Nova Standardized Test</p> <p>-Teacher Checklist</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title II</p> <p>-Volunteers</p> <p>-State Farm grants</p>	<p>See Attached</p>

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal:

Thinking / Reasoning / Math / Study Skills

Grade: 4

School Year: 2005-2006

Student Performance Goal 3: All students will improve and develop thinking / reasoning / study skills / problem solving

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will use thinking, reasoning, and study skills in all subject areas</p> <p>Students will participate in activities to develop character</p>	<p>District math vocabulary lists will be used</p> <p>Use of planner with classrooms</p> <p>Drops in the Bucket</p> <p>KQS Charts in Social Studies and Science</p> <p>Use of more problem solving strategies</p> <p>Practice with context clues within text</p> <p>Selective Underlining</p> <p>Graphic Organizers</p>	<p>Teacher and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Terra Nova Standardized Test</p> <p>-Reading Counts / SRI</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Volunteers</p> <p>-State Farm grants</p>	<p>See Attached</p>

Sheridan Elementary School School Improvement Plan

NCA/SIP Target Goal:

Thinking / Reasoning / Math / Study Skills

Grade: 5

School Year: 2005-2006

Student Performance Goal 3: All students will improve and develop thinking / reasoning / study skills / problem solving

Interventions	Activities to Implement	Person Responsible	Time Line		Evidence of Attainment	Resources/ Budget	Professional Development
			Start	End			
<p>Students will use thinking, reasoning, and study skills in all subject areas</p> <p>Students will participate in activities to develop character</p>	<p>Math vocabulary lists will be used</p> <p>Use of planner with classrooms</p> <p>Practice with identifying problems</p> <p>Diagram / organize solutions</p> <p>Narrative of solutions</p> <p>Selective Highlighting</p> <p>Graphic Organizers / Logic development (elimination of poor choices)</p>	<p>Teacher and Staff</p>	<p>2002</p> <p>5 Year Plan</p>	<p>2006</p> <p>5 Year Plan</p>	<p>-Illinois Standards Achievement Test (ISAT)</p> <p>-Terra Nova Standardized Test</p> <p>-Reading Counts</p> <p>-SRI</p>	<p>-District Textbook fund</p> <p>-District budget</p> <p>-Title I</p> <p>-Volunteers</p> <p>-State Farm grants</p>	<p>See Attached</p>

III. Summary of Evidence of Attainment Sheridan Elementary School

SHERIDAN SCHOOL

SUMMARY OF EVIDENCE OF ATTAINMENT

KINDERGARTEN - Goal 1 - All students will improve reading skills.

The Phonological Awareness and Literacy Screening (PALS) was administered in the fall and spring of the 2004 - 2005 school year to all kindergarten students. The screenings measured rhyme awareness, beginning sound awareness, alphabet knowledge, and letter-sound knowledge. A raw score of 74 for the spring test is a good predictor of future reading success. The 2004 - 2005 kindergarten class had 64 % of the students meet the threshold of 74. Raw scores increased from an average of 49.6 in the fall to 72.7 in the spring. Fourteen of our students who attended remedial summer programs scored 74 or better at the end of the summer to bring the total percentage of students who scored at or above 74 to 73 %. Another measure of kindergarten achievement is the Terra Nova testing administered to first grade students in the fall of the year. The Fall 2005 test scores are not available at this time.

KINDERGARTEN - Goal 2 - All students will improve writing skills.

The majority of students will be able to focus on a main idea, order events when telling a story, and use symbols and letters to represent print. Our current portfolios are used to assess ordering pictures to tell a story, dictating sentences about pictures and using symbols and letters to express themselves two times a year. Students have extensive opportunities to write in journals during their kindergarten year. We have established a rubric for scoring the writing samples. We will continue to record these skills as data with which we can compare future data.

KINDERGARTEN - Goal 3 - All students will improve thinking / math reasoning / problem solving skills / study skills.

Our current portfolios assess number recognition, set building and ordering to 12, rote counting to 30, sorting and patterning concepts, basic calendar skills and basic geometry concepts three times a year. We will continue to record these skills as data with which we can compare future data. We also measure kindergarten achievement on the Terra Nova test administered to first grade students in the fall of the year. The Fall 2005 test will provide additional information on our kindergarten students from last year, when scores are returned.

SHERIDAN SCHOOL

SUMMARY OF EVIDENCE OF ATTAINMENT

FIRST GRADE - Goal 1 - All students will improve their reading skills across the curriculum.

The Terra Nova reading test results (given in the fall of 2nd grade) from the 2004-2005 school year show forty-eight of our sixty-three (76%) of the students entering 2nd grade were achieving at the 4th stanine or above. The Fall 2004 test provides information on our first grade students from last year. The comparison of our fall and spring first grade Terra Nova scores shows an increase from 67% students in the fall at the 4th stanine to 88% of the students in the spring at or above the 4th stanine. The majority of our students are showing positive growth in all areas. We need to continue to focus on phonics/decoding and reading strategies to maintain positive growth.

FIRST GRADE - Goal 2 - All students will improve writing skills across the curriculum.

The Terra Nova test results (given in the fall of 2nd grade) from the 2004-2005 school year show 67% of the students entering 2nd grade were achieving at the 4th stanine or above in language. The comparison of our fall and spring first grade Terra Nova scores shows an increase from 69% students in the fall at or above the 4th stanine to 87% of the students at or above the 4th stanine. We have been using the District Writing Rubric to evaluate student's writing to determine growth. The majority of our students are showing positive growth in all areas. We will continue to focus on writing strategies including sequencing and complete sentences with correct punctuation and capitalization.

FIRST GRADE - Goal 3 - All students will improve thinking / math reasoning / problem solving skills / study skills.

The Terra Nova math test results (given in the fall of 2nd grade) from the 2004-2005 school year show 80% of the students entering 2nd grade were achieving at the 4th stanine or above. The comparison of our fall and spring first grade Terra Nova scores shows an increase from 74% students in the fall at or above the 4th stanine to 81% of the students at or above the 4th stanine. The majority of our students are showing positive growth on the Terra Nova tests. We need to continue to focus on problem solving, computation strategies and number sense.

SHERIDAN SCHOOL SUMMARY OF EVIDENCE OF ATTAINMENT

SECOND GRADE - Goal 1 - All students will improve reading skills across the curriculum.

The 3rd Grade Terra Nova results from 2004-2005 show 67% of the students scoring at or above the 4th stanine in reading. The comparison of our fall and spring second grade Terra Nova scores shows an increase from 77% students in the fall at the 4th stanine to 91% of the students at or above the 4th stanine. Analysis of this data shows that our reading program is addressing the needs of our students. We will continue to focus on decoding, comprehension (literal comprehension and inferences) and vocabulary skills.

SECOND GRADE - Goal 2 - All students will improve writing skills across the curriculum.

The 3rd grade Terra Nova results from 2004-2005 show 75% of the students scoring at or above the 4th stanine in language. The comparison of our fall and spring first grade Terra Nova scores shows an increase from 84% students in the fall at the 4th stanine to 89% of the students at or above the 4th stanine. A district-wide rubric will be used to assess the same writing prompt two times a year. The scores will show improvement over the course of the year. Use of the district-wide rubric will determine the strengths and weaknesses of the students in the area of writing.

SECOND GRADE - Goal 3 - All students will improve thinking / math reasoning / problem solving skills / study skills.

The 3rd grade Terra Nova results from 2004-2005 show 77% of the students scoring at or above the 4th stanine in math. The comparison of our fall and spring first grade Terra Nova scores shows an increase from 73% students in the fall at the 4th stanine to 83% of the students at or above the 4th stanine. Analysis of this data shows that our math program is addressing the needs of our students. We will continue to focus on the Illinois State Standards.

SHERIDAN SCHOOL

SUMMARY OF EVIDENCE OF ATTAINMENT

THIRD GRADE - Goal 1 - All students will improve reading skills across the curriculum.

The 4th Grade Terra Nova results from Fall 2004-2005 show 93% of the students scoring at or above the 4th stanine. The Terra Nova results showed relative strengths in comparing, contrasting, and predicting. However, average performance was noted in comprehension, story elements, and vocabulary strategies. The ISAT performance 2004-2005 as reported in the Illinois School Report Card for Sheridan School reports that students at 3rd grade meeting or exceeding the standards are as follows: 3rd grade Sheridan students at 65.0%, District 69.9% and State at 66.6%. The ISAT results showed relative strengths in vocabulary and word analysis, and average performance in informational sources and inferences. In 2005-2006 we will provide a variety of reading activities through various materials to increase reading skills. Higher level questioning will be used to provide a purpose for reading. We will continue to focus on decoding, comprehension (literal comprehension and inferences) and vocabulary skills.

THIRD GRADE - Goal 2 - All students will improve writing skills across the curriculum.

The 4th grade Terra Nova results from 2004-2005 show 85% of the students scoring at or above the 4th stanine in language. Through a variety of styles of writing, all students from the lower achiever to the academically talented, will be able to extend the basic 3rd grade writing requirements. Using these various styles of writing, the students will produce higher quality writing samples.

THIRD GRADE - Goal 3 - All students will improve thinking / math reasoning / problem solving skills / study skills.

The 4th grade Terra Nova results from 2004-2005 show 86% of the students scoring at or above the 4th stanine. The ISAT performance 2004-2005 as reported on the Illinois School Report Card for Sheridan School reports that students at 3rd grade meeting or exceeding the standards are as follows in math: 3rd grade Sheridan students 73.8%, District 83.8% and State 79.3%. Our focus for 2005-2006 will be to strengthen our extensions for our higher achieving students while maintaining the skills and strategies of the lower to middle achieving students.

SHERIDAN SCHOOL

SUMMARY OF EVIDENCE OF ATTAINMENT

FOURTH GRADE - Goal 1 -All students will improve reading skills across the curriculum.

The 5th Grade Terra Nova results from Fall 2004-2005 show 70% of the students scoring at or above the 4th stanine. The Terra Nova results showed relative strengths in comparing, contrasting, and predicting. However, marked deficiencies continued to be noted in comprehension, story elements, and vocabulary strategies. In 2005-2006 we will provide a variety of reading activities through various materials to increase reading skills. Higher level questioning will be used to provide a purpose for reading. We will continue to focus on decoding, comprehension (literal comprehension and inferences) and vocabulary skills.

FOURTH GRADE - Goal 2 - All students will improve writing skills across the curriculum.

The 5th grade Terra Nova results from 2004-2005 show 82% of the students scoring at or above the 4th stanine in language. A district wide writing rubric was used to determine the strengths and weaknesses of all students.

FOURTH GRADE - Goal 3 - All students will improve thinking / math reasoning / problem solving skills / study skills.

The 5th grade Terra Nova results from 2004-2005 show 75% of the students scoring at or above the 4th stanine in math. The ISAT performance for results for math cannot be evaluated because the only areas assessed at the fourth grade level are science and social studies. Many thinking / reasoning / problem solving skills are assessed in the ISAT science and social studies results so it is appropriate to discuss these results here. The ISAT performance 2004-2005 as reported on the Illinois School Report Card for Sheridan School reports that students at 4th grade meeting or exceeding the standards are as follows in science: 4th grade Sheridan students 75.7%, District 79.2% and State 71.4%. Emphasis for 2005-2006 will be to use our problem-solving rubric for all students at fourth grade. Within this rubric, we will use extensions of the problem for our higher achievers.

SHERIDAN SCHOOL

SUMMARY OF EVIDENCE OF ATTAINMENT

FIFTH GRADE - Goal 1 - All students will improve reading skills across the curriculum.

The Terra Nova test results cannot be evaluated because of the unavailability of our scores from our current 6th graders who were former Sheridan students. The ISAT performance for 2004-2005 as reported in the Illinois School Report Card for Sheridan School reports that students at 5th grade meeting or exceeding the standards are as follows: 5th grade Sheridan students at 48.8%, District 64.9% and State at 59.8%. The ISAT results showed a relative strength in vocabulary and somewhat deficient scores in informational sources and inferences. In 2005-2006 we will provide a variety of reading activities through various materials to increase reading skills. Higher level questioning will be used to provide a purpose for reading. We will continue to focus on decoding, comprehension (literal comprehension and inferences) and vocabulary skills.

FIFTH GRADE - Goal 2 - All students will improve writing skills across the curriculum.

The ISAT performance 2005-2006 as reported on the Illinois School Report Card for Sheridan School reports that of the students in 5th grade 57% had scores of 2 or higher on the extended response questions, compared with 65% for the district, and 66% for the state.

FIFTH GRADE - Goal 3 - All students will improve thinking / math reasoning / problem solving skills / study skills.

The Terra Nova test results cannot be evaluated because of the unavailability of our scores from 6th grade former Sheridan students. The ISAT performance 2004-2005 as reported on the Illinois School Report Card for Sheridan School reports that students at 5th grade meeting or exceeding the standards are as follows in math: 5th grade Sheridan students 63.8%, District 80% and State 73.2%. Our focus for 2005-2006 will be to strengthen our extensions for our higher achieving students while maintaining the skills and strategies of the lower to middle achieving students. Sheridan School math scores in geometric concepts and relationships and measurement were relative strengths. We need to continue to focus on estimation, data organization and analysis, probability, algebraic patterns, variables and relationships.

Training - Goal 1 (Reading)	
1. District Grade Level Mtg. #2 (Language Arts)	All Staff
2. Focus Group -Language Arts	1
3. ISAT - Extended Response in Reading - ROE	5
4. ISAT -Reading Workshop - ROE	2
5. ISU - Assessing Literature Learning	2
6. ISU - Foundations of Reading	3
7. ISU - Content Area Literacy	3
8. ISU - Literacy Assessment	2
9. ISU - Research Symposium	1
10. Language Arts, Reading and Writing Workshop	4
11. Reading Counts Training	14
12. Title Conference (Chicago)	3
13. Title II Beyond the Basal Reading Workshop	2
14. Guided Reading for Grades 3 - 5 Workshop	2
15. Scholastic Reading Inventory Training	All Staff
16. IL State Reading Conference	2
17. ISU Children's Literature Class	1
18. ISAT District Grade Extended Response Workshop	4
19. Learning Centers for Reading and Writing Workshop	2
20. Professional Research in Literacy Workshop	2

Training - Goal 2 (Writing)	
1. Writing Training & Tech Burning	1 1
2. NCA 3 Yr. Cycle Training	1
3. Grade Level Meeting 1 & 2 Writing	1
4. Writing Rubrics, Assessment	All Staff
5. Writing (ideas, state expectations)	All Staff
6. Writing Backmapping	K-5 Staff
7. ISU Writing Course	1
8. Apple Learning Series (Writing, Math, Tech)	1

Training - Goal 3 (Thinking / Reasoning / Math / Study Skills)	
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1. Ruby Moments at regularly scheduled Faculty Meetings	All Staff
2. New Teacher Orientation	6
3. Changing Demographics Cadre	8
4. Ruby Payne - Learning Styles Workshop	1
5. Use of Agenda Book Inservice	All Staff

Addendum to School Improvement Plan for Sheridan School - 2005-2006

A. The comprehensive plan for the school wide Title I program includes all of the eight components required:

Program Requirements and Legal References	Indicators of Compliance
<p>All eligible schools and parents have been informed concerning the statute, rules, and regulations authorizing school-wide programs. P.L. 107-110, Section 1112(c)(1)(A).</p>	<ul style="list-style-type: none"> • Fall Open House / Town Meeting
<p>The LEA has provided, and will continue to provide, technical assistance and support to the school-wide programs. P.L. 107-110, Section 1112 (c)(1)(B).</p>	<ul style="list-style-type: none"> • Support and inservice opportunities are provided by Curriculum Department and Reading / Title I Department
<p>Each school participating as a School-wide Program under Title 1, Part A has developed a School-wide Plan in consultation with the LEA and its school support team or other technical assistance provided under section 1117. P.L. 107-1110, Section 1114(b)(2)</p>	<ul style="list-style-type: none"> • Plan developed and on file
<p>The comprehensive plan developed by each school-wide program school has been developed during a one-year period, unless the LEA, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the school-wide program; or the school is operating a school-wide program on the day preceding the date on enactment of No Child Left Behind Act of 2001, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section. P.L. 107-110, Section 1114(b)(2)(B).</p>	<ul style="list-style-type: none"> • Amendments are added as needed

<p>Each school-wide program plan addressed each of the following components:</p>	
<p>A comprehensive needs assessment of the entire school that's based on information which includes the achievement of students in relation to the state academic content standards and the state student academic achievement standards.</p>	<ul style="list-style-type: none"> • Analysis of Current Conditions included in the SIP
<p>School-wide reform strategies that:</p> <ul style="list-style-type: none"> ✓ Provide opportunities for all students to meet the state's proficient and advance levels of student academic achievement; ✓ Use effective methods and instructional strategies that are based on scientifically based research that- <ul style="list-style-type: none"> ◇ strengthen the core academic program in the school: ◇ increase the amount and quality of learning time, such as providing an extended school year, before-and-after school programs, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and ◇ include strategies for meeting the educational needs of historically underserved populations. ✓ Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at-risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program; and address how the school will determine if such needs have been met; and ✓ Are consistent with, and are designed to implement, the state and local improvement plans, if any. 	<ul style="list-style-type: none"> • Quality Assurance Visitation - February 2001 • Analysis of Current Conditions to determine- What is Working • Summer School Requirement - Letters to parents included in SIP • Implementation of technology for teachers and students • Ruby Payne Workshops • Continued implementation of the Houghton Mifflin Reading Series • Integrated Theme Tests to chart progress in reading • Principal/Teacher meetings to discuss student progress/issues affecting progress

<p>Instruction by highly qualified professional teachers;</p>	<ul style="list-style-type: none"> • A highly qualified teaching staff in grades K-5 delivers instruction to students at Sheridan School. In addition, the three Title 1 resource teachers all have master's degrees in reading. These teachers work with the regular education teachers both in a collaborative structure as well as a push-in-pull out model. All personnel records are maintained at the ESC in the Personnel Assistant's office.
<p>In accordance with section 1119 and section 1114(a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the school to meet the state's student achievement standards;</p>	<ul style="list-style-type: none"> • Grade Level Meeting - Focus on Language Arts • Ruby Payne Workshops • Title 1 Conference • Writing Workshops • District Sponsored Courses • Brain Research Workshop
<p>Strategies to increase parental involvement in accordance with section 1118, such as family literacy services;</p>	<ul style="list-style-type: none"> • Sheridan School has a Title 1 Parent Facilitator who works to provide programs/activities to encourage parent participation. The Parent Facilitator conducts a survey of Sheridan's parents in order to gather data that will ensure we are meeting the needs of parents.
<p>Strategies to attract high-quality, highly qualified teachers to high need schools;</p>	<ul style="list-style-type: none"> • Participation in job fairs • Use of Teacher Perceiver Instrument
<p>Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.</p>	<ul style="list-style-type: none"> • The Title 1 Parent Facilitator works with the Parent Facilitator at Sarah Raymond (preschool) and K teachers to carry out this process. Visitation, screening, and open house attendance occurs.

<p>Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information, and to improve, the academic achievement of individual students, and the overall instructional program;</p>	<ul style="list-style-type: none"> • Sheridan School employs a variety of assessment opportunities for our students. Sheridan's teachers provide prompt assessment of the reading attributes of all new students and initiate the necessary instruction. The Title 1 staff also administer Running Records to students at Sheridan School who we believe are in need of intervention. Terra Nova test scores are used as a pre and post test for first and second grade students. In addition, the teachers use the following: <ul style="list-style-type: none"> • Portfolio of reading evaluations • Reading logs and related items are collected
<p>Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 111(b))1) must be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance;</p>	<ul style="list-style-type: none"> • Running Records Assessment • After School Reading • Summer School • Intensive literacy program - 120 minutes a day • First and Second Grade Teachers have a Title 1 Resource teacher for 1 hour each day • Smaller Class Size • Use of newly adopted reading series that promotes consistency district wide • Intervention Meetings • Build an intervention plan for at-risk students • College tutors • Peer assistance • Parental support • Parental classes to learn reading strategies for home use • Home-school reading connection • Textbook intervention materials • Structured homework • Recreational reading

<p>Coordination and integration of federal, state and local services and programs, including-</p> <ul style="list-style-type: none"> √programs supported under this Act √violence prevention programs √nutrition programs √housing programs √Head Start √adult education √vocational and technical √job training <p>P.L. 107-110, Section 1114(b)(1).</p>	<ul style="list-style-type: none"> • Meetings and communication are ongoing
<p>Each school-wide program plan- Describe how the school will implement the 10 school-wide components; Describe how the school will use Title I, part A resources and other resources to implement those components; Includes a list of state and LEA programs and other federal programs that will be included in the school-wide program; Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3). P.L. 107-1110, Section 1114(b)(2)(A).</p>	<ul style="list-style-type: none"> • See entire School Improvement Plan
<p>Each school-wide program plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, including administrators of other Title I programs, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if plan relates to secondary school, students from such school. P.L. 107-110, section 1114(b)(2)(B)</p>	<ul style="list-style-type: none"> • Sheridan School has had an internal review. All teachers and staff were involved in this process. Also, each year our school wide/SIP plan is a result of a collaborative effort that encompasses all teachers and staff.

<p>The school-wide program plan will be in effect during the school's participation under Title 1, Part A and reviewed and revised, as necessary, by the school.</p> <p>P.L. 107-110, Section 1114(b)(2)(B).</p>	<ul style="list-style-type: none"> • Plan in operation
<p>The school-wide program plan is available to the LEA, parents, and the public, and the information contained in the plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>P.L. 107-110, Section 1114(B)(2)(B).</p>	<ul style="list-style-type: none"> • Information distributed at Open House
<p>The school-wide program, if appropriate, was developed in coordination will program under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technique Education Act of 1998, and the Head Start Act.</p> <p>P.L. 107-110, Section 1114(b)(2)(B).</p>	