

CHALLAND MIDDLE SCHOOL

School Improvement Plan 2007

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	ISBE Monitoring Not Started.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 550980050261006

District Name: STERLING CUSD 5

School Name : CHALLAND MIDDLE SCHOOL

Superintendent: DR WIL BOOKER

Principal :SUZZETTE HESSER

District Address: 410 E LE FEVRE RD

School Address : 1700 6TH AVE

City/State/Zip : STERLING, IL 61081 1399

City/State/Zip : STERLING, IL 61081 1379

District Phone : (815) 626-5050

School Phone : (815) 626-3300

District Email :

School Email : shesser@sterlingschools.org

Is this for a Title I School? No

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	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?	No	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	76.1		Yes	85.1		Yes	94.7	Yes		
White	100.0	Yes	100.0	Yes	80.0		Yes	88.3		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	64.9		Yes	79.1		Yes				
Asian/Pacific Islander														
Native American														
Multiracial Ethnic	100.0	Yes	100.0	Yes	80.0		Yes	84.0		Yes				
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	35.2	40.5	No	55.9		Yes	92.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	62.9		Yes	75.1		Yes				

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Schools are not accountable for AMAO. This is a district level requirement only.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.5	94.6	95.2	95.1	95.3	94.7
Truancy rate (%)	1.2	1.5	2.1	0.4	0.0	1.0
Mobility rate (%)	20.2	19.8	21.9	18.5	10.8	11.6
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	824	842	821	775	711	698
Economically disadvantaged (%)	31.6	35.7	38.6	40.8	37.0	36.8
Limited English proficient (LEP) (%)	4.2	2.5	0.2	0.5	0.6	1.3
Students with disabilities (%)						
White, non-Hispanic (%)	73.7	72.8	73.0	71.2	70.2	66.9
Black, non-Hispanic (%)	4.2	4.9	4.5	1.9	2.3	3.3
Hispanic (%)	20.4	21.6	22.0	19.4	19.5	21.2
Native American or Alaskan Native (%)	0.5	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	1.2	0.7	0.5	0.5	0.7	0.9

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	72.5	4.9	20.7	1.4	0.5	-
	2002	73.7	4.2	20.4	1.2	0.5	-
	2003	72.8	4.9	21.6	0.7	-	-
	2004	73.0	4.5	22.0	0.5	-	-
	2005	71.2	1.9	19.4	0.5	-	7.0
	2006	70.2	2.3	19.5	0.7	-	7.3
	2007	66.9	3.3	21.2	0.9	-	7.7
D I S T R I C T	2001	73.9	3.7	21.0	1.0	0.3	-
	2002	73.4	3.9	21.4	0.9	0.4	-
	2003	73.0	4.4	21.5	0.8	0.3	-
	2004	71.2	4.3	23.5	0.8	0.3	-
	2005	67.9	2.7	21.5	0.6	0.3	7.0
	2006	66.3	3.0	21.8	0.6	0.1	8.2
	2007	64.4	3.2	21.7	0.5	0.1	10.1
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	3.0	31.4	100.0	93.7	23.8	14.0	1.7	-	-
	2002	4.2	31.6	100.0	94.5	20.2	10.0	1.2	-	-
	2003	2.5	35.7	96.0	94.6	19.8	13.0	1.5	-	-
	2004	0.2	38.6	96.9	95.2	21.9	17.0	2.1	-	-
	2005	0.5	40.8	97.0	95.1	18.5	3.0	0.4	-	-
	2006	0.6	37.0	100.0	95.3	10.8	-	-	-	-
	2007	1.3	36.8	100.0	94.7	11.6	7.0	1.0	-	-
D I S T R I C T	2001	2.7	30.1	98.2	93.3	14.0	41.0	1.2	7.9	77.2
	2002	3.4	33.0	98.4	94.1	14.3	46.0	1.3	4.3	78.5
	2003	2.1	35.1	97.5	94.3	14.9	127.0	3.5	6.9	75.4
	2004	1.5	36.2	99.2	94.5	16.4	33.0	1.0	8.0	74.2
	2005	1.7	40.6	99.3	94.6	15.2	53.0	1.6	4.0	80.8
	2006	1.7	34.1	100.0	94.4	16.5	69.0	2.1	4.0	82.6
	2007	2.3	37.0	100.0	94.6	14.2	75.0	2.3	4.8	81.5
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	812	-	-	-	-	-	-
	2002	824	-	-	-	281	269	-
	2003	842	-	-	-	274	286	-
	2004	821	-	-	-	294	275	-
	2005	775	-	-	-	259	286	-
	2006	711	-	-	-	227	248	-
	2007	698	-	-	-	222	223	-
D I S T R I C T	2001	3,563	266	296	269	268	253	248
	2002	3,529	252	269	290	285	275	270
	2003	3,505	257	250	269	283	293	290
	2004	3,556	249	232	233	294	275	257
	2005	3,457	246	247	231	259	286	265
	2006	3,612	254	250	262	227	248	281
	2007	3,362	269	257	250	222	223	249
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	231.0	16.9	45,075	65.5	34.5	17.0	19.9	-	-
	2002	233.0	17.1	49,593	66.1	33.9	17.0	19.3	1.2	-
	2003	225.0	16.5	50,031	65.9	34.1	17.7	20.0	2.1	-
	2004	202.0	17.1	51,768	63.4	36.6	18.7	22.7	1.5	-
	2005	189.0	16.6	53,133	65.5	34.5	20.1	22.3	1.1	-
	2006	199.0	14.7	51,314	70.3	29.7	18.7	23.0	1.0	-
	2007	215.0	14.1	52,031	71.9	28.1	16.8	21.1	2.3	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	61.9	66.3	76.8	79.1	84.5
White	-	-	-	-	-	-	-	-	-	-	64.6	71.1	82.4	80.1	85.9
Black	-	-	-	-	-	-	-	-	-	-	53.9	76.9	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	50.0	46.3	64.2	78.6	75.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	72.3	81.0	83.4
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	14.3	19.6	35.9	35.5	31.0
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	46.2	58.2	68.6	68.2	71.0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	75.1	72.4	73.8	72.0	79.1	84.5
White	-	-	-	-	-	-	79.2	74.4	76.3	75.9	80.1	85.9
Black	-	-	-	-	-	-	-	50.0	-	-	-	-
Hispanic	-	-	-	-	-	-	68.9	64.3	61.5	61.0	78.6	75.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	69.2	89.5	80.0	81.3	81.0	83.4
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	28.9	34.9	20.0	28.9	35.5	31.0
Economically Disadvantaged	-	-	-	-	-	-	66.6	59.2	56.0	62.6	68.2	71.0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	57.6	64.3	58.6	80.9	87.8
White	-	-	-	-	-	-	-	-	-	-	62.7	69.3	63.4	82.9	89.3
Black	-	-	-	-	-	-	-	-	-	-	50.0	64.2	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	39.2	46.3	46.4	76.8	83.8
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	58.8	76.1	83.3
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	17.1	22.2	36.8	40.0	46.7
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	38.6	52.2	45.5	70.6	80.2

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	80.8	88.0	75.6	78.1	80.9	87.8
White	-	-	-	-	-	-	86.2	88.9	80.9	82.7	82.9	89.3
Black	-	-	-	-	-	-	-	70.0	-	-	-	-
Hispanic	-	-	-	-	-	-	67.4	86.0	65.0	71.2	76.8	83.8
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	76.9	94.8	56.3	81.3	76.1	83.3
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	37.5	72.1	16.7	40.0	40.0	46.7
Economically Disadvantaged	-	-	-	-	-	-	72.6	81.9	60.0	62.2	70.6	80.2

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

The 6th-8th grade reading strategies strand on the ISAT was significantly below the other standards strands of reading comprehension, vocabulary development, and literature.

The 6th-8th grade Hispanic meets and exceeds reading percentage scores on the ISAT were significantly lower than the Caucasian scores. There were fewer Hispanic students who exceeded in reading.

The 6th-8th grade IEP meets and exceeds reading scores were significantly lower than those scores for students who do not have an IEP.

The 6th-8th grade overall meets and exceeds reading scores were significantly lower for boys versus girls.

The 6th-8th grade low socio-economic meets and exceeds reading scores were significantly lower than students who are not low income. There were also fewer low SES students who exceeded.

The 6th-8th grade IEP meets and exceeds math scores were significantly lower than for students who do not have an IEP.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The identified factors are a result of hypotheses generated from all CMS staff members and then refined by the CMS school improvement team members:

Hispanic Reading Scores

- We need to build stronger relationships with our Hispanic students.
- We need a connection with the families of Hispanic students. (3)
- Some students demonstrate low expectations of self. (college??)
- Background/prior knowledge is limited.
- Students are not engaged in school.
- We need literacy materials that student can relate to. (2)
- Student need an advisor in order to feel connected to school and have motivation to do well.
- Students need help with book selection.

IEP Reading Scores

- There is a lack of phonics instruction after 2nd grade and before students reach 6th grade and begin SRA decoding.
- There needs to be more training of aides in the classroom and regular education teachers.
- There is low self-esteem.
- Students not in regular ed classes miss exposure to grade level curriculum.

Boy's Reading Scores

- There aren't enough topics/books (including magazines/newspapers) offered that interest boys. (5)
- Societal stereotypes interfere with achievement.
- Students are not engaged in school.
- Lack of homework completion. Why?
- Not practicing/ reading at home. (2)
- Need help with book selection.

IEP Math Scores

- Multi-step and conceptual problems cause lower achievement.
- Reading story problems cause lower achievement. (5)
- Higher level thinking is required.
- Math is sequential--- If they miss a topic, they should not be allowed to move on.
- Lower cognitive ability

Low Income Reading Scores

- Not reading at home, starting at an early age. (2)
- Student this age now experiencing stress.
- They do not have the home resources necessary. (books/internet...)
- Poor homework completion influences D/F, which influences learning, which influences scores...
- There are serious social issues that are more important to the students.
- Students are not engaged in school.
- Ruby Payne- Time issue- reading = hard, reading does not = entertainment
- Ruby Payne- priorities issue because of other social problems related to lack of money
- Ruby Payne- limited exposure to vocabulary
- Limited background knowledge/ fewer field trips

Reading Strategies

- Maybe we're not specifically naming the reading strategies we're using. (lack of vocabulary) (3)
- Student need more practice with application.
- All teachers are not teaching explicit reading strategies.
- There needs to be clarity in the exact reading strategies that need to be taught.
- Reading strategies need to be used across the curriculum.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

We see a common strand in our achievement data related to reading and Hispanic/low ses/IEP students. We believe that our students need improved instructional teaching strategies in reading, strong relationships and supports, as well as a positive school climate.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Reading achievement on the ISAT indicates areas of weakness with our low ses, special education, and Hispanic students. Our students take the GATES reading test in the fall and spring. The percentage of students increased from the fall to the spring in all three targeted areas.

The percentage of Hispanic students in the targeted area for vocabulary went from 28.4% to 38.8%. For low ses students this rate of increase was 36.5% to 49.4%. For special education student this rate of increase was from 11.9% to 28.1%.

The percentage of Hispanic students in the targeted area for comprehension went from 42.2% to 48.2%. For low ses students this rate of increase was 43% to 48.1%. For special education student this rate of increase was from 15.8% to 17.5%.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

While there was an increase in the percentage of students at target, the results are still below that of students who are not Hispanic, low ses, or special education. The external and internal factors are similar to those listed under the report card (ISAT) data.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

We see a common strand in our achievement data related to reading and Hispanic/low ses/IEP students. We believe that our students need improved instructional teaching strategies in reading, strong relationships and supports, as well as a positive school climate.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

Discipline data indicates that 40% of our disciplinary incidences are related to tardiness and 2/3 of the referrals are connected to male students. Half of the incidents take place in the classroom. Our 6th and 8th grade students participated in the 2008 Illinois Youth Survey administered by our state government. Results show that 59% of our students live with both parents. 1/5 of our 8th graders report that it is very easy to get alcohol and 1/4 believe that it is very easy to get cigarettes. 10-12% of our students reported that they get these items unknowing from their parents. 58% of 6th grade and 54% of 8th grade students feel very safe in their neighborhoods. 100% of our 6th grade students report not having smoked cigarettes in the past month, yet that drops to 90% by 8th grade. 16% of our students admit using over-the-counter drugs for non-medical purposes at least 1-2 in the past year. 6% have used drugs such as OxyContin. 20% of our 6th grade students and 29% of our 8th grade students report having, in the past year, ridden in a car driven by an adult who had been drinking or using drugs. 41% of our 6th grade students and 35% of our 8th grade students report not being home alone after school. 29% of our 8th grade students report feeling so sad or hopeless for at least a 2-week period that they stopped their usual activities. Between 6th and 8th grade there is a decrease in the student's perception that there are clear family rules about alcohol and drug use- from 93% in 6th grade to 78% in 8th grade.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

Middle school students go through tremendous changes physically, emotionally, and socially. These challenges contribute to student academic performance. Experimentation with tobacco, drugs, and alcohol are detrimental to academic success.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

We see a common strand in our achievement data related to reading and Hispanic/low ses/IEP students. We believe that our students need improved instructional teaching strategies in reading, strong relationships and supports, as well as a positive school climate. This data piece, in particular, emphasizes the need for strong relationships and supports for our students as they transition from childhood to adolescence.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

Our school district has 215 teachers with an average of 14.1 years of experience. Nearly 30% of the staff has a master's degree. All of the staff at CMS are highly qualified. With create use of our schedule and early dismissal opportunities, along with support from the district; we were able to provide numerous professional development opportunities throughout the year.

8-16-07 & 8-17-07 PBIS Review

9-4-07 Special Schedule: Marzano Overview- Session 1

9-11-07 Special Schedule: Comparing/Contrasting

9-12-07 Early Dismissal: Comparing/Contrasting

10-2-07 Special Schedule: Similarities/Differences

10-10-07 Early Dismissal: Similarities/Differences

11-6-07 Special Schedule: Reinforcing Effort/Recognition

11-14-07 Early Dismissal: Reinforcing Effort/Recognition (Café)

12-11-07 Special Schedule: Homework and Practice

12-12-07 Early Dismissal: Homework and Practice

1-28-08 Institute: Unwrapping Standards

2-5-08 Special Schedule: Non-linguistic Representations

2-12-08 Special Schedule: Non-linguistic Representations

2-13-08 Early Dismissal: Unwrapping the Power Standards

2-19-08 ISAT Test Administration

4-8-08 Presentation by Family Violence Coordinating Council

4-9-08 Assets Presentation with Kris Noble

5-6-08 Special Schedule: Framework for Understanding Poverty

5-7-08 Early Dismissal: Framework for Understanding Poverty

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

The professional development opportunities this year focused on Robert Marzano's research related to the "Essential 9" teaching strategies with most impact. Through the application of this new knowledge, we expect the professional development provided this year to have a positive impact on student achievement.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Our staff appreciates the opportunity to work together as a professional learning community with new learning provided throughout the school year. With many of our achievement concerns related to students from low income and Hispanic families, we need to be educated and mindful of the research related to best teaching practices for students from these backgrounds and put that information into action.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Challand Middle School supports parental involvement with a variety of methods including core meetings, parent-teacher conferences, automatic phone call-outs, open houses, Channel 11, monthly newsletters, and the CMS website. Parents are encouraged to schedule appointments with their child's teachers at any time during the school year. Teachers meet as a core group three times a week for 45 minutes periods in order to work with students, parents, counselors, administrators, and other staff. Parent-teacher conferences are held twice yearly, and automatic call-outs are used to alert parents of upcoming events. Our back to school nights gives students and their families a chance to meet their teachers and tour our school. Students also receive their schedules and practice their locker combinations. Channel 11 is used to notify parents and the community about CMS good news and events. Monthly newsletters along with periodic grade reports are mailed home, and the CMS website is updated weekly with the latest information for parents, students, and staff.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

While open house events and conferences are well-attended, presence at informational nights or trainings is minimal. This is an issue effecting student performance. We need to educate our families about parenting strategies to help students who are struggling with issues of adolescence including experimentation with drugs or sexuality. Our data shows that while students at this age are in danger of making poor choices they are often suddenly less supervised after school and have a lessening perception of familial values.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

We see a common strand in our achievement data related to reading and Hispanic/low ses/IEP students. We believe that our students need improved instructional teaching strategies in reading, strong relationships and supports, as well as a positive school climate. The parent involvement data piece re-emphasizes the need for strong relationships and supports for our students as they transition from childhood to adolescence.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

Key factors include the improvement of instruction through research-based teaching methodologies for low ses and special education students in reading along with the continued improvement of discipline, climate, and relational support systems for our students.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Students with disabilities are deficient in Reading Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part A. Objective 1

Title : Improve Instruction

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

By June 2009, each grade level cohort of students will show an increase in the percentage of students who met or exceeded on the reading and math ISAT with an overall goal of 85% meets/exceeds in reading (up from 75.8% in 2007) and 90% meets/exceeds in math (up from 84.2% in 2007).

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part A. Objective 1

Title : Improve Instruction

This objective covers the following AYP deficiency areas.

1. Students with disabilities are deficient in Reading Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Improve Instruction

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Select and administer a tier-two reading assessment for students designated as at-risk on the tier one universal reading screening.	8-24-08	6-1-09	During School	Local Funds	0
2. Hold quarterly common writing prompts to practice student extended response to content area reading. Use a school-wide common scoring rubric with collaborative scoring.	8-24-08	6-1-09	During School	Local Funds	0
3. Implement the AVID program with one AVID Elective Class at 7th and one at 8th grade.	8-24-08	6-1-09	During School	Local Funds	12,000
4. Continue the use of interactive readers for language arts instruction in 6th-8th grades in order to give students a concrete model for reading strategies.	8-24-08	6-1-09	During School	Local Funds	4,500
5. Use the Accelerated Reader Program to motivate students to read.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Improve Instruction

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Train all CMS staff members using Ruby Payne's Framework for Understanding Poverty "Instruction Module".	8-24-08	6-1-09	During School	Local Funds	0
2. Train all CMS staff members on the use of differentiated instructional strategies.	8-24-08	6-1-09	During School	Local Funds	0
3. Continue multi-age SRA Corrective Reading Program classes with staff development on student mastery.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Improve Instruction

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Hold a family reading night.	8-24-08	6-1-09	After School	Local Funds	200
2. Hold an AVID parent informational meeting.	8-24-08	6-1-09	After School	Local Funds	100

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Improve Instruction

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

All activity progress will be monitored by the CMS school improvement team. The principal and assistant principal will monitor the implementation of the staff development for instruction through staff evaluation of the new learning presentations. The principal and literacy coach will monitor the implementation of the other activities for the improvement of instruction including the selection of the tier-two reading assessment, the use of quarterly writing prompts, and the use of the Accelerated Reader Program. Progress of these initiatives will be monitored through collection of reading assessment data, collection of writing assessment data, and collection of Accelerated Reader Program data. The use of the interactive readers will be monitored by the principal, literacy coach, and literacy department. The implementation of the AVID program will be monitored by the Sterling School District AVID Coordinator, principal, CMS AVID Elective Teachers, and CMS AVID Team.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Kathy Howard	Principal
TBA	Assistant Principal
TBA	Literacy Coach

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part A. Objective 2

Title : Build Relationships and Supports

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

By June 2009, each grade level cohort of students will show an increase in the percentage of students who met or exceeded on the reading and math ISAT with an overall goal of 85% meets/exceeds in reading (up from 75.8% in 2007) and 90% meets/exceeds in math (up from 84.2% in 2007).

By June 2009, CMS students will report, by student survey, decreases in risky behavior and increases in awareness and use of available supports.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part A. Objective 2

Title : Build Relationships and Supports

This objective covers the following AYP deficiency areas.

Schools are not accountable for AMAO. This is a district level requirement only.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Build Relationships and Supports

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Implement an "adopt-a-kid" program where CMS staff members voluntarily mentor at-risk students.	8-24-08	6-1-09	During School	Local Funds	0
2. Create an advisor/advisee implementation committee with programming beginning for the 09-10 school year.	8-24-08	6-1-09	During School	Local Funds	0
3. Create a CMS committee to explore the expansion of student sports and club offerings at CMS.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Build Relationships and Supports

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Train all CMS staff members using Ruby Payne's Framework for Understanding Poverty "Support".	8-24-08	6-1-09	During School	Local Funds	0
2. Train all CMS staff members in the support systems and programs available through our building, district, and community.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Build Relationships and Supports

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Offer parent/guardian training in the support systems and programs available through our building, district, and community.	8-24-08	6-1-09	After School	Local Funds	100

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : **Build Relationships and Supports**

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

All activity progress will be monitored by the CMS school improvement team. The principal, assistant principal, and counselors will monitor the implementation of the staff development through staff evaluation of the new learning presentations. The principal, assistant principal, and counselors will also monitor the implementation of the other activities to build relationships and supports including the "adopt-a-kid" program, the advisor/advisee committee, the sports/clubs committee, and the parent night. Progress of these initiatives will be monitored through collection of student data, meeting notes, and meeting attendance.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Kathy Howard	Principal
TBA	Assistant Principal
Susan Noble	Counselor

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part A. Objective 3

Title : Improve Discipline and Climate

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

By June 2009, each grade level cohort of students will show an increase in the percentage of students who met or exceeded on the reading and math ISAT with an overall goal of 85% meets/exceeds in reading (up from 75.8% in 2007) and 90% meets/exceeds in math (up from 84.2% in 2007).

By June 2009, CMS will report decreases in behavioral referrals an average daily referral rate goal of 4.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part A. Objective 3

Title : Improve Discipline and Climate

This objective covers the following AYP deficiency areas.

Schools are not accountable for AMAO. This is a district level requirement only.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : Improve Discipline and Climate

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Create a curriculum map of social/emotional, behavioral, and study skills standards to be addressed during the 08-09 scfhool year.	8-24-08	6-1-09	During School	Local Funds	0
2. Create a schedule to teach the CMS social/emotional, behavioral, and study skills curriculum during the 08-09 school year.	8-24-08	6-1-09	During School	Local Funds	0
3. Use core specific data to create core specific behavioral intervention lessons once monthly during 9th period.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : Improve Discipline and Climate

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Train all CMS staff members using Ruby Payne's Framework for Understanding Poverty module entitled: "Discipline".	8-24-08	6-1-09	During School	Local Funds	0
2. Train representatives of the CMS PBIS Team through attendance at three separate Illinois PBIS Network Trainings.	8-24-08	6-1-09	During School	Local Funds	3150
3. Provide a refresher training to all CMS staff members in PBIS universal interventions including best practices in classroom management.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : Improve Discipline and Climate

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Provide parents/guardians with monthly newsletters including current discipline data and goals along with a summary of the social/emotional, behavioral, and study skills taught during that month.	8-24-08	6-1-09	During School	Local Funds	0

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : Improve Discipline and Climate

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

All activity progress will be monitored by the CMS school improvement team. The principal, assistant principal, Dean of Students and PBIS Team members will monitor the implementation of the staff development through staff evaluation of the new learning presentations. The principal, assistant principal, Dean of Students and PBIS Team members will also monitor the implementation of the other activities including the creation of a scope and sequence, the creation of lessons plans, and the teaching of the lesson plans. The same stakeholders will monitor discipline data, provide core teams with core specific data, and track lessons created and taught to students as a result of this data.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Kathy Howard	Principal
TBA	Assistant Principal
TBA	Dean of Students

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

Parents are encouraged to become members of the school improvement team and parent-teacher organization. Survey results and ongoing data from school improvement efforts are shared with all parents through home mailings, website updates, and Sterling School District Channel 11. The state report card is available on the CMS website. The entire school improvement plan for 07-08 was made into a website and linked to the CMS website so that parents and community members can easily access school data and goals for improvement.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

This document was created through a team process involving stakeholders that include administration, faculty, support staff, community members, and parents. The team of stakeholders will have many opportunities to change, improve, and update this school improvement plan. Quarterly reviews of our progress toward meeting the goals set in this plan are shared with all stakeholders through newsletters, website updates, faculty meetings, open houses, parent-teacher conferences, and Sterling School District Channel 11.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

CMS SIP team members created quarterly reviews of the 07-08 plan progress. The CMS SIP team created and shared the 08-09 plan with all CMS staff members. This school improvement plan will be presented to the Board of Education's Education Committee for comments, questions, and other feedback. The CMS SIP members will review the feedback and make any necessary changes.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Purpose of the Program

So that Sterling Schools may enhance student learning, as well as provide its teachers with instructional teaching methods, it has contractually created a Teacher Induction and Mentoring Program. The purpose of the Induction program is to provide ongoing support and assistance to all novice teachers, with the outcome being that each staff member moves from an Illinois Initial Teaching Certificate, to an Illinois Standard Teaching Certificate. Within this Induction Program is our two-year Mentoring Program that is required of each beginning and new teacher to the district.

Details of the Program

Every novice and new teacher that comes to the district is provided with a mentor. This mentor is selected by principals, but must meet district criteria, as well as participate in the district's Mentoring Training Program. Then, throughout the school year, the mentor and mentee meet regularly with one another. On a monthly basis, the mentor/mentee team will meet with the building principal to communicate progress and future strategies.

Sterling School's uses Charlotte Danielson's Framework for Teaching as a guide and a model for its Mentoring Program. This researched-based framework, which each mentor is trained in, helps to lead discussions between mentors and mentees that focus on student achievement and effective classroom strategies.

Goals of the Program

The program has three major goals. First and foremost, it is to improve the quality of classroom instruction of the participating teacher by ensuring that he/she is provided with researched-based, best-practices for teaching. Secondly, Sterling Schools strives to provide not just academic support, but also personal support to those in its Mentor Program. Lastly, it is our desire to acquaint each mentee with tools and information that will assist them "on the job." These items include, the prevailing culture of our school, the District evaluation procedure, the union contract, and district policies affecting teachers and teaching,

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

Internal District Support

- The District provides professional development during institute days and SIP days on differentiated instruction.
- The District provides a mentoring program for all teachers new to the District that stresses instructional strategies using Best Practices research.
- The District provides opportunities and financial support through grants for professional development including Summer Symposium and workshops.
- The District provides curriculum development opportunities and stipends to improve the curriculum for our special education courses and remedial level courses.
- The K-12 Instructional Leadership Team provides support and resources in the core subject areas to help Sterling High School meet their SIP goals.
- The Director of Student Support Services provides information and clarification along with a template and format for writing and review the School Improvement Plan.
- The district provides Challand Middle School with a student data base and tech support via the district Technology Department.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

The Illinois State Board of Education and Regional Office of Education provide support services available to all districts including the Illinois Interactive Report Card.

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Suzi Hesser	Principal
2. Jim McPherson	School Board Member
3. Irene Lewis	Community Member
4. Cindy Frank	Counselor
5. Susan Noble	Counselor
6. Carol Hubbs	Support Staff
7. Cheryl Robinson	Literacy Coach
8. Vicki Dunphy	8th Grade Math Teacher
9. Barb Wolf	7th Grade Social Studies Teacher
10. Pat Foltz	6th Grade Science Teacher
11. Rex Neff	Encore Teacher
12. Joyce Craney	Special Education Teacher

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

CHALLAND MIDDLE SCHOOL - STERLING CUSD 5

ISBE Monitoring - Part I