

Plan Submission and ISBE Monitoring	
Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

## PRELIMINARY INFORMATION

RCDT Number:	170640870252003		
District Name:	Bloomington SD 87	School Name:	Bent Elem School
Superintendent:	Dr Robert S Nielsen	Principal:	Vickie Slagell
District Address:	300 E Monroe St	School Address:	904 N Roosevelt Ave
City/State/Zip:	Bloomington,IL 61701 4028	City/State/Zip:	Bloomington,IL 61701 2936
District Telephone#:	Label 3098276031                      Extn: 221	School Telephone#:	3098284315                      Extn: 0
District Email:	nielsenr@district87.org	School Email:	
Is this plan for a Title I School? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data  
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	75.0		Yes	86.0		Yes	95.3			
White	100.0	Yes	100.0	Yes	84.5		Yes	91.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic												
LEP	100.0	Yes	100.0	Yes								
Students with Disabilities												
Low Income	100.0	Yes	100.0	Yes	67.1	Yes	80.0	Yes				

**Four Conditions Are Required For Making Adequate Yearly Progress**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2008.  
 \*\* Safe Harbor Targets of 70% or above are not printed.  
 \*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

<b>DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION</b>
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The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data  
Item 2 - 2009 AMAO Report

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

**Section I-A Data & Analysis - Report Card Data  
Item 3 - School Information**

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	95.8	95.7	95.9	96.1	96.0	95.4	95.6	95.3
Truancy Rate (%)	-	-	-	-	-	0.3	-	0.3
Mobility Rate (%)	14.3	14.8	24.5	18.2	17.6	22.9	19.5	15.4
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	337	341	333	311	298	347	374	385
Low Income (%)	47.5	38.1	48.6	50.2	49.3	64.0	67.1	69.6
Limited English Proficient (LEP) (%)	-	-	-	-	0.7	21.3	27.0	23.9
Students with Disabilities (%)								
White, non-Hispanic (%)	81.0	77.1	72.7	68.5	65.1	48.7	43.9	41.3
Black, non-Hispanic (%)	16.0	17.9	22.8	25.7	21.5	16.7	16.0	17.1
Hispanic (%)	2.1	3.2	3.0	3.5	4.7	24.5	28.9	31.4
Asian/Pacific Islander (%)	0.6	1.8	1.5	2.3	3.4	1.2	0.8	0.3
Native American or Alaskan Native(%)	0.3	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	5.4	8.9	10.4	9.9

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

**Section I-A Data & Analysis - Report Card Data**  
**Item 4 - Student Race/Ethnicity**

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
<b>S C H O O L</b>	2000	79.2	17.2	2.7	0.9	-	-
	2001	80.7	16.9	1.5	0.9	-	-
	2002	81.0	16.0	2.1	0.6	0.3	-
	2003	77.1	17.9	3.2	1.8	-	-
	2004	72.7	22.8	3.0	1.5	-	-
	2005	68.5	25.7	3.5	2.3	-	-
	2006	65.1	21.5	4.7	3.4	-	5.4
	2007	48.7	16.7	24.5	1.2	-	8.9
	2008	43.9	16.0	28.9	0.8	-	10.4
	2009	41.3	17.1	31.4	0.3	-	9.9
<b>D I S T R I C T</b>	2000	72.4	21.6	4.3	1.6	0.1	-
	2001	70.6	22.1	5.1	2.1	0.2	-
	2002	68.7	22.7	5.7	2.8	0.1	-
	2003	67.5	23.1	6.1	3.3	0.1	-
	2004	65.2	24.0	6.7	4.1	-	-
	2005	63.2	25.9	6.9	4.0	0.1	-
	2006	61.7	25.2	6.5	4.2	0.1	2.3
	2007	60.6	24.3	7.4	3.8	0.1	3.9
	2008	58.8	22.9	8.2	3.9	0.1	6.1
	2009	57.6	22.9	8.4	3.9	0.1	7.2
	2000	61.1	20.9	14.6	3.3	0.2	-

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
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

Section I-A Data & Analysis - Report Card Data  
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	-	34.1	100.0	96.1	20.8	4	1.2	-	-
	2001	-	36.8	100.0	96.1	16.0	1	0.3	-	-
	2002	-	47.5	100.0	95.8	14.3	-	-	-	-
	2003	-	38.1	100.0	95.7	14.8	-	-	-	-
	2004	-	48.6	100.0	95.9	24.5	-	-	-	-
	2005	-	50.2	100.0	96.1	18.2	-	-	-	-
	2006	0.7	49.3	100.0	96.0	17.6	-	-	-	-
	2007	21.3	64.0	100.0	95.4	22.9	1	0.3	-	-
	2008	27.0	67.1	100.0	95.6	19.5	-	-	-	-
	2009	23.9	69.6	100.0	95.3	15.4	1	0.3	-	-
D I S T R I C T	2000	1.5	34.5	100.0	93.6	20.1	171	3.1	4.1	88.4
	2001	2.0	36.0	99.3	93.6	18.2	68	1.3	3.9	88.5
	2002	-	41.4	99.8	93.8	16.2	126	2.3	5.0	88.6
	2003	2.0	35.0	99.8	93.8	21.7	89	1.6	3.8	89.2
	2004	3.2	41.4	99.5	94.1	19.3	100	1.8	4.9	89.1
	2005	2.4	44.1	99.8	93.9	18.1	135	2.4	2.2	92.0
	2006	2.5	45.5	99.8	94.0	18.4	135	2.5	2.5	89.5
	2007	3.6	47.3	99.8	93.5	19.0	116	2.3	2.2	90.0
	2008	3.9	47.3	99.8	93.6	18.8	109	2.1	2.1	89.2
	2009	4.4	49.4	99.8	93.6	17.0	101	1.9	1.8	90.0
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

<b>S T A T E</b>	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

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

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	2000	331	-	-	-	-	-	-
	2001	337	-	-	-	-	-	-
	2002	337	60	55	57	-	-	-
	2003	341	54	51	54	-	-	-
	2004	333	55	53	58	-	-	-
	2005	311	50	48	48	-	-	-
	2006	298	57	48	51	-	-	-
	2007	347	52	66	48	-	-	-
	2008	374	59	46	64	-	-	-
	2009	385	62	57	49	-	-	-
D I S T R I C T	2000	5,611	-	-	-	-	-	-
	2001	5,580	474	497	455	456	426	254
	2002	5,594	484	449	475	433	447	336
	2003	5,701	442	474	445	469	429	330
	2004	5,547	436	421	476	469	449	334
	2005	5,384	408	411	417	410	453	319
	2006	5,288	411	407	421	448	389	316
	2007	5,220	394	389	398	413	423	309
	2008	5,201	386	378	386	404	399	338
	2009	5,304	419	409	377	397	412	283
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

<b>S T A T E</b>	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

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

Section I-A Data & Analysis - Report Card Data  
Item 7 - Educator Data

\*\*Educator Data is available only for district level\*\*

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	358	16	47,672	59	41	19	20	-	-
	2001	362	17	49,099	60	41	18	20	-	-
	2002	367	17	51,757	60	40	18	20	1	-
	2003	379	16	52,473	56	44	18	20	-	-
	2004	356	16	52,932	53	47	19	19	1	-
	2005	351	15	53,460	52	48	19	19	1	-
	2006	352	15	54,373	55	46	19	19	1	-
	2007	355	15	55,946	54	46	18	19	1	-
	2008	360	15	57,758	52	48	18	18	-	-
2009	362	15	58,651	52	48	18	18	-	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1	

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	2009	133,017	13	61,402	44	56	18	18	1	1
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Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data**  
**Item 8a - Assessment Data (Reading)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	72.2	71.8	75.0	82.3	67.8	71.9	-	-	70.5	69.2	62.9	78.7	63.4	50.0	69.1	68.9	70.7	69.8
White	74.4	80.5	73.6	84.0	92.3	87.1	-	-	73.6	74.2	84.0	96.0	85.7	62.0	80.6	80.0	83.9	81.9
Black	-	-	58.4	63.7	80.0	62.6	-	-	-	-	-	81.3	15.4	28.5	33.3	-	-	50.0
Hispanic	-	-	-	-	30.0	42.8	-	-	-	-	9.1	50.0	-	-	-	-	41.2	41.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	26.3	46.6	-	-	-	-	10.0	53.0	-	-	-	-	35.7	41.7
Students with Disabilities	-	-	-	-	-	-	-	-	-	10.0	-	-	-	7.1	27.3	-	30.0	-
Low Income	57.7	59.1	60.8	72.0	51.3	65.2	-	-	65.2	48.1	51.5	67.5	40.0	30.7	55.2	58.3	60.0	64.7

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Section I-A Data & Analysis - Report Card Data**  
**Item 8b - Assessment Data (Mathematics)**

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>	<b>40.0</b>	<b>47.5</b>	<b>47.5</b>	<b>55.0</b>	<b>62.5</b>	<b>70.0</b>
All	96.3	91.5	91.0	91.1	81.0	87.9	-	-	93.1	84.6	75.9	85.2	71.1	68.0	80.0	77.3	75.4	81.1
White	97.6	94.4	97.0	96.0	92.0	100.0	-	-	94.2	83.9	88.0	96.0	88.6	86.2	88.9	86.7	77.4	81.8
Black	-	-	66.6	72.8	90.0	87.5	-	-	-	-	-	75.0	30.8	35.7	66.7	-	-	80.0
Hispanic	-	-	-	-	65.0	62.6	-	-	-	-	27.3	77.8	-	-	-	-	64.7	75.0
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	63.2	64.7	-	-	-	-	20.0	76.5	-	-	-	-	57.1	75.0
Students with Disabilities	-	-	-	-	-	-	-	-	-	60.0	-	-	-	21.4	45.5	-	40.0	-
Low Income	96.2	86.4	89.3	84.0	71.8	85.4	-	-	91.3	81.5	66.7	77.5	56.0	57.7	72.4	73.9	66.6	73.5

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
<b>AYP Benchmark % Meets + Exceeds</b>	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

## Section I-A Data &amp; Analysis - Report Card Data

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

By analyzing the School Report Card, the following strengths and weaknesses have been identified:

**Reading: The percentage of students that M+E increased in 3<sup>rd</sup> and 4<sup>th</sup> grades and decreased in 5<sup>th</sup> grade (3<sup>rd</sup> and 4<sup>th</sup> grades are above the Illinois Benchmark)**

- 71.9% of 3<sup>rd</sup> Grade students M+E (+4.1%).
- 78.7% of 4<sup>th</sup> Grade students M+E (+18%).
- 67.3% of 5<sup>th</sup> Grade students M+E (-3.5%).

**Math: The percentage of students that M+E increased in all grades: (All grades above Illinois Benchmarks)**

- 87.9% of 3<sup>rd</sup> Grade students M+E (+6.9%).
- 85.2% of 4<sup>th</sup> Grade students M+E (+10.2%).
- 78.2% of 5<sup>th</sup> Grade students M+E (+2.8%).

**By Grade and Race:**

- In 3<sup>rd</sup> grade Math, the percentages of students M+E in the White and Black subgroups are above Illinois Benchmarks.
  - White (100 %), Black (87.5%) and Hispanic (62.5%)
- In 3<sup>rd</sup> grade Reading the percentages are White (87.1%), Black (62.5%) and Hispanic (42.9%).
- In 4<sup>th</sup> grade Math the percentages of students M+E in all race subgroups are above Illinois Benchmarks.

- White (96%), Black (75%), and Hispanic (77.8%)
- In 4<sup>th</sup> grade Reading the percentages are White (96%), Black (81.3%), and Hispanic (50%).
- In 5<sup>th</sup> grade Math the percentages of students M+E in all race subgroups are above the Illinois Benchmarks.
  - White (75%), Black (80%), and Hispanic (75%)
- In 5<sup>th</sup> grade Reading the percentages are White (75%), Black (50%), and Hispanic (41.7%).

**By Grade and Income:**

- In Math, the percentages of students M+E in Low Income and Not Low Income subgroups in all grades are above the Illinois Benchmarks. All the percentages of students M+E in Reading Not Low Income subgroups are above the Illinois Benchmarks.
- 88.9% of 3<sup>rd</sup> Grade Not Low Income students M+E in Reading compared to 65.2% of the Low Income students. (Gap = 23.7%) In Math, 94.4% of Not Low Income students M+E compared to 85.4% of Low Income students. (Gap = 9%)
- 100% of 4<sup>th</sup> Grade Not Low Income students M+E in Reading compared to 67.5% of the Low Income students. (Gap = 32.5%) In Math, 100% of Not Low Income students M+E compared to 77.5% of Low Income students. (Gap = 22.5%)
- 71.4% of 5<sup>th</sup> Grade Not Low Income students M+E in Reading compared to 64.7% of the Low Income students. (Gap = 6.7%) In Math, 85.7% of Not Low Income students M+E compared to 73.5% of Low Income students. (Gap = 12.2%)

**By Grade and IEP Status:**

- In Reading, significant gaps exist in the percentage of students M+E in the Not IEP and IEP subgroups in 5<sup>th</sup> grade. Significant gaps also exist in the percentage of students M+E in Math in 5<sup>th</sup> grade. The N of IEP students is 21 (6,8,7)
  - Reading Gaps: (0% 5<sup>th</sup> grade IEP M+E)
 

3<sup>rd</sup> gr = 74.1% v 50% (24.1%), 4<sup>th</sup> gr = 79.2% v 75% (4.2%), 5<sup>th</sup> gr = 77% v 0% (77%)
  - Math Gaps (100% of 3<sup>rd</sup> grade IEP M+E)
 

3<sup>rd</sup> gr = 86.7% v 100% (-13.3%), 4<sup>th</sup> gr = 86.8% v 75% (11.8%), 5<sup>th</sup> gr = 87.5% v 14.3% (73.2%)

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

Several external factors have had a significant impact on Bent School's capacity. The student body has increased by 25% since 2003. During this same time period, the low income population has risen from 49% to 64%. Other factors include a mobility rate of 19.5%, and 27% of Bent School's population is identified as Limited English Proficient (LEP). This growth has challenged the staff in the areas of maintaining a positive building climate, space, availability of non-consumable resources, building movement, and the need for additional building staff. Due to the changing demographics and fluctuating scores, the staff has adapted the following internal resources in order to respond to the background knowledge and language experiences brought into the classroom. Therefore, the teachers focused on these curricular areas:

Reading: vocabulary, reading strategies, comprehension, literature, fluency.

Math: measurement, number sense, algebra, geometry, and data analysis.

Writing: Elementary Writing Guidelines were established by our district. Bent School adopted "The Writing Workshop" in Grades K-5.

The following research-based programs are being implemented school-wide at Bent with integrity.

Scholastic Reading Inventory

Michael Heggerty

Discovery Education

Discovery Assessment

Soliloquy

Lexia

Road to the Code

6 Minute Solutions

Leveled Readers (Guided Reading)

Houghton-Mifflin Small Group Intervention Kit

Language for Learning

Intervention Support for English Language Learners

Reading Counts

Drops in the Bucket for Language Arts and Math

Great Leaps LNF, ISF, NWF

DIBELS

Symphony

Estrellita

Language for Thinking

*What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Bent Staff will continue to focus on measurement and number sense in Math. In Reading, vocabulary and comprehension will continue to be the focus. The Writing Guidelines will continue to be implemented in grades K-5.

In addition, the intervention program at Bent School is continuously reviewed and improved based on data analysis.

**Professional Development continues to be based on Bent School's school improvement plan.**

### Section I-B Data & Analysis - Local Assessment Data

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

The Stanford Achievement Test, SAT 10, provides annual measures of performance in language/reading, math, science, and social studies. This data assists teachers in instructional planning and program/curriculum evaluation.

A post test measure of reading and math is administered in the 1<sup>st</sup> and 2<sup>nd</sup> grades in the spring to determine individual student growth, to determine the need for extended year services, and for program evaluation.

Bent School staff reviewed the Fall 2009 SAT 10 data and identified the following:

**Reading: The percentage of students that M+E increased significantly in 4<sup>th</sup> and 5<sup>th</sup> grades and decreased in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades**

35.3% of 1<sup>st</sup> Grade students M+E (-15.7%).

62% of 2<sup>nd</sup> Grade students M+E (-.2%).

51.2% of 3<sup>rd</sup> Grade students M+E (-7.5%).

55.9% of 4<sup>th</sup> Grade students M+E (+13.5%).

59.3% of 5<sup>th</sup> Grade students M+E (+15.5%).

**Math: The percentage of students that M+E increased significantly in 4<sup>th</sup> grade, and decreased slightly in all other grades:**

35.3% of 1<sup>st</sup> Grade students M+E (-2%).

56% of 2<sup>nd</sup> Grade students M+E (-1.8%)



























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

Analysis of student achievement is discussed in detail in Section 1, Part A of this plan.

Three years of DIBELS data was available for analysis. Classroom teachers and Interventionists provided research based instruction with emphasis on student weaknesses in phonemic awareness and fluency.

Progress Monitoring occurred every 2 weeks to assure continued progress of each child receiving intervention services. Intervention Teams reviewed data in order to make intervention changes as necessary.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

DIBELS and intervention services will be continued with integrity.

K, 1, 2 receive additional intervention services for early literacy intervention.

3, 4, and 5<sup>th</sup> grade students also receive intervention services for continued achievement.

Classroom teachers continue to provide Tier I and II instruction and intervention services.

### Section I-C Data & Analysis - Other Data Item 1 - Attributes and Challenges

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

Bent Elementary School is one of six elementary schools in District 87. Our 423 students are served in kindergarten through grade five serving both English and Spanish speaking populations. Bent School reflects a rich cultural mix of families, staff, and community volunteers. Our staff of over 40 professionals provide a safe and enriching environment for all students. Bent School services students with special education needs, speech and language services, English Language Learner Services, and Academically Talented opportunities. The percentage of economically disadvantaged students continue to rise. In addition, Bent School has a mobility rate of 19.5%. Bent students have the opportunity for weekly instruction in music, art, and physical education by a certified teacher/specialist. Interventionists and a full time Counselor/Social Worker serve students who need additional educational and emotional/behavioral support. Every student spends time weekly in the Bent Learning Center, which is fully equipped with state of the art technology, instruction, and an extensive collection of books and other resources.

Bent School students continue to make Adequate Yearly Progress on the Illinois Standards Assessment Test (ISAT) in the curricular areas of Reading, Math, and Science according to the benchmarks of No Child Left Behind. Bent students made AYP which included ISAT scores of English Language Learners (representing 27% of the population) who were previously held accountable through IMAGE.

With the availability of IlliniData, the Bent Staff has immediate access to testing data. Data is used for directing instruction and improving school performance. School Task Forces examine various test scores to identify target instructional areas for improvement. Teachers identify improvement strategies at each grade level to create a school wide plan that is used as a framework for decision making throughout the year. Staff development efforts are focused toward the School Improvement Plan to meet the needs of all students.

Due to the challenges and changes of the district and community, Bent Staff continues to initiate improvements for ongoing achievement of our diverse student population.

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

An ongoing increase in the percentage of economically disadvantaged students has affected the way teachers deliver instruction and intervention. Research shows that students from low income homes often need enhanced reading readiness skills, more exposure to enriching life experiences, and explicit oral language and vocabulary development which are the building blocks of reading comprehension. In addition, the mobility rate has limited the continuity of curriculum which created learning gaps.

A school wide initiative was developed in order to follow the Tier Model of Response to Intervention. Tier interventions were implemented school wide due to the analysis of our data. These interventions included the special, regular, and bilingual populations.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

**There is a need to refine the current system for the process of student identification for intervention services. Training needs to continue for all staff members with an emphasis on new teachers joining our Bent Staff.**

### Section I-C Data & Analysis - Other Data 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 and information tell you?*

All certified teachers are highly qualified as defined by the No Child Left Behind Act.

All program assistants are highly qualified as defined by the No Child Left Behind Act.

Professional development focuses on the defined needs of our learners.

All staff has the opportunity for technology training.

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

**Training in data analysis and intervention methods have been the focus for staff development which has contributed to student performance.**

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Professional development activities will continue to train staff in the RtI process finding materials that will allow special, regular, and bilingual teachers to function as interventionists.

### Section I-C Data & Analysis - Other Data Item 3 - Parent Involvement

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

The involvement and support of programs sponsored by parents of Bent School has had a positive impact on student learning. Families are involved in various ways including: PTO Membership, Family Reading Night, Family Math Night, Bilingual/ESL Family Workshops, Title I Fall Housing Meeting, Meet the Teacher Night, Carnival, Weiner Roast, Book Fair, Recess Readers, Field Trips, Chess Club, Boy Scouts, Girl Scouts, Fine Arts, Field Day, Web Site Support, School Store, GED Bilingual/ESL Courses.

Curricular content and student progress are communicated through Meet the Teacher Night, parent conferences, curriculum nights, and teacher web sites. Communication is translated into a student's native language.

In all grades, take home folders with student work samples and other communications are sent home weekly. A required parent signature confirms proper delivery.

Our school makes contact with 100% of our families.

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

Individual and groups of parent volunteers have contributed to the enhancement of student performance. Volunteers provide individual and small group tutoring.

The PTO supported the purchase of several SmartBoards and professional teacher training that resulted in increased student engagement.

**Conclusions** - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Effort to involve families in the school through a combination of social and educational events will be continued. Surveys will be conducted to review families' perceptions of Bent School with the purpose to enhance school climate.

**Continued effort to communicate with families regarding the curriculum and grade level expectations is a priority. Building relationships with families enhances support for student success.**

### Section I-D Data & Analysis - Key Factors

*From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?*

Teachers routinely review data and improve their own instructional practices through the ongoing professional development activities that are identified by this data analysis. This commitment to excellence and continuous professional development is based on best practices and research proven programs. We focus on teaching academic areas measured through NCLB and strive to improve the school climate which we know has a significant impact on student learning.

An ongoing process of data analysis allows us to identify areas of students need and challenge. These are then used to guide professional development focus areas to improve the instructional practices that lead to increased student achievement.

Continued efforts to meet the needs of students and families is a priority of Bent School.

### Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">All students will read proficiently by increasing comprehension in a variety of contexts.</a>	
2	<a href="#">Students will improve number sense and measurement skills.</a>	
3	<a href="#">All students will write to communicate for a variety of purposes.</a>	

No deficiencies have been identified in the most recent AYP Report for your school

### Section II-A Action Plan - Objectives

#### Objective 1

All students will read proficiently by increasing comprehension in a variety of contexts.

#### Objective 1 Description

The purpose of this objective is to improve student performance in reading comprehension in a variety of contexts through the use of various assessments, activities and interventions.

No deficiencies have been identified from your most recent AYP Report.

## Section II-B Action Plan - Strategies and Activities for Students

**Objective 1 Title :**

All students will read proficiently by increasing comprehension in a variety of contexts.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All students will increase comprehension through vocabulary activities incorporated into other content instruction, as well as Music, Art, PE, and Learning Center time.	09/01/2009	05/26/2011	During School	Local Funds	1,000
2	Students in grades 3-5 will use Discovery Assessment. This option is available for all grade levels.	09/01/2009	05/26/2011	During School	Local Funds	1,000
3	1st grade students will use Reading A-Z benchmark assessments.	09/01/2009	05/26/2011	During School	Local Funds	0
4	Students in grades 1-5 will increase their comprehension and fluency by use of 6 Minute Solutions. Students will be benchmarked 3 times per year using DIBELS/MIDE.	09/01/2009	05/26/2011	During School	Local Funds	0
5	Students in grades K-5 will increase their reading strategies by using H-M Core Curriculum and leveled readers.	09/01/2009	05/26/2011	During School	Local Funds	500
6	All students will increase comprehension through differentiated instruction including flexible grouping and guided reading activities determined by students' instructional needs. H-M Assessment tests will monitor student progress.	09/01/2009	05/26/2011	During School	Local Funds	500
7	Students in grades 1-5 will increase comprehension by using Scholastic Reading Inventory to determine appropriate book levels.	09/01/2009	05/26/2011	During School	Local Funds	1,000
8	Students in grades K-2 will increase comprehension through phonemic awareness by using Heggerty Phonemic Awareness Activities on a daily basis.	09/01/2009	05/26/2011	During School	Local Funds	0

9	Students in grades K-2 will increase comprehension through phonics activities by using H-M Core Curriculum.	09/01/2009	05/26/2011	During School	Local Funds	500
10	Students in grades 3-5 will increase comprehension by participating in the Reading Counts program.	09/01/2009	05/26/2011	During School	Local Funds	0

**Section II-C Action Plan - Professional Development Strategies and Activities**

**Objective 1 Title :**

All students will read proficiently by increasing comprehension in a variety of contexts.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	All staff will continue to focus on specific intervention strategies that are implemented in the classroom.	09/01/2009	05/26/2011	During School	Local Funds	500
2	All staff will continue to focus on computer technology interventions.	09/01/2009	05/26/2011	During School	Local Funds	500
3	All staff will continue to analyze data to direct instruction using IlliniData, DIBELS/MIDE website, and Discovery Assessment.	09/01/2009	05/26/2011	During School	Local Funds	500
4	All staff will continue to increase their knowledge of Discovery Education in all curricular areas.	09/01/2009	05/26/2011	After School	Local Funds	500
5	Teachers will continue SmartBoard training.	09/01/2009	05/26/2011	After School	Local Funds	500
6	All staff will receive training on differentiating the curriculum.	09/01/2009	05/26/2011	After School	Local Funds	500

**Section II-D Action Plan - Parent Involvement Strategies and Activities**

**Objective 1 Title :**

All students will read proficiently by increasing comprehension in a variety of contexts.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)

1	Meet the Teacher Night will include information for parents on how to help their child increase reading comprehension.	09/01/2009	05/26/2011	After School	Local Funds	0
2	During Parent/Teacher Conferences, parents will receive information to further understand and support grade level content and standards.	09/01/2009	05/26/2011	After School	Local Funds	0
3	A themed Family Reading Night will provide an opportunity for parents and children to engage in reading comprehension activities.	09/01/2009	05/26/2011	After School	Local Funds	200
4	Reading comprehension activities are communicated through classroom and school websites and newsletters.	09/01/2009	05/26/2011	After School	Local Funds	0

**Section II-E Action Plan - Monitoring**

**Objective 1 Title :**

All students will read proficiently by increasing comprehension in a variety of contexts.

**Monitoring** - *Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)*

The following assessment measures will be used in order to monitor the strategies and activities of Objective 1 by using H-M Core Curriculum, Discovery Assessment, DIBELS/MIDE Benchmark, Scholastic Reading Inventory, Reading Counts Quizzes, Reading A-Z Quarterly Assessment, H-M Assessment Tests, Soliloquy, and Lexia.

*Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.*

	Name	Title
1	Vickie Slagell	Interim Principal
2	Terri Matlock	Reading Chairperson

**Section II-A Action Plan - Objectives**

**Objective 2**

Students will improve number sense and measurement skills.

**Objective 2 Description**

The purpose for this objective is to improve student performance in number sense and measurement in math through the use of various assessments, activities, and interventions.

No deficiencies have been identified from your most recent AYP Report.

### Section II-B Action Plan - Strategies and Activities for Students

#### Objective 2 Title :

Students will improve number sense and measurement skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will increase the use of math manipulatives, graphic organizers, calculators and technology in math instruction.	09/01/2009	05/26/2011	During School	Local Funds	1,500
2	Basic facts will be taught (grades K-3) and reviewed (grade 4-5).	09/01/2009	05/26/2011	During School	Local Funds	0
3	Customary and Metric Measurement will be incorporated into other content area instruction, as well as in Music, Art, and PE.	09/01/2009	05/26/2011	During School	Local Funds	0
4	Students will complete a weekly activity related to all math strands.	09/01/2009	05/26/2011	During School	Local Funds	500
5	Focus will be on key math vocabulary and their related operations.	09/01/2009	05/26/2011	During School	Local Funds	0
6	Discovery Assessment and Symphony Math will be used to provide math intervention.	09/01/2009	05/26/2009	During School	Local Funds	2,000

## Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 2 Title :**

Students will improve number sense and measurement skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Discovery Assessment and intervention training.	09/01/2009	05/26/2011	During School	Local Funds	600
2	Exploration of other math resources and interventions.	09/01/2009	05/26/2011	After School	Local Funds	500
3	District level technology training for math intervention software programs.	09/01/2009	05/26/2011	After School	Local Funds	600
4	District level training for improving math instruction with the use of SmartBoards.	09/01/2009	05/26/2011	After School	Local Funds	1,000

## Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 2 Title :**

Students will improve number sense and measurement skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Meet the Teacher Night will include information about all grade level curriculum standards and expectations.	09/01/2009	05/26/2011	After School	Local Funds	0
2	School activities will increase parent/child opportunities to read and learn together including Family Math Night.	09/01/2009	05/26/2011	After School	Local Funds	0
3	School and classroom newsletters/websites will include information about all grade level curriculum standards and expectations.	09/01/2009	05/26/2011	During School	Local Funds	0

## Section II-E Action Plan - Monitoring

**Objective 2 Title :**

Students will improve number sense and measurement skills.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

The following assessment measures will be used in order to monitor the strategies and activities of Objective 2: ISAT, SAT-10, Discovery Assessment, Symphony, and classroom assessments.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Vickie Slagell	Interim Principal
2	Amanda R. Rodriguez	Math Chairperson

## Section II-A Action Plan - Objectives

**Objective 3**

All students will write to communicate for a variety of purposes.

**Objective 3 Description**

All students will write to communicate for a variety of purposes through the use of the district-wide writing guidelines, process-oriented writing and school-wide activities such as "Everybody Has A Story." Teachers will participate in workshops and study groups to improve student writing. Parents will be invited to attend an event celebrating writing. Teachers, students, and parents will work together to improve student writing.

**No deficiencies have been identified from your most recent AYP Report.**

## Section II-B Action Plan - Strategies and Activities for Students

**Objective 3 Title :**

All students will write to communicate for a variety of purposes.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teach grammar lessons/skills presented in the H-M Reading Curriculum and/or Writers' Workshop.	09/01/2009	05/26/2011	During School	Local Funds	2,500
2	Teach the editing marks designated for each grade level.	09/01/2009	05/26/2011	During School	Local Funds	0
3	Teach students to use the writing process in a developmentally appropriate way.	09/01/2009	05/26/2011	During School	Local Funds	1,000
4	Teach district-wide writing vocabulary according to district guidelines	09/01/2009	05/26/2011	During School	Local Funds	500

## Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 3 Title :**

All students will write to communicate for a variety of purposes.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Sentence Strategies Workshop by Phyllis Phostmeyer	09/01/2009	05/26/2011	During School	Local Funds	1,000
2	Writers' Workshop-Lucy Caulkins (Local Trainers)(School study groups)	09/01/2009	05/26/2011	During School	Local Funds	2,500

## Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 3 Title :**

All students will write to communicate for a variety of purposes.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Meet the Teacher Night will include information about all grade level curriculum standards and expectations.	09/01/2009	05/26/2011	After School	Local Funds	0
2	School activities will increase parent/child opportunities to read and learn together such as "Everybody Has A Story."	09/01/2009	05/26/2011	After School	Local Funds	1,000
3	School and classroom newsletters/websites will include information about all grade level curriculum standards and expectations.	09/01/2009	05/26/2011	During School	Local Funds	0

## Section II-E Action Plan - Monitoring

**Objective 3 Title :**

All students will write to communicate for a variety of purposes.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

The following assessments will be used to determine the effectiveness of the strategies and activities: Houghton-Mifflin Reading Theme Tests, ISAT, ACCESS, and SAT-10.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Vickie Slagell	Interim Principal
2	Lisa Wills	Writing Chairperson

### Section III - Development, Review and Implementation Part A. Parent Notification\*

*This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.*

**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. (*\*Requirement for Title I Schools only.*)

Bent School provides the families access to the School Report Card information through the district website, the school newsletter, teacher classroom newsletters, and copies are available upon request. Copies are also available at the Parent Resource Center in our lobby. Parents are given individual student results at conferences.

### Section III - Development, Review and Implementation Part B. Stakeholder Involvement

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Developing the School Improvement Plan is an essential goal for the entire Bent community. It is an ongoing process which includes the following to enhance development:

Parent Surveys; Teacher School Improvement Days (two per year)

PTO Meetings with ongoing presentation, input and updates

Meet the Teacher Night

Administrative Meetings

Elementary Principal Meetings

Title 1 Parent Meeting

Building Leadership Team Input

Each of these groups and activities contribute to the goals of the Bent School Improvement Plan.

	Name	Title
1	Building Leadership Team	
2	Vickie Slagell	Interim Principal

### Section III - Development, Review and Implementation Part C. Peer Review Process

**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 Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review.

Not Applicable

### Section III - Development, Review and Implementation Part D. Teacher Mentoring Process

**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.

Teachers who are new to the district and the school participate in the New Teacher Professional Development Series. This program brings new teachers from all elementary schools together for half day training and mentoring sessions with administrators and/or outstanding veteran teachers. The new teachers participate in workshops, hands-on

training and discussion on district curriculum, the Illinois Learning Standards, teaching reading, communicating with parents and other topics. They take time to reflect on their experiences and formulate personal and professional goals. The teachers also receive print and other resources to support their continued growth. A "helping" teacher is assigned to each new teacher to provide a basic orientation to the school.

### Section III - Development, Review and Implementation Part E. District Responsibilities

***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). If applicable, identify corrective actions or restructuring options taken by the district.

The district has provided the following:

- Technical assistance including the analysis of local standardized achievement test scores, state test scores, and subgroup performance
- Data management including the preparation of requested reports on individual students and groups of students
- Opportunities for collaboration among elementary school principals to improve the school improvement planning process
- Professional development on the use of iirc for administrators and school teams
- Professional development for teachers on the Illinois Learning Standards, Performance Descriptors, and Assessment Frameworks
- Workshop on the changes in the ISAT for administrators and school teams
- Opportunities for all teachers to participate in IlliniData for access to individual, class, and group data
- Other assistance at the request of and in collaboration with the building principals

**Corrective Actions** taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school;
- Appointment of an outside expert to advise the school.

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school. (Please check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - governance and management, and/or
  - financing and material resources, and/or
  - staffing.

### Section III - Development, Review and Implementation Part F. State Responsibilities

**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.

Not applicable

### Section III - Development, Review and Implementation Part G. School Support Team

	Name	Title
1	Vickie Slagell	Interim Principal
2	Lisa Wills	Writing Task Force Chair
3	Terri Matlock	Reading Task Force Chair
4	Amanda Rodriguez	Math Task Force Chair

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**Section IV-A Local Board Action**

**DATE APPROVED** by Local Board:

**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 ensures alignment of curriculum, instruction, and assessments 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 the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes  No

Have the areas of low achievement been clearly identified? [C]

Yes  No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

Yes  No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

Yes  No

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

Yes  No  N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes  No  N/A

Do these local assessment results add clarity to the state assessment data?

Yes  No  N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes  No  N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Yes  No  N/A

Do the other data add clarity to the state assessment data?

Yes  No  N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

**IDENTIFICATION OF KEY FACTORS**

Yes  No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes  No Are the key factors within the district's capacity to change or control? [C]

**CLARITY OF OBJECTIVES**

Yes  No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes  No  N/A Do the objectives address all areas of AYP deficiency? [C]

**ALIGNMENT OF STRATEGIES AND ACTIVITIES**

Yes  No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes  No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes  No Are the strategies and activities measurable? [C]

Yes  No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes  No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes  No  N/A Is professional development aligned with the strategies and activities for students? [C]

Yes  No  N/A Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

Yes  No  N/A Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
<b>MONITORING</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

**PART I - COMMENTS**

**PART II - SECTIONS III and IV OF THE PLAN**

**PARENT NOTIFICATION**

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan 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 parents can understand? (Title I Schools Only) [C]
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**STAKEHOLDER INVOLVEMENT**

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

**PEER REVIEW**

<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Is the peer review process described <u>and</u> is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]</p>
<p><b>TEACHER MENTORING PROCESS</b></p>	
<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]</p>
<p><b>DISTRICT RESPONSIBILITES</b></p>	
<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Is it clear what support the district will provide to ensure the success of the plan? [C]</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p>If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]</p>
<p><b>STATE RESPONSIBILITES</b></p>	
<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]</p>
<p><b>SCHOOL SUPPORT TEAM</b></p>	
<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p>	<p>Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]</p>
<p><b>APPROVAL DATE OF LOCAL BOARD</b></p>	
<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The plan indicates the approval date of this plan. [C]</p>

**PART II - COMMENTS**