

Local Board Approved	
Initial Submission	
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	170640870252009		
District Name:	Bloomington SD 87	School Name:	Oakland Elementary School
Superintendent:	Dr. Barry Reilly	Principal:	Dr. Mary Kay Scharf
District Address:	300 E Monroe St	School Address:	1605 E Oakland Ave
City/State/Zip:	Bloomington, IL 61701 4028	City/State/Zip:	Bloomington, IL 61701 5617
District Telephone#:	Label 3098276031 Extn: 221	School Telephone#:	3096624302 Extn: 0
District Email:	reillyb@district87.org	School Email:	scharfmk@district87.org
Is this plan for a Title I School? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2011 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	2011-12 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2011-12 State Improvement Status	

	Percentage 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	86.9		Yes	96.0		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	89.1		Yes	97.7		Yes				
Black														
Hispanic														
Asian														

American Indian													
Two or More Races													
Native Hawaiian/Pacific Islander													
LEP													
Students with Disabilities													
Economically Disadvantaged	100.0	Yes	100.0	Yes	77.6		Yes	89.8		Yes			

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% 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 85% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% 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.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2011 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	2004	2005	2006	2007	2008	2009	2010	2011
Attendance Rate (%)	96.0	95.5	95.8	95.9	95.8	95.7	95.1	96.3
Truancy Rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0
Mobility Rate (%)	23.0	23.7	31.1	14.6	18.5	18.4	15.8	11.7
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	477	441	459	490	482	488	470	475
Low Income (%)	25.2	26.5	25.9	30.6	24.9	29.3	32.1	30.1
Limited English Proficient (LEP) (%)	0.0	0.0	3.7	6.5	9.5	9.2	11.1	9.1
Students with Disabilities (%)	-	-	-	-	-	-	10.6	10.7
White, non-Hispanic (%)	70.2	73.5	67.1	66.7	66.6	65.8	63.4	64.2
Black, non-Hispanic (%)	15.1	14.7	12.0	11.0	8.3	10.0	11.7	10.5
Hispanic (%)	3.1	2.5	2.6	5.5	5.2	5.7	6.6	6.5
Asian (%)	11.5	9.3	15.0	12.0	14.7	12.7	10.9	11.8
American Indian(%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Two or More Races (%)	-	0.0	3.3	4.7	5.2	5.7	7.4	6.3
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	-	-	0.4

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 (%)	American Indian (%)	Two Or More Races (%)	Native Hawaiian/ Pacific Islander (%)
S C H O O L	2000	80.7	11.9	3.1	4.3	-	-	-
	2001	79.1	12.9	2.5	5.5	-	-	-
	2002	75.3	13.2	2.0	9.5	-	-	-
	2003	72.8	13.9	2.4	10.9	-	-	-
	2004	70.2	15.1	3.1	11.5	-	-	-
	2005	73.5	14.7	2.5	9.3	-	-	-
	2006	67.1	12.0	2.6	15.0	-	3.3	-
	2007	66.7	11.0	5.5	12.0	-	4.7	-
	2008	66.6	8.3	5.2	14.7	-	5.2	-
	2009	65.8	10.0	5.7	12.7	-	5.7	-
	2010	63.4	11.7	6.6	10.9	-	7.4	-
2011	64.2	10.5	6.5	11.8	0.2	6.3	0.4	
D I S T R I C T	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	-
	2010	55.8	23.4	9.0	3.7	0.1	8.1	-

	2011	54.8	22.4	10.5	4.0	0.3	7.9	0.1
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-	-
	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	-
	2010	52.8	18.8	21.1	4.2	0.2	2.9	-
	2011	51.4	18.3	23.0	4.1	0.3	2.8	0.1

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 Truancy (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	-	17.8	98.6	95.7	11.8	-	-	-	-
	2001	-	21.6	100.0	95.5	16.4	-	-	-	-
	2002	-	21.3	100.0	95.4	13.6	-	-	-	-
	2003	-	18.3	100.0	95.3	20.5	-	-	-	-
	2004	-	25.2	100.0	96.0	23.0	-	-	-	-
	2005	-	26.5	100.0	95.5	23.7	-	-	-	-
	2006	3.7	25.9	100.0	95.8	31.1	-	-	-	-
	2007	6.5	30.6	100.0	95.9	14.6	-	-	-	-
	2008	9.5	24.9	100.0	95.8	18.5	-	-	-	-
	2009	9.2	29.3	100.0	95.7	18.4	-	-	-	-
	2010	11.1	32.1	100.0	95.1	15.8	3	0.6	-	-
2011	9.1	30.1	100.0	96.3	11.7	-	-	-	-	
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
	2010	5.0	52.5	99.8	93.7	16.3	118	2.3	2.1	91.4
2011	4.7	53.4	99.8	94.1	16.4	127	2.4	1.6	76.4	

S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	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
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8
	2011	8.8	48.1	96.0	94.0	12.8	63,067	3.2	2.7	83.8

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	512	-	-	-	-	-	-
	2001	513	-	-	-	-	-	-
	2002	494	80	76	97	-	-	-
	2003	496	80	73	81	-	-	-
	2004	477	80	76	79	-	-	-
	2005	441	76	72	73	-	-	-
	2006	459	83	79	71	-	-	-
	2007	490	80	84	74	-	-	-
	2008	482	68	70	82	-	-	-
	2009	488	73	73	65	-	-	-
	2010	470	74	78	63	-	-	-
2011	475	82	71	70	-	-	-	
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
	2010	5,250	403	407	384	399	370	324
2011	5,414	441	428	384	380	397	306	
	2000	1,983,991	-	-	-	-	-	-

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	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
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919
	2011	2,074,806	153,516	153,301	154,241	153,981	153,986	151,059

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)	Average Teacher Experience (Years)	Average Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials (%)	Classes not taught by Highly Qualified Teachers (%)
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	-	-
	2010	370	15	60,364	49	49	18	18	1	-
2011	355	15	61,612	49	51	19	19	1	-	
	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

S T A T E	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
	2009	133,017	13	61,402	44	56	18	18	1	1
	2010	132,502	13	63,296	42	57	18	18	1	1
	2011	128,262	13	64,978	40	60	19	19	1	1

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, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	80.3	86.1	82.4	84.3	86.9	82.3	79.1	89.1	92.6	80.3	88.1	86.1	81.7	80.9	86.0	82.3	80.0	92.5
White	85.4	88.3	84.8	87.7	92.0	83.6	84.0	91.4	95.9	83.0	89.3	90.2	85.4	78.7	89.7	86.4	85.2	93.0
Black	-	-	-	-	-	54.6	60.0	-	-	-	-	-	60.0	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	100.0	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	18.2	41.6	42.1	50.0	-	27.3	54.6	50.0	80.0	40.0	50.0	-	40.0	50.0	28.6	-	33.3	-
Low Income	57.2	69.6	64.7	65.0	82.6	68.2	57.2	73.7	73.7	57.9	80.7	70.0	52.7	55.0	66.6	52.9	59.1	95.0
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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, 2006-2011																		
	Grade 3						Grade 4						Grade 5					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	89.5	100.0	86.7	97.2	92.1	92.4	91.7	95.9	94.0	83.1	97.3	90.3	90.1	87.3	89.9	95.2	81.5	100.0
White	92.7	100.0	91.3	100.0	96.0	95.9	96.0	96.6	95.9	87.2	95.8	92.2	90.9	85.2	91.4	95.4	87.3	100.0
Black	-	-	-	-	-	72.8	60.0	-	-	-	-	-	80.0	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	100.0	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	54.6	100.0	63.2	91.7	-	72.7	63.7	78.6	80.0	46.7	83.3	-	40.0	60.0	50.0	-	41.7	-
Low Income	71.5	100.0	64.7	90.0	82.6	81.9	80.9	94.8	84.2	63.2	96.2	75.0	73.7	75.0	77.8	82.4	63.7	100.0
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grade 6						Grade 7						Grade 8					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
AYP Benchmark % Meets + Exceeds	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0	47.5	55.0	62.5	70.0	77.5	85.0
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Section I-A Data & 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?

Teachers at each grade level, K-5, analyzed local and state testing results. Strengths, weaknesses and summative data are included below.

ISAT 2011 Summary

Oakland:

Reading:

The percentage of students that M+E increased significantly in 5th grade and decreased in 3rd and 4th grades (4th and 5th grades are above the Illinois Benchmarks):

- 82.3% of 3rd Grade students M+E (-4.5%).
- 86.1% of 4th Grade students M+E (-2.1%).
- 92.5% of 5th Grade students M+E (+12.5%).

Math:

The percentage of students that M+E decreased in 4th grade, increased in 3rd grade and increased significantly to 100% in 5th grade (All grades above the Illinois Benchmarks):

- 92.4% of 3rd Grade students M+E (+.3%).
- 90.3% of 4th Grade students M+E (-7.1%).
- 100% of 5th Grade students M+E (+18.5%).

By Grade and Race: (* = Low N)

- In 3rd grade Reading, the percentages are White (83.7%), Black (54.5%), Hispanic (100%), Multiracial (75%) and *Asian (100%).
- In 3rd grade Math, the percentages are White (95.9%), Black (72.7%), Hispanic (100%), Multiracial (75%) and *Asian (100%).
- In 4th grade Reading, the percentages are White (90.2%), Black (66.7%), Hispanic (71.4%), Multiracial (100%) and *Asian (100%).
- In 4th grade Math, the percentages are White (92.2%), Black (77.8%), Hispanic (85.7%), Multiracial (100%) and *Asian (100%).

- In 5th grade Reading, the percentages are White (93%), Black (88.9%), *Hispanic (100%), Multiracial (100%) and *Asian (80%).
- In 5th grade Math, the percentages of students M+E in all race subgroups are above Illinois Benchmarks.
 - o White (100%), Black (100%), *Hispanic (100%), Multiracial (100%) and *Asian (100%).

By Grade and Income:

- In Reading and Math, all the percentages of students M+E in Not Low Income subgroups of all grades and the Low Income subgroup in 5th grade are above the Illinois Benchmarks.
- 87.7% of 3rd Grade Not Low Income students M+E in Reading compared to 68.2% of the Low Income students (Gap = 19.5%). In Math, 96.5% of Not Low Income students M+E compared to 81.8% of Low Income students (Gap = 14.7%).
- 92.3% of 4th Grade Not Low Income students M+E in Reading compared to 70% of the Low Income students (Gap = 22.3%). In Math, 96.2% of Not Low Income students M+E compared to 75% of Low Income students (Gap = 21.2%).
- 91.5% of 5th Grade Not Low Income students M+E in Reading compared to 95% of the Low Income students (Gap = -3.5%). In Math, 100% of Not Low Income students M+E compared to 100% of Low Income students (Gap = 0%).

By Grade and IEP Status:

- In Reading, significant gaps exist in the percentage of students M+E in the Not IEP and IEP subgroups. Slightly less significant gaps exist in the percentage of students M+E in Math, with a 0% gap in 5th grade. The N of IEP students is 29 (11, 9, 9).
 - o Reading Gaps:
 - o 3rd gr = 91.2% v 27.3% (63.9%), 4th gr = 93.7% v 33.3% (60.4%), 5th gr = 96.6% v 66.7% (29.9%)
 - o Math Gaps:
 - o 3rd gr = 95.6% v 72.7% (22.9%) 4th gr = 98.4% v 33.3% (65.1%), 5th gr = 100% v 100% (0%)

Reading Subscores:

	<u>Vocabulary</u>		<u>Reading Strategies</u>		<u>Comprehension</u>		<u>Literature</u>	
	2010	2011	2010	2011	2010	2011	2010	2011
Oakland	68.2	79.4	65	77.5	70	66.5	74.2	77.1
3rd	89.5	82.3	51.3	69.6	69.7	60.8	81.6	77.2

4th	59.2	75	84.2	68.1	67.1	62.5	80.3	81.9
5th	53.8	80.6	58.5	97	73.8	77.6	58.5	71.6

Math Subscores:

	<u>Number Sense</u>		<u>Measurement</u>		<u>Algebra</u>		<u>Geometry</u>		<u>Data Analysis</u>	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Oakland	60.4	64.2	71.4	67.9	84.3	80.7	64.5	73.9	74.2	76.1
3rd	71.1	64.6	89.5	65.8	82.9	78.5	69.7	64.6	76.3	77.2
4th	60.5	75	67.1	66.7	96.1	84.7	64.5	81.9	80.3	83.3
5th	47.7	52.2	55.4	71.6	72.3	79.1	58.5	76.1	64.6	67.2

In reviewing the data of all students combined, reading performance increased at 5th grade and experienced slight decreases in 3rd and 4th grades. Math performance reflected a significant increase at the 5th grade with 100% of all students reaching benchmark. Math performance continues to be a strength of Oakland School students with 96% of students meeting or exceeding the standard overall. Reading continues to be our greatest priority with only 86.9% of students meeting or exceeding. This reflects only a slight improvement over our previous scores. With the exception of reading scores at the 3rd grade, overall scores were above the Illinois benchmark. Closer examination by subgroups revealed an influx of scores.

Data examined by race revealed inconsistent results and should be cautiously interpreted due to the low number of students represented in the minority categories.

Here are generalized observations:

- Math performance of Black students is a relative strength with 72.7%, 77.8% and 100% of students meeting or exceeding in 3rd, 4th, and 5th grade respectively.
- Math performance of Hispanic students is also a relative strength with 100%, 85.7% and 100% of students meeting or exceeding in grades 3rd, 4th, and 5th grades.
- The achievement gap of minority students in reading ranges from 4.1% to 29.2% in reading and from 0% to 23.2% in math. This reflects a decrease in the gap.
- The achievement gap of student the low-socioeconomic category ranges from 19.5 to 22.3 in 3rd and 4th grade respectively, while low income students outperformed

readers in 5th grade by 3.5%. In math, the gap ranged from 14.7% to 21.2% in 3rd and 4th grades with no gap existing in 5th grade between these groups.

- Students in special education continue to demonstrate significantly lower scores in both reading and math.

For the purpose of professional development and raising test scores, subtest analysis was conducted to reveal specific instructional strengths and targets for improvement.

GRADE	Strength Skill Areas		Targeted Skill Areas
3 rd Math	algebra data analysis		number sense measurement geometry
4 th Math	number sense geometry algebra data analysis		measurement
5 th Math	algebra geometry		number sense
3 rd Reading	vocabulary literature		comprehension strategies
4 th Reading	vocabulary literature		comprehension strategies
5 th Reading	vocabulary strategies comprehension		literature

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

Students in special education qualify for services based on deficits in learning processes. This is indicated by a significant delay in one or more curricular area. While NCLB requires these children to achieve identically to their peers without disabilities, this is not logical. In our district and in our school, special education teachers work with the general education teachers to accelerate the achievement of these students. In addition, teachers of these challenged students use various specialized materials and various measures for academic growth as a means to identify progress in each child. These measures minimally include: KTEA, DIBELS Next, Discovery Assessment, and curricular-based measures. Using research-based intervention tools, students in special education have made continued gains, including 100% of 5th grader meeting the benchmark in math.

An increase of students from low income families of nearly 20% has occurred over the past 10 years with 35% of total students in this socio-economic group. Generally, students from this group begin school with fewer life experiences, limited preschool attendance, and reduced nutrition. Furthermore, while scores sometimes spike and dip, a general positive change has occurred over time.

Other factors that could influence these scores:

Scientifically based intervention tools are matched to student instructional needs. Data regarding the effectiveness of these programs will be shared in the local assessment component. These tools are implemented with students identified through universal screening and found to be at risk or in need of intensive intervention. Students receiving intervention at Tier II are monitored for progress every 15 instructional days. Students receiving intervention at the Tier III level are monitored for progress every 10 instructional days. Adjustments to intervention tools, strategies, or time of intervention, are adjusted if needed based on the resulting data.

A school-wide reading motivation program, Reading Counts, resulted in a significant increase in reading over the past six years. In the first year, students read a total of 66 million words. In the fourth year of the program, the total number of words read grew to 167 million words. Also in the fourth year, over 50 students read more than 1 million words individually. This extensive reading resulted in increased consumption of award books and number of genres enjoyed. Each book is followed by a quiz combining literal and inferential questions for increased attention to comprehension.

An ISAT prep course was offered for the 3rd consecutive year. Sixty-eight students were served in this before-school program which included 14, one hour sessions. Selected to receive added instruction in reading, writing or both subjects, students were served in small groups of no greater than 8. Performance on previous ISAT, SAT 10, and the most current Discovery Assessment session were used for this process. Students who were from our low performance sub-groups were given additional consideration. This included children who qualify for free or reduced lunches and children from racial/ethnic categories of Multi-racial, Black, and Hispanic. Results included:

- 68 students were served in the program, however only 65 of these were enrolled at the time of testing.
- Attendance was at 85%, a decrease from previous years.

- 89.7% of participants met or exceeded the benchmark in math.
- 70.7% of participants met or exceeded the benchmark in reading.
- **Of the 19 students who did not meet the benchmark in reading, many represent our groups targeted for greater intervention. Thirteen are from families with low incomes and 12 represented minority races.**
- Of the 8 students who did not meet the benchmark in math, seven represented minority races and 7 were from families with low income.
- Eleven “exceeds” scores were achieved by participating students.
- Ten students improved performance categories!

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

Based on the measured performance of students using a variety of formal assessments, staff members identified targets for improvement. Placing greater emphasis on ISAT and the local SAT 10 results to identify targets, teachers then used results on Discovery Assessment to plan instruction and determine student groupings. Teachers in K-2 reviewed 3rd grade ISAT performance, but also the DIBELS and/or Discovery Assessment data. Historical SAT 10 data was considered. Teachers 3-5 reviewed the ISAT performance of previous and current students. Relative predictive scores were determined on the Discovery Assessment results and historical SAT 10 data was considered.

Using these targets, grade level groups and special area teachers all generated strategies for improvement to implement through the school year. This plan includes a significant increase in Tiers I, II, and III tools and services through our Response to Intervention efforts.

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 are indicated by these data? What areas of strength are apparent?

DIBELS: The Diagnostic Inventory of Basic Early Literacy Skills

This tool is administered with every child in the school three times annually to benchmark reading progress. This universal tool is the major component of selection for Response to Intervention services. The tool is also used every 10 instructional days as a means to monitor the progress of students who receive intense intervention. It is used every 15 days with those students at-risk for failure who also receive intervention services.

The chart below displays the percent of students meeting benchmark in August and the percent of students meeting benchmark in May. Additional data include the percentages of students at-risk for failure and those who require intense intervention. Grades K, 2, 3, and 4 reveal excellent gains. Grades 1 and 5 started the year unusually high and migrated toward the mean over the course of the year.

Oakland School 2010-2011 DIBELS Statistics

	August 2010	Green	75.0%	Yellow	17%	Red	8%
	May 2011	Green	80.0%	Yellow	13%	Red	7%
	Change >>	Green	5.0%	Yellow	-4.0%	Red	-1.0%
Grade 5	August 2010	Green	84%	Yellow	6%	Red	10%
	May 2011	Green	85%	Yellow	6%	Red	9%
	Change >>	Green	1.0%	Yellow	0.0%	Red	-1.0%
Grade 4	August 2010	Green	69%	Yellow	19%	Red	11%

Grade 3	May 2011	Green 73%	Yellow 16%	Red 11%
	Change >>	Green 4.0%	Yellow -3.0%	Red 0.0%
	August 2010	Green 70%	Yellow 18%	Red 12%
Grade 2	May 2011	Green 75%	Yellow 19%	Red 6%
	Change >>	Green 5.0%	Yellow 1.0%	Red -6.0%
	August 2010	Green 71%	Yellow 22%	Red 6%
Grade 1	May 2011	Green 81%	Yellow 13%	Red 6%
	Change >>	Green 10.0%	Yellow -9.0%	Red 0.0%
	August 2010	Green 88%	Yellow 8%	Red 5%
Kindergarten	May 2011	Green 82%	Yellow 11%	Red 8%
	Change >>	Green -6.0%	Yellow 3.0%	Red 3.0%
	August 2010	Green 66%	Yellow 29%	Red 6%
	May 2011	Green 82%	Yellow 15%	Red 2%
	Change >>	Green 16.0%	Yellow -14%	Red -4.0%

Another view of DIBELS data is to consider the impact or change in students receiving services over the course of the year. The chart below outlines this at each grade level. Of the students who did not meet benchmark in August of 2010, the chart defines the percent of children who did meet the benchmark in May of 2011. While a national target for overall success is to have at least 92.5% of students meeting the benchmark, our goal for moving students into this category of meets is of course, 100%.

Reading Skill Progress of Students Receiving Intervention as Measured by DIBELS: 2010/2011

	<u>Total Participants</u>	<u>No Change</u>	<u>Met Benchmark</u>	<u>% recovered to Benchmark</u>	<u>Total Grade at Benchmark</u>
K	31	9	22	71%	82%
1	31	11	20	65%	82%
2	29	14	15	52%	81%
3	24	18	6	25%	75%
4	21	14	7	33%	73%
5	10	8	2	25%	85%
School	146	74	72	49%	80%

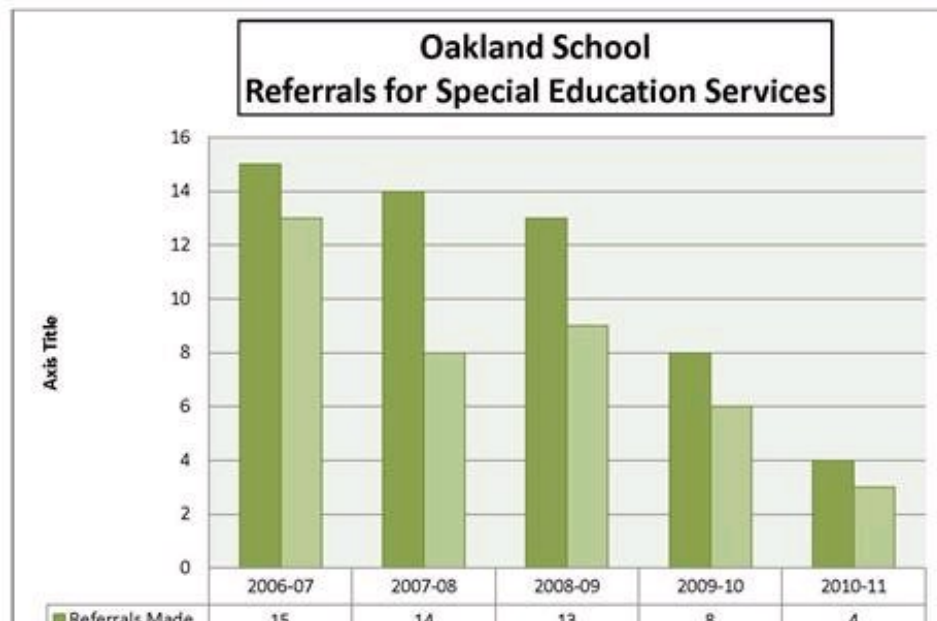
See Next Page

The following table provides information related to students who began the year with greater than 1.5 discrepancy from the grade level average. Statistically significant gains, measured in comparison to the average ending DIBELS score at each grade level, reflect effective intervention across the school, although continued improvement is necessary.

Students with a Beginning Discrepancy of > 1.5 from Grade Level Average					
Percentage of Students showing a significant gain (>.83)					
	<u>Total Students</u>	<u>% Good Response</u>	<u>Good</u>	<u>Questionable</u>	<u>Poor</u>
K	23	100%	23	0	0
1	15	80%	12	0	3

2	25	72%	18	5	2
3	21	57%	12	8	1
4	13	54%	7	3	3
5	10	50%	5	4	1
School	107	72%	77	20	10

To measure the impact of intervention at Oakland School, reviewing the resulting changes in special education statistics is also meaningful. The reduction in the number of children identified for special education services is significant. See the chart below to review the significant drop in referrals for special education services over time.

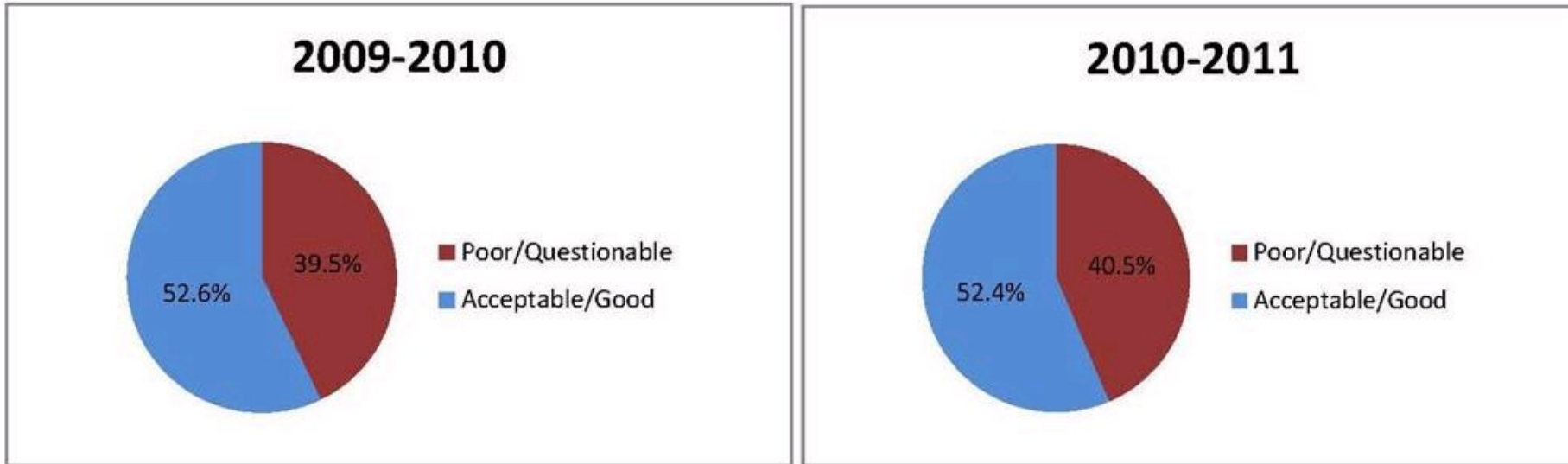


Students Eligible	13	8	9	6	3
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Finally, measuring the specific impact of intervention on special education students increases the accountability of this instruction as well as targets a significantly discrepant subgroup performance at our school. This data has been analyzed for only two years, but will be continued as a priority going forward.

Special Education Performance Discrepancy Data: 2010 and 2011

	09/10		10/11	
Poor	6/38	15.8%	7/42	16.7%
Questionable	9/38	23.7%	10/42	23.8%
		39.5%		40.5%
Acceptable	2/38	5.3%	2/42	4.8%
Good	18/38	47.4%	20/42	47.6%
		52.6%		52.4%



DISCOVERY ASSESSMENT

The students at Oakland School have used Discovery Assessment for three years. During the past two years, we have systematically administered the tools and analyzed the resulting data to improve instructional planning. Our efforts to differentiate instruction are improved by this timely information that allows leveled instruction, instructional grouping, and also supports the focus of whole group instruction.

In addition to providing skill specific results, Discovery Assessment also includes an accompanying plethora of resources. In the touch of a button, teachers access video clips, lesson plans, Power Point presentations, and interactive white board slides for the purpose of reteaching and supplementing the curriculum. While this resource has not been fully tapped by teachers, its use is increasing daily.

While it is too cumbersome to include class graphs in this improvement plan, the following description provides an understanding of the power of this assessment and the uses by our teachers.

- Predicts proficiency for Reading, Language Arts, and Math.
- Screens students to identify risk for academic failure
- Measures academic growth within and across years
- Monitors progress on state standards and Common Core standards
- Analyzes student performance using reports that show proficiency, state and national percentiles, percent correct, item difficulty, and content mastery
- Provides online reports that are easy to understand, are color coded, sort by a variety of variables, and literally link to the Illinois Learning Standards and the Common Core. These same reports link to test items for reteaching purposes and many additional resources described previously.

We have repeatedly reported a performance gap between our whole group performance and that of our African American students. The insert below is just one example of how detailed our Discovery Assessment reports are disaggregated for the purpose of pinpointing instructional targets. Grade level teachers routinely examine results for the purposes stated.

School Report for IL_BLOOMINGTON SCHOOL DISTRICT 87, IL
Disaggregated Skill Report for OAKLAND ELEMENTARY SCHOOL
Grade 2 Reading/Language Arts Race Disaggregation

	Level 4	Level 3	Level 2	Level 1
Grade 2 Test 1 Results				
Vowel / Sentence Segmentation				
Group Totals	6	2	1	2
Black/Afr Amer.	6	2	1	2
Rhyming, Phoneme Manipulation				
Group Totals	1	5	4	1
Black/Afr Amer.	1	5	4	1
Syllables/Word Reading				
Group Totals	9	0	2	0
Black/Afr Amer.	9	0	2	0
Categories: Vocabulary				
Group Totals	8	1	0	2
Black/Afr Amer.	8	1	0	2
Listen: Main Idea-Supporting Details				
Group Totals	0	6	5	0
Black/Afr Amer.	0	6	5	0
Listen: Story Elements				
Group Totals	0	7	3	1
Black/Afr Amer.	0	7	3	1
Listen: Reading Strategies				
Group Totals	2	3	2	4

Black/Afr Amer.	2	3	2	4
Read: Main Idea-Supporting Details				
Group Totals	2	3	1	5
Black/Afr Amer.	2	3	1	5
Read: Story Elements				
Group Totals	0	5	1	5
Black/Afr Amer.	0	5	1	5
Read: Reading Strategies				
Group Totals	2	3	4	2
Black/Afr Amer.	2	3	4	2

Although Discovery touts a high predictability for success on the ISAT, we use a somewhat different interpretation of the results. While the predictability is high, deeper analysis of general categories was necessary at our school. The publisher predicts with 80-90% accuracy that students falling into the top three performance levels will perform successfully on the state test. This is accurate; however, targeting the 10-20% of potential "misses" has been important to our test preparation. We actually found with greater than 90% accuracy what students in the third level of performance must score to reach the "meets" category on the ISAT. Now however, our efforts will focus on the few students each year who perform well on Discovery Assessment, but do not perform predictably well on ISAT. This phenomenon is more related to the reading subtests than math.

The Teacher Drill Down report cannot be shared in this tool due to the inability to remove student names. The power of this tool is that teachers can sort by subtest performance and quickly identify the strength and weak skill areas of students.

The Interactive Summary Report, displayed below and sorted by greatest percent wrong, in descending order, allows teacher to expeditiously complete many analysis tasks.

- Sort by percent correct or percent incorrect, item number, or difficulty level.
- Identify targets for enrichment and reteaching.
- Identify targets for whole group instruction.
- Click the item to have the Illinois State Standard or Common Core appear.
- Move to related resources with a click of the button or tap of the SMARTboard.

Test A of ABC (76 students)

Teacher: **Grade 5 Pool**

Class: **Grade 5 Reading/Language Arts Pool**

Grade: **Grade 5**

Subject: **RE**

Common items without assigned subskills are used in test design to assure valid and reliable tests. They are not included in the proficiency calculation.

Q.#	Ans	Right		Wrong		Code	Reporting Category	Reporting Subcategory	Level
		#	%	#	%				
IL State Reporting Categories 2009									
RE									
22	C	23	30	53	70	2.5.11	Literary Elements and Literary Works	2.5.11 Relationships Between Main/Supporting Characters	Hard
23	B	24	32	52	68	1.5.04	Vocabulary Development and Reading Strategies	1.5.04 Antonyms	Med.
11	D	29	38	47	62	2.5.08	Literary Elements and Literary Works	2.5.08 Character Personality	Hard
13	B	29	38	47	62	1.5.24	Reading Comprehension	1.5.24 Conclusions from Maps/Charts/Graphs/Diagrams	Hard
18	B	30	39	46	61	1.5.22	Reading Comprehension	1.5.22 Inferences/Conclusions/Generalizations	Hard
24	D	35	46	41	54	1.5.28	Reading Comprehension	1.5.28 Author/Illustrator Ideas	Hard
21	D	37	49	39	51	2.5.10	Literary Elements and Literary Works	2.5.10 Causes of Characters' Actions	Med.
32	A	37	49	39	51	1.5.24	Reading Comprehension	1.5.24 Conclusions from Maps/Charts/Graphs/Diagrams	Hard
3	C	38	50	38	50	1.5.25	Reading Comprehension	1.5.25 Interpret Image Based on Text	Med.

16	D	39	51	37	49	1.5.11	Vocabulary Development and Reading Strategies	1.5.11 Minor/Significant Details	Hard
14	C	42	55	34	45	1.5.06	Vocabulary Development and Reading Strategies	1.5.06 Homonyms/Idioms/Analogies	Med.
9	D	43	57	33	43	1.5.25	Reading Comprehension	1.5.25 Interpret Image Based on Text	Med.
17	D	43	57	33	43	1.5.19	Reading Comprehension	1.5.19 Summarize	Med.
25	B	45	59	31	41	1.5.26	Reading Comprehension	1.5.26 Complex Instructions	Med.
30	C	45	59	31	41	2.5.14	Literary Elements and Literary Works	2.5.14 Genres	Med.
2	B	47	62	29	38	1.5.21	Reading Comprehension	1.5.21 Causes of Events	Med.
27	D	47	62	29	38	1.5.05	Vocabulary Development and Reading Strategies	1.5.05 Multiple Meaning Word in Context	Easy
31	C	55	72	21	28	1.5.01	Vocabulary Development and Reading Strategies	1.5.01 Meaning of Unknown Word	Med.
19	C	56	74	20	26	2.5.08	Literary Elements and Literary Works	2.5.08 Character Personality	Med.
20	A	57	75	19	25	1.5.17	Reading Comprehension	1.5.17 Main Idea/Supporting Details	Easy
28	B	57	75	19	25	1.5.23	Reading Comprehension	1.5.23 Fact/Opinion	Easy
15	C	58	76	18	24	1.5.16	Reading Comprehension	1.5.16 Inferences	Easy
26	A	58	76	18	24	1.5.18	Reading Comprehension	1.5.18 Main Idea Not Explicitly Stated	Easy
12	A	59	78	17	22	1.5.09	Vocabulary Development and Reading Strategies	1.5.09 Use Tables/Maps/Charts	Hard
5	B	60	79	16	21	1.5.21	Reading Comprehension	1.5.21 Causes of Events	Med.
6	B	60	79	16	21	1.5.27	Reading Comprehension	1.5.27 Author's Purpose	Med.

7	D	64	84	12	16	1.5.16	Reading Comprehension	1.5.16 Inferences	Med.
10	C	64	84	12	16	2.5.03	Literary Elements and Literary Works	2.5.03 Setting	Med.
1	A	65	86	11	14	2.5.07	Literary Elements and Literary Works	2.5.07 Points of View	Easy
4	A	65	86	11	14	2.5.12	Literary Elements and Literary Works	2.5.12 Figurative Language	Med.
29	A	66	87	10	13	2.5.04	Literary Elements and Literary Works	2.5.04 Author?s Message/Theme	Easy
8	A	71	93	5	7	2.5.05	Literary Elements and Literary Works	2.5.05 Compare Stories to Personal Exp/Prior Know/Stories	Med.

Scholastic Reading Inventory

This online reading assessment is conducted five times during each school year to measure progress on inferential comprehension. This tool also provides students with Lexile scores that correlate to thousands of reading titles in our school's library media center and in our classrooms. Students select books at or near their Lexile to provide successful reading experiences and to challenge and promote increased reading skills. Baseline data from the beginning of the last school year and the progress demonstrated over the course of the year is reflected in charts below.



Proficiency Growth Report

SCHOOL: OAKLAND



Time Period: 08/19/10 – 05/27/11

Total SRI Students: 362

Oakland (362 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	65	18%	136	38%
Proficient	139	38%	138	38%
Basic	99	27%	73	20%
Below Basic	59	16%	15	4%

General observations of this data include:

- A 20% increase in proficient and advanced readers occurred over the course of the year.
- Students falling in the Below Basic category decreased by 12%.
- Although not shown in these illustrations, the average Lexile growth for students was 169 Lexile points. Second grade students demonstrated the greatest average Lexile growth as expected, with an increase of 269 Lexile points.



Demographic Growth Report

SCHOOL: OAKLAND

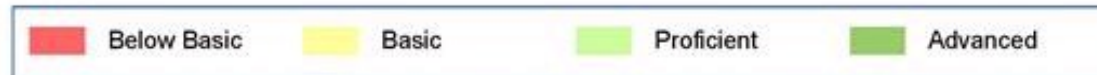


Time Period: 08/19/10 – 05/27/11

Total SRI Students: 294

Oakland (294 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD							
		FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD					
Economically Disadvantaged	0	N/A		N/A					
Gifted and Talented	0	N/A		N/A					
Limited English Proficiency	0	N/A		N/A					
Migrant	0	N/A		N/A					
Students with Disabilities	0	N/A		N/A					
Female	148	16%	18%	42%	24%	8%	13%	37%	42%
Male	144	24%	22%	41%	13%	10%	19%	45%	26%
American Indian/Alaskan Native	1	N/A		N/A					
Asian	28	25%	11%	43%	21%	7%	21%	25%	46%
Black/African American	37	38%	27%	30%	5%	22%	32%	32%	14%
Hispanic	22	18%	32%	41%	9%	5%	18%	55%	23%
Pacific Islander	12	17%	25%	42%	17%	8%	8%	50%	33%
White/Caucasian	194	16%	19%	43%	22%	7%	12%	43%	37%



Using This Report
Purpose: This report provides a demographic breakdown of SRI performance over time.
Follow-Up: Identify demographic groups that are in need of extra help based

on their SRI performance standard percentages.

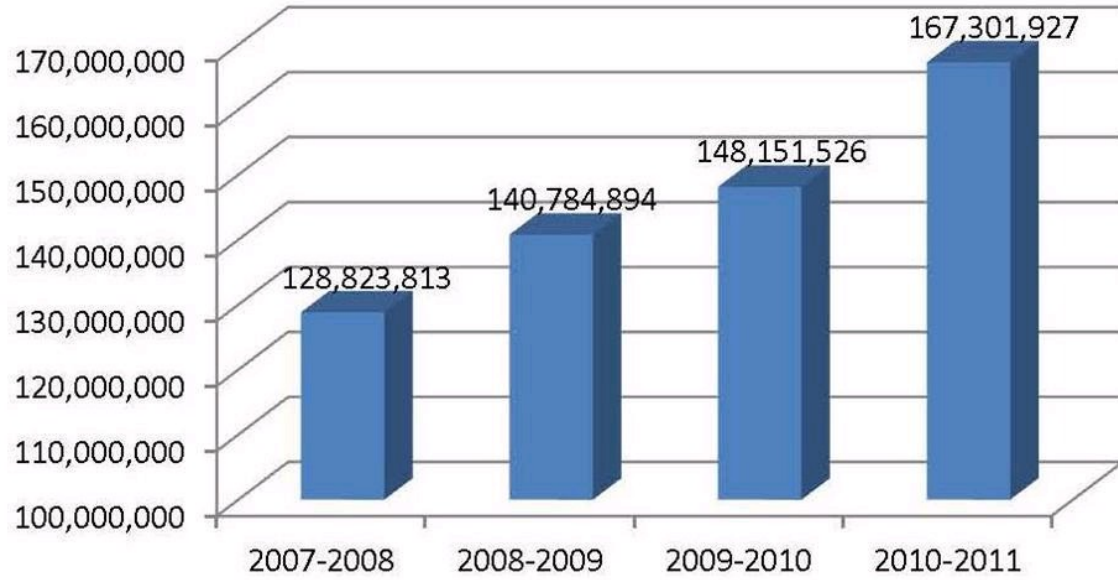
General observations of this data include:

- All demographic groups demonstrated gain over the year.
- Children of Hispanic and Asian heritage reflected the most growth with increases of 28% and 26% of students in the proficient or advanced levels respectively.
- Black/African American students demonstrated the least improvement with only 11% moving into the proficient or advanced levels. However, an additional 16% moved from Below Basic to the Basic performance level

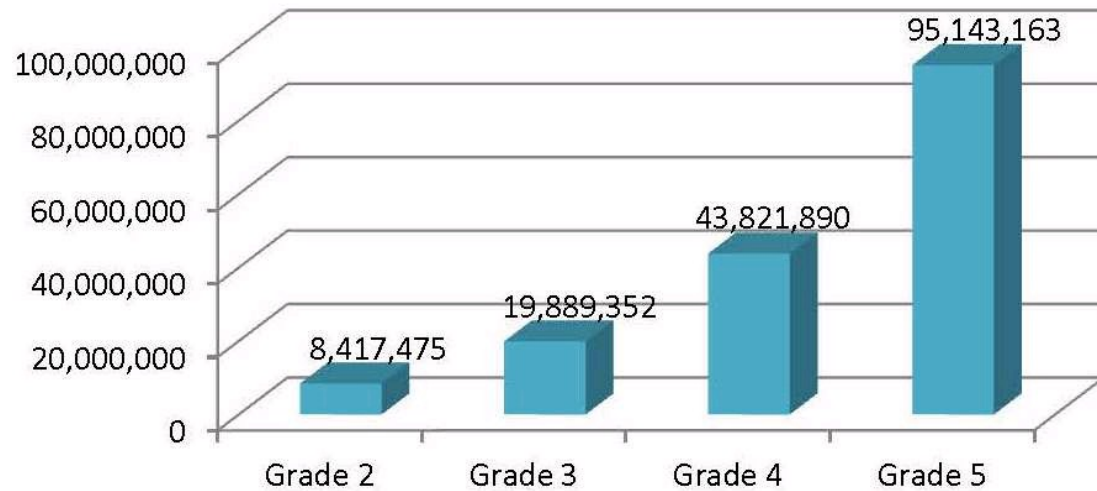
Scholastic Reading Counts

This motivational reading program has had dramatic results in our school over the course of 5 years. Teachers and students set point goals that are measured in the program based on the difficulty and length of the text. After students listen to a read aloud or complete a book independently, they access an on-line quiz for thousands of books. Comprehension questions blend literal and inferential questions and students must answer 7/10 questions correctly to pass the quiz and earn the book points. Students who reach quarterly goals are recognized in the classroom, the office, and in a quarterly assembly. Note the ongoing increases in student reading over time as illustrated in the circulation statistics for our Library Media Center and our Reading Counts statistics. Also note the increase in words read over time as additional evidence of student reading.

Total Number of Words Read



Total Words Read by Grade 2010-2011



SAT 10: SCHOLASTIC ACHIEVEMENT TEST

Oakland SAT 10 Scores: FALL 2010

Reading:

The percentage of students that M+E increased in 2nd and 5th grades, and decreased in 1st, 3rd and 4th grades:

- 62.8% of 1st Grade students M+E (-5.9%)
- 67.1% of 2nd Grade students M+E (+6.9%)

- 59.3% of 3rd Grade students M+E (-4.2%)
- 59.2% of 4th Grade students M+E (-11.9%)
- 67.1% of 5th Grade students M+E (+3.6%)

Math:

The percentage of students that M+E increased in 5th grade, and decreased in 1st - 4th grades:

- 53.2% of 1st Grade students M+E (-9.9%)
- 62.3% of 2nd Grade students M+E (-6.6%)
- 51.2% of 3rd Grade students M+E (-0.2%)
- 60.6% of 4th Grade students M+E (-9.9%)
- 68.6% of 5th Grade students M+E (+0.3%)

By Grade and Race (* = Low N):

- In 1st grade Reading, the percentages are White (60.4%), Black (66.7%), Hispanic (50%), Asian (81.8%) and Multiracial (60%).
- In 1st grade Math, the percentages are White (62.5%), Black (28.6%), Hispanic (37.5%), Asian (36.4%) and Multiracial (60%).
- In 2nd grade Reading, the percentages are White (76.5%), Black (28.6%), Asian (50%), Hispanic (40%) and Multiracial (75%).
- In 2nd grade Math, the percentages are White (75%), Black (12.5%), Asian (50%), Hispanic (33.3%) and Multiracial (60%).
- In 3rd grade Reading, the percentages are White (58.8%), Black (36.4%), *Hispanic (100%), Asian (72.7%), *Pacific Islander (100%) and Multiracial (60%).
- In 3rd grade Math, the percentages are White (51%), Black (27.3%), *Hispanic (100%), Asian (75%) and Multiracial (%).
- In 4th grade Reading, the percentages are White (64.7%), Black (12.5%), *Asian (100%), Hispanic (57.1%) and *Multiracial (50%).
- In 4th grade Math, the percentages are White (66.7%), Black (25%), *Asian (100%), Hispanic (42.9%) and Multiracial (50%).
- In 5th grade Reading, the percentages are White (79.5%), Black (40%), Hispanic (28.6%), Asian (66.7%), *American Indian (100%) and *Multiracial (100%).
- In 5th grade Math, the percentages are White (77.3%), Black (60%), Hispanic (28.6%), Asian (66.7%), *American Indian (100%) and *Multiracial (100%).

By Grade and Income:

- 74.4% of 1st Grade Not Low Income students M+E in Reading compared to 48.6% of the Low Income students (Gap = 25.8%). In Math, 65.9% of Not Low Income students M+E compared to 37.1% of Low Income students (Gap = 28.8%).
- 72.7% of 2nd Grade Not Low Income students M+E in Reading compared to 50% of the Low Income students (Gap = 22.7%). In Math, 68.4% of Not Low Income students M+E compared to 45% of Low Income students (Gap = 23.4%).
- 67.9% of 3rd Grade Not Low Income students M+E in Reading compared to 40% of the Low Income students (Gap = 27.9%). In Math, 62.5% of Not Low Income students M+E compared to 26.9% of Low Income students (Gap = 35.6%).
- 67.3% of 4th Grade Not Low Income students M+E in Reading compared to 36.8% of the Low Income students (Gap = 30.5%). In Math, 71.2% of Not Low Income students M+E compared to 31.6% of Low Income students (Gap = 39.6%).
- 69.4% of 5th Grade Not Low Income students M+E in Reading compared to 61.9% of the Low Income students (Gap = 7.5%). In Math, 69.4% of Not Low Income students M+E compared to 66.7% of Low Income students (Gap = 2.7%).

By Grade and IEP Status:

- In Reading, 72.1 % of 1st Grade Not IEP students M+E. (No Reading scores for IEP students in 1st Grade.) In Math, 58% of 1st Grade Not IEP students M+E compared to 20% of IEP students (Gap = 38%).
- In Reading, 69% of 2nd Grade Not IEP students M+E. In Math, 64% of 2nd Grade Not IEP students M+E. (No Reading or Math scores for IEP students in 2nd Grade.)
- In Reading, 66.7% of 3rd Grade Not IEP students M+E. (No Reading scores for IEP students in 3rd Grade.) In Math, 56.2% of 3rd Grade Not IEP students M+E compared to 11.1% of IEP students (Gap = 45.1%).
- In Reading, 68.9% of 4th Grade Not IEP students M+E. (No Reading scores for IEP students in 4th Grade.) In Math, 68.9% of 4th Grade Not IEP students M+E compared to 10% of IEP Students (Gap = 58.9%).
- In Reading, 73.8% of 5th Grade Not IEP students M+E compared to 22.2% of IEP students (Gap = 51.6%). In Math, 77% of 5th Grade Not IEP students M+E compared to 11.1% of IEP students (Gap = 65.9%).

Oakland SAT 10 Scores: FALL 2010**Reading:**

The percentage of students that M+E decreased from Fall in 1st and 2nd grades:

- 62.3% of 1st Grade students M+E (-0.5% from Fall)
- 58.4% of 2nd Grade students M+E (-8.7% from Fall)

Math:

The percentage of students that M+E increased from Fall in 1st grade and decreased from Fall in 2nd grade:

- 59.7% of 1st Grade students M+E (+6.5% from Fall)
- 55.8% of 2nd Grade students M+E (-6.5% from Fall)

By Grade and Race (* = Low N):

- In 1st grade Reading, the percentages are White (58.3%), Black (33.3%), Asian (90%), Hispanic (62.5%), and Multiracial (80%).
- In 1st grade Math, the percentages are White (60.4%), Black (33.3%), Asian (80%), Hispanic (37.5%) and Multiracial (80%).
- In 2nd grade Reading, the percentages are White (62.7%), Black (25%), Asian (50%), Hispanic (66.7%) and Multiracial (66.7%).
- In 2nd grade Math, the percentages are White (70.6%), Asian (50%), Hispanic (33.3%) and Multiracial (33.3%).

By Grade and Income:

- 76.7% of 1st Grade Not Low Income students M+E in Reading compared to 44.1% of the Low Income students (Gap = 32.6%). In Math, 74.4% of Not Low Income students M+E compared to 41.2% of Low Income students (Gap = 33.2%).
- 63.8% of 2nd Grade Not Low Income students M+E in Reading compared to 42.1% of the Low Income students (Gap = 21.7%). In Math, 63.8% of Not Low Income students M+E compared to 31.6% of Low Income students (Gap = 32.2%).

By Grade and IEP Status:

- In Reading, 69.7% of 1st Grade Not IEP students M+E compared to 18.2% of IEP students (Gap = 51.5%). In Math, 66.7% of 1st Grade Not IEP students M+E compared to 18.2% of IEP students (Gap = 48.5%).
- In Reading, 60% of 2nd Grade Not IEP students M+E. In Math, 57.3% of 2nd Grade Not IEP students M+E. (No Reading or Math scores for IEP students in 2nd Grade.)

Fall Subscores:

Reading:

	<u>Word Study</u>		<u>Vocabulary</u>		<u>Comprehension</u>		<u>Language</u>		<u>Mechanics</u>		<u>Expression</u>		<u>Spelling</u>		<u>Listening</u>		<u>Sentence Reading</u>		<u>Sounds and Letters</u>		<u>Word Reading</u>		
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	
1 st															61.9	40.5			48.2	50.6	72.6	58.2	
2 nd	50.6	61.3		67.5	64.4	59.2	57.8	67.1					65.6	58.4									
3 rd	59.5	53.7	66.2	65.4	62.2	68.3	55.4	56.1					56.8	51.2									
4 th	66.2	39.4	59.7	57.7	78.9	69	66.7	53.5					59	62			69	65.4					
5 th	52.4	60	60.3	68.6	65.1	71.4	65.1	68.6	55.6	65.7	61.9	60	60.3	74.3			56.2	65.3					

Math:

	<u>Problem Solving</u>		<u>Procedures</u>	
	2010	2011	2010	2011
1 st				
2 nd	57.8	72.7	65.6	61
3 rd	56.8	59.8	45.9	51.2
4 th	75.6	64.8	67.9	42.3
5 th	74.6	71.4	54	60

Spring Subscores:

Reading:

	<u>Word Study Skills</u>		<u>Vocabulary</u>		<u>Comprehension</u>		<u>Language</u>		<u>Spelling</u>		<u>Sentence Reading</u>		<u>Word Reading</u>	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
1 st	63.3	66.2			51.9	61	55.6	46.8	46.9	51.9	63	53.2	51.9	63.6
2 nd	37.1	48.1	48.3	62.3	50.6	64.9	32.6	45.5	53.9	52.6				

Math:

	<u>Problem Solving</u>		<u>Procedures</u>	
	2010	2011	2010	2011
1 st	75.3	67.5	59.3	46.8
2 nd	56.2	64.9	46.1	41.6

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

Generalized improvements have been noted over time, but we find a continuous challenge in meeting the needs of children in various demographic subgroups. At the same time, this is the population growing in our school. Identification and targeted instruction alone has not been sufficiently successful. We will continue to seek solutions for this continued gap and begin to address them through the activities and strategies found later in the plan.

Experienced staff members contribute to the improvements in student performance. With only 4 non-tenured staff members, only 2 of whom are classroom teachers, the staff has experience teaching at the assigned grade levels, preparing for and administering the ISAT tests and others. This experience removes anxiety of the unknown and contributes the fruit of years of honing in on effective practices.

In the six years Oakland School has been involved in Response to Intervention, our teachers have developed a repertoire of skills and a base of knowledge that allows them to utilize materials formerly used mostly by special educators. Classroom teachers have also made the dramatic change to address more specifically the individualized needs of all students. The school district invested thousands of dollars to purchase on-line, cutting edge materials for this purpose. Furthermore, teacher-leaders and other professionals at

our school have driven the growth in this area. Leading by example, differentiating instruction driven by data analysis and utilization of intervention tools targeted for specific skill deficits, the RtI leaders have been the catalyst for broad change in this area.

An expanded collection of instructional materials, selected to match skill deficits and presented with specificity, has also changed the face of special education at our school. While individualization of instruction has been constant over time, tool selection and program delivery has increased the integrity of programming. The discrepancy data of this group of children remains significant and closer attention to the achievement gains will be monitored regularly.

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

Our students have historically performed well in the area of math. Despite this strength, we continue to analyze the data each year to pinpoint instructional needs. Number sense is our greatest challenge, while measurement and geometry are also targeted for increased attention.

Although more prevalent in reading, we repeatedly identify the achievement gap between low and non-low income students as well as with children from Hispanic and African American heritage. While establishing instructional targets to attack these deficiencies is critical, our interventions have always addressed the neediest targets. Our challenge in the next two years is to identify what to do differently with our children in these subgroups to harvest greater results. Overall improvement on the identified skill areas will be addressed with all students, but additional efforts will be explored to address this ongoing specific need.

In special education, students are progress monitored every 10 instructional days. To reduce the gap of these students, the RtI coordinator now monitors the data closely as well. These students are now included in data analysis team discussion days and changes in programming follow the response to intervention structure. This increased attention to the effectiveness of programming will lead to increased achievement.

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

Oakland Elementary School is one of six elementary schools in District 87. Our 500 students are served in grades kindergarten through five and reflect a rich cultural mix. While our school received approximately 40 new students due to the options provided through No Child Left Behind, our cultural mix did not change significantly. The only impact noted by staff included larger class sizes.

Our staff of over 40 professionals provides a safe and enriching environment for all students. Oakland School includes services for students with special education needs and speech and language delays, and English Language Learners. Every Oakland student has weekly instruction in music, art, and physical education by a certified teacher/specialist. We also have a part-time school psychologist who supports our Response to Intervention and a full-time counselor/social worker to serve students who need additional educational and emotional support. The social worker also supports PBIS and Response to Intervention. Every student spends time weekly in the Oakland Library Media Center, which is fully equipped with state of the art technology and an extensive collection of books and other resources.

Oakland School students continue to rank consistently above district and state averages in the Illinois Standards Assessment Test (ISAT) in the curricular areas of Reading, Math and Science. Oakland School continues to make Adequate Yearly Progress in all areas tested according to the benchmarks of No Child Left Behind. With increased availability of on-line test data, we are better equipped to access and analyze our school's performance. Team members examine various test scores to identify and 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 decisions-making throughout the year. Staff development efforts are geared toward the School Improvement Plan and meeting the needs of all students;

Improvement activities will be based on these findings in the areas of math and reading.

A second challenge is the increase of students with significant behavioral and emotional needs resulting in disruption to instruction. Teachers are quite skilled in maintaining the needed pace of instruction to complete curricular content, but these types of disruptions impede the process.

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

While demographic changes abounded at Oakland School over the past decade, this trend has somewhat tapered off with the exception of income level. The percentage of low income students reached 35% this fall, the highest in school history. However, the mobility rate which is often related to the income levels of families has remained constant. The two primary challenges teachers face in relationship to student achievement are the increase in students arriving with limited life experiences and the decline of parent support for student responsibility. Furthermore, the range in developmental readiness and acquisition of skills is quite extensive.

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

Now that teachers have knowledge of the availability of student data and have received ongoing guidance on using this data for instructional planning, targeting students from our less-performing subgroups will be more easily addressed. In addition, weight to these student demographic categories will be given for ISAT preparation classes.

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 and information tell you?

All certified staff members are highly qualified in their teaching assignments. Furthermore, three program assistants assigned to support students with special needs and to implement Response to Intervention are also highly qualified.

Here are additional facts about the Oakland School staff:

- Nearly 70% (24/35) of certified staff members have masters level degrees.
- 14 teachers hold an endorsement in reading.

- 8 teachers hold an endorsement in language arts.
- 4 teachers hold an endorsement in math education.
- 2 teachers are qualified to teach in our English as a Second Language program
- 3 teachers are nearly complete with an advanced degree, 2 in reading and 1 in ESL.

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

With an emphasis in reading and the language arts in furthering education, teachers are current in best practices and action research.

Professional development activities support increased achievement. These include the following areas of concentration:

- Technology for increased student engagement
- Technology for analysis of student data
- Response to Intervention - academic and emotional
- Reading
- Math - number sense
- Differentiated instruction
- Strategies for working with children with autism and other special needs

Due to the generous contribution of our Parent Teacher Organization, our budget for professional development allows many staff members to attend outside trainings each year. **Approval to attend these sessions depends on the level of support to the School Improvement Plan targets. The list of professional development activities and this connection to SIP is summarized each year.**

District sponsored and Regional Office of Education sponsored courses are frequently attended and sometimes taught by teachers from Oakland School. Participation in these sessions are timely and typically related to RtI or ISAT preparation.

Staff meetings are frequently used to solve problems, brainstorm solutions, and to conduct professional conversations. In addition, technology training is also conducted during these times. During the 6 school improvement days and teacher workshop days, Oakland teachers have traditionally reviewed the School Improvement Plan as well as targeted a specific task for completion or exploration. During the fall of 2011, analysis of the mounds of data available to us was a priority along with training related to newly adopted

curriculum.

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

Weighting the target for professional development activities with areas of greatest need should be considered. This will include subtest targets as well as our efforts to improve programming for our children with IEPs, who are of African American or Hispanic heritage, who qualify for ESL services, and who are from families with limited incomes.

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?

Over the course of each year, we achieve 100% parent participation. This measure is related to the involvement of parents in conferences and activities. The depth of parent involvement, however, is not measured. It is apparent that parents of our youngest students participate more in the classroom setting while these numbers decrease each year the child attends. Assisting with school-based activities outside the classroom has the greatest overall involvement. This includes activities such as PTO, Family Nights, and scouts.

In a recent parent survey, 92 % of respondents "agreed" or "strongly agreed" they felt welcome at school. It will be our mission to identify meaningful ways for parents to more fully participate in our school.

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

Parent involvement has supported student achievement in multiple ways at our school:

- Parents of kindergarten and first grade students volunteer daily to support academic based center activities in the classrooms.
- Parents at all grade levels participate in an opening of school orientation night in the classrooms. This helps parents understand academic and behavioral expectations which provide more possibilities to support learning.
- Parents and non-parent volunteers support a culture of reading by maintaining the school and classroom libraries with labeling for Lexile and quiz availability.

- As a result of fundraising activities, the Parent Teacher Organization contributed significant technology to the school and classrooms over the past five years. This included multiple SMARTboards and projection units, in addition to 9 student response units (clickers.) These many contributions along with District support have a strong impact on student engagement and preparation for middle and high school.

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

Parent involvement at the classroom and school level contributes to the culture of reading and achievement in our school. While parents of young children often volunteer in the classroom, parents of older students typically volunteer in non-classroom activities and programs.

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?

Instruction related to identified achievement targets will continue to be improved through the application of strategies and programs, participation in professional development activities, and involvement of parents and families.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	We will increase overall reading scores from 86.9% meeting benchmark on the state assessment to 92.5% by increasing reading comprehension.	
2	We will increase overall reading scores from 86.9 to 92.5% meets and exceeds by increasing reading strategy skills.	
3	We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success by expanding knowledge of literature.	
4	We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success using word study strategies.	
5	We will increase overall reading from 86.9% meets and exceeds to 92.5% meeting benchmark by spring of 2012 by expanding language usage skills.	
6	We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense.	
7	We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing measurement skills.	
8	We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds by increasing geometry skills.	
9	We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds the benchmark by increasing data analysis skills.	
10	We will increase our overall reading skills by increasing the percent of special education students who make adequate or better annual progress from 54.7 % to 60%, as measured by DIBELS Next.	

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

Section II-A Action Plan - Objectives

Objective 1

We will increase overall reading scores from 86.9% meeting benchmark on the state assessment to 92.5% by increasing reading comprehension.

Objective 1 Description

By targeting comprehension, strategies, literature, word study, and language at various developmental levels, we will increase our overall reading scores from 86.9% to 92.5% meets plus exceeds, by spring of 2012.

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

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

Objective 1 Title :

We will increase overall reading scores from 86.9% meeting benchmark on the state assessment to 92.5% by increasing reading comprehension.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase reading comprehension, students will increase retelling stories read aloud or to create stories from wordless books.	10/31/2011	10/25/2013	During School	Other	0
2	To increase reading comprehension skills, students will routinely identify the author's purpose within fiction and non-fiction texts.	10/31/2011	10/25/2013	During School	Other	0
3	To increase reading comprehension skills, increased use of inferential questions will be used during guided reading, read alouds, and whole group discussion of texts.	10/31/2011	10/25/2013	During School	Other	0
4	To increase reading comprehension skills, students will engage daily in DEAR time or sustained silent reading and routinely complete structured reading responses or reading journals.	10/31/2011	10/25/2013	During School	Other	0
5	To increase reading comprehension, students will be guided to select texts at instructional Lexile level, although special circumstances may result in approval outside of this range.	10/31/2011	10/25/2013	During School	Other	0
6	To increase reading comprehension, students will participate in small group, differentiated instruction in guided reading structure, multiple times per week.	10/31/2011	10/25/2013	During School	Other	0
7	To increase reading comprehension, identified students will use Tier II intervention tools, Elements of Reading Comprehension, Elements of Reading Vocabulary, and Spotlight on English. These will be used by students in the general education programs of various grade levels.	10/31/2011	10/25/2013	During School	Local Funds	3,000
8	To increase reading comprehension, students in 2nd -5th will be selected for skill-based flexible grouping using data analysis from Discovery Assessment results.	10/31/2011	10/25/2013	During School	Local Funds	0

9	To increase reading comprehension, identified students will use Tier II tools including Reading Plus, Lexia, Soliloquy, and Six Minute Solutions.	10/31/2011	10/25/2013	During School	Local Funds	8,750
10	To increase reading comprehension, students will broadly use Tier I tools and Education City to support grade level targets.	10/31/2011	10/25/2013	During School	Local Funds	2,000
11	To increase reading comprehension, students in 5th grade will use supplemental Gretchen Courtney materials to support acquisition of comprehension strategies.	10/31/2011	10/25/2013	During School	Local Funds	200
12	To increase reading comprehension, students will finish or summarize, act out, or illustrate stories read in special areas classes.	10/31/2011	10/25/2013	Before School	Other	0
13	To increase reading comprehension, students will construct a graphic organizer or digital representations to identify elements of literacy.	10/31/2011	10/25/2013	Before School	Other	0

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

Objective 1 Title :

We will increase overall reading scores from 86.9% meeting benchmark on the state assessment to 92.5% by increasing reading comprehension.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will review the collective activities for each objective. Clarification and informal training on these activities will be provided by expert teachers. These can be a result of inquiry or through the Ideas-a-Minute format.	10/31/2011	10/25/2013	Before School	Other	0
2	Teachers will participate in district, area, and state-wide trainings and conferences on topics specifically connected to SIP targets.	10/31/2011	10/25/2013	After School	Other	2,000
3	Teachers will be provided requested supplemental materials based on connection to targets.	10/31/2011	10/25/2013	After School	Local Funds	1,000

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

Objective 1 Title :

We will increase overall reading scores from 86.9% meeting benchmark on the state assessment to 92.5% by increasing reading comprehension.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents are provided access information to search the school library for appropriately leveled Lexile books with their children.	10/31/2011	10/25/2013	After School	Local Funds	0
2	Through newsletters and Family Fun Night, parents are provided information regarding questioning techniques to stimulate higher level thinking.	10/31/2011	10/25/2013	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 1 Title :

We will increase overall reading scores from 86.9% meeting benchmark on the state assessment to 92.5% by increasing reading comprehension.

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?)

DIBELS Next progress monitoring will measure the growth of students at risk for failure and those with intensive instructional needs. As data is collected, instructional decision-making will follow. Long term data has allowed us to begin looking at peer group average growth as a new measure for comparison of adequate gains.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

Scholastic Reading Counts is administered five times annually. It's foundation of inferential questioning following reading passages is a good measure for positive changes.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Eden Davis	Teacher
2	Mary Kay Scharf	Principal

Section II-A Action Plan - Objectives

Objective 2

We will increase overall reading scores from 86.9 to 92.5% meets and exceeds by increasing reading strategy skills.

Objective 2 Description

By targeting comprehension, strategies, literature, word study, and language at various developmental levels, we will increase our overall reading scores from 86.9% to 92.5% meets plus exceeds, by spring of 2012.

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

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

Objective 2 Title :

We will increase overall reading scores from 86.9 to 92.5% meets and exceeds by increasing reading strategy skills.

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

1	To increase use of reading strategies, students will participate in differentiated instruction targeted by Discovery Assessment results.	10/31/2011	10/25/2013	During School	Other	
2	To increase use of reading strategies, students will participate in differentiated instruction through participation in guided reading multiple times per week.	10/31/2011	10/25/2013	During School	Other	0
3	To increase use of reading strategies, 5th grade students will continue use supplemental Gretchen Courtney materials for development of reading strategies.	10/31/2011	10/25/2013	During School	Other	200
4	To increase use of reading strategies, students will thoroughly review strategies at all grade levels.	10/31/2011	10/25/2013	During School	Local Funds	200
5	To increase use of reading strategies, students will use common strategy poster when prompts are needed.	10/31/2011	10/25/2013	During School	Other	0
6	To increase use of reading strategies, students will identify bold words in text and refer to clues in illustrations to construct meaning of unfamiliar words.	10/31/2011	10/25/2013	During School	Other	0
7	To increase use of reading strategies, students will identify specific parts of a non-fiction book that promote comprehension, e.g. glossary, index, etc.	10/31/2011	10/25/2013	During School	Other	0
8	To increase use of reading strategies, identified students will use Tier II tools including Lexia, Road to the Code, and K-PALS.	10/31/2011	10/25/2013	Before School	Title I	8,860

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

Objective 2 Title :

We will increase overall reading scores from 86.9 to 92.5% meets and exceeds by increasing reading strategy skills.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will engage in professional dialogue regarding strategies used at various grade levels during SIP days and staff meetings.	10/31/2011	10/25/2013	Before School	Other	0

2	Teachers will participate in district, area, and state-wide training and conferences to further develop reading strategy instruction.	10/31/2011	10/25/2013	After School	Other	2,000
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Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title :

We will increase overall reading scores from 86.9 to 92.5% meets and exceeds by increasing reading strategy skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase reading strategies, parents will be provided list and explanation of reading strategies for decoding and for comprehension.	10/24/2011	12/02/2011	After School	Other	0
2	To increase reading strategies, parents will be provided with bookmarks of the strategies for use with children at home during Family Fun Night.	11/17/2011	11/17/2011	After School	Other	50
3	To increase reading strategies, tips for reading with children will be included in teacher and school newsletters or teacher web pages.	10/31/2011	10/25/2013	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 2 Title :

We will increase overall reading scores from 86.9 to 92.5% meets and exceeds by increasing reading strategy 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?)

DIBELS Next progress monitoring will measure the growth of students at risk for failure and those with intensive instructional needs. As data is collected, instructional decision-making will follow. Long term data has allowed us to begin looking at peer group average growth as a new measure for comparison of adequate gains.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

Scholastic Reading Counts is administered five times annually. It's foundation of inferential questioning following reading passages is a good measure for positive changes.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Eden Davis	Teacher
2	Mary Kay Scharf	Principal

Section II-A Action Plan - Objectives

Objective 3

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success by expanding knowledge of literature.

Objective 3 Description

By targeting comprehension, strategies, literature, word study, and language at various developmental levels, we will increase our overall reading scores from 86.9% to 92.5% meets plus exceeds, by spring of 2012.

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

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

Objective 3 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success by expanding knowledge of literature.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase understanding of literature, students will participate in guided reading objectives linked to elements of literature.	10/31/2011	10/25/2013	During School	Other	0
2	To increase understanding of literature, students will use Tier I tools and web-based Education City at all grade levels.	10/31/2011	10/25/2013	During School	Local Funds	1,500
3	To increase understanding of literature, students will participate in teacher-led novel studies emphasizing elements of literature and test structure.	10/31/2011	10/25/2013	During School	Local Funds	300
4	To increase understanding of literature, students will use supplemental Gretchen Courtney materials.	10/31/2011	10/25/2013	During School	Other	200
5	To increase understanding of literature, students will participate in study of literature award nominees and classify each title by genre. K-2: Monarch K-5: Caldecott K-5: Coretta Scott King K-3: Theodore Seuess Geisel 4: Blue Stem (Illinois) 4-5: Sibert Award 4-5: Newberry Award	10/31/2011	10/25/2013	During School	Other	2,000

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

Objective 3 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success by expanding knowledge of literature.

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

1	Teachers will participate in professional dialogue during grade level meetings to share strategies for developing knowledge of literature.	10/30/2011	10/25/2013	Before School	Other	0
2	Teachers will attend local, area, and state-wide trainings if available.	10/31/2011	10/25/2013	After School	Other	2,000

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

Objective 3 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success by expanding knowledge of literature.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To develop knowledge of literature and to help students develop knowledge of literature, parents will be provided list of elements of literature and questions to elicit thoughtful responses from children. This will be accomplished through teacher newsletters, school newsletters, and other school-based communications.	10/31/2011	10/25/2013	After School	Other	0
2	To develop knowledgte of literature and to help students develop this knowledge, parents will be offered an Elements of Literautre bookmark at the Family Fun Night.	10/31/2011	10/25/2013	After School	Other	15
3				Before School	Title I	

Section II-E Action Plan - Monitoring

Objective 3 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success by expanding knowledge of literature.

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?)

DIBELS Next progress monitoring will measure the growth of students at risk for failure and those with intensive instructional needs. As data is collected, instructional decision-making will follow. Long term data has allowed us to begin looking at peer group average growth as a new measure for comparison of adequate gains.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

Scholastic Reading Counts is administered five times annually. It's foundation of inferential questioning following reading passages is a good measure for positive changes.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Meagan O'Brian	Teacher, 1st
2	Bev Edwards	Teacher, 2nd
3	Eden Davis	Teacher, 3rd
4	Shari Cooper	Teacher, 4th
5	Josh Oberts	Teacher, 5th
6	Stacy Hornbacker	Teacher, Kindergarten
7	Lisa Penner	Music Teacher
8	Kathy Johnson	Teacher, Resource
9	Mary Kay Scharf	Principal

Section II-A Action Plan - Objectives

Objective 4

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success using word study strategies.

Objective 4 Description

By targeting comprehension, strategies, literature, word study, and language at various developmental levels, we will increase our overall reading scores from 86.9% to 92.5% meets

plus exceeds, by spring of 2012.

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

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

Objective 4 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success using word study strategies.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase word study, students will be introduced to unique vocabulary highlighted prior to read alouds or student-read texts.	10/31/2011	10/25/2013	During School	Other	0
2	To increase word study, students will receive focused instruction on a word a week.	10/31/2011	10/25/2013	During School	Other	0
3	To increase word study, students will use Tier I and Tier II materials such as Education City and Elements of Reading Vocabulary.	10/31/2011	10/25/2013	During School	Local Funds	3,500
4	To increase word study, students will use Discovery Assessment vocabulary development tools.	10/31/2011	10/25/2013	During School	Local Funds	3,000
5	To increase word study, students will use SMART or other engaging activities to review or expand word knowledge.	10/31/2011	10/25/2013	During School	Other	0
6	To increase word study, students participate in instruction with Tier I tool, Heggerty Phonemic Awareness.	10/31/2011	10/25/2013	During School	Local Funds	0
7	To increase word study, students will use Tier II tools, Lexia, Reading Plus, and Road to the Code.	10/31/2011	10/25/2013	During School	Local Funds	1,500

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

Objective 4 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success using word study strategies.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1				Before School	Title I	

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

Objective 4 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success using word study strategies.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1				Before School	Title I	

Section II-E Action Plan - Monitoring

Objective 4 Title :

We will increase our overall reading scores from 86.9% needs plus exceeds to 92.5% to reach benchmark success using word study strategies.

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?)

DIBELS Next progress monitoring will measure the growth of students at risk for failure and those with intensive instructional needs. As data is collected, instructional decision-making will follow. Long term data has allowed us to begin looking at peer group average growth as a new measure for comparison of adequate gains.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

Scholastic Reading Counts is administered five times annually. Its foundation of inferential questioning following reading passages is a good measure for positive changes.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Meagan O'Brian	Teacher, 1st
2	Bev Edwards	Teacher
3	Eden Dafvis	Teacher
4	Shari Coope	Teacher
5	Josh Oberts	Teacher
6	Stacy Hornbacker	Teacher, Kindergarten
7	Kathy Johnson	Teacher, Resource
8	Lisa Penner	Art Teacher
9	Mary Kay Scharf	Principal

Section II-A Action Plan - Objectives

Objective 5

We will increase overall reading from 86.9% meets and exceeds to 92.5% meeting benchmark by spring of 2012 by expanding language usage skills.

Objective 5 Description

By targeting comprehension, strategies, literature, word study, and language at various developmental levels, we will increase our overall reading scores from 86.9% to 92.5% meets plus exceeds, by spring of 2012.

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

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

Objective 5 Title :

We will increase overall reading from 86.9% meets and exceeds to 92.5% meeting benchmark by spring of 2012 by expanding language usage skills.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	To increase language usage skills, students will participate in Daily Oral Language or Drops in the Bucket mini-lessons.	10/31/2011	10/25/2013	During School	Other	0
2	To increase language usage skills, students will use teacher-developed writing resource booklets for provision of visual prompts and examples.	10/30/2011	10/25/2013	During School	Other	0
3	To increase language usage skills, students will continue super sentence strategies and use of developmental sentence patterns and grade level targets.	10/31/2011	10/25/2013	During School	Other	0
4	To increase language usage skills, students will engage in Discovery Assessment spelling and punctuation lesson tools.	10/31/2011	10/25/2013	During School	Other	3,000
5	To increase language usage skills, targeted students will engage in supplemental Houghton-Miffling grammar instruction.	10/31/2011	10/25/2013	During School	Other	0

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

Objective 5 Title :

We will increase overall reading from 86.9% meets and exceeds to 92.5% meeting benchmark by spring of 2012 by expanding language usage skills.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will review grade level writing expectations as well as grade level exit skills in punctuation and grammar.	12/08/2011	12/08/2011	Before School	Other	0

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

Objective 5 Title :

We will increase overall reading from 86.9% meets and exceeds to 92.5% meeting benchmark by spring of 2012 by expanding language usage skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase parent understanding of age appropriate writing skills, teachers will include the one page grade level expectations sheet in newsletters.	10/31/2011	02/29/2012	After School	Other	0
2	To increase parent understanding of appropriate writing skills, the grade level expectations sheets will be posted on the Oakland School Web Page.	10/31/2011	10/25/2013	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 5 Title :

We will increase overall reading from 86.9% meets and exceeds to 92.5% meeting benchmark by spring of 2012 by expanding language usage 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?)

DIBELS Next progress monitoring will measure the growth of students at risk for failure and those with intensive instructional needs. As data is collected, instructional decision-making will follow. Long term data has allowed us to begin looking at peer group average growth as a new measure for comparison of adequate gains.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

Scholastic Reading Counts is administered five times annually. It's foundation of inferential questioning following reading passages is a good measure for positive changes.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Meagan O'Brian	Teacher, 1st
2	Bev Edwards	Teacher, 2nd
3	Eden Davis	Teacher, 3rd
4	Shari Cooper	Teacher, 4th
5	Josh Oberts	Teacher, 5th
6	Stacy Hornbacker	Teacher, Kindergarten
7	Lisa Penner	Music Teacher
8	Kathy Johnson	Teacher, Resource
9	Mary Kay Scharf	Principal

Section II-A Action Plan - Objectives

Objective 6

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense.

Objective 6 Description

Students will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense, measurement, geometry, data analysis, math procedures, math problem solving, and algebra.

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

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

Objective 6 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will increase number sense by expanding participation in math talks for richer understanding of topics and to identify addition and subtraction in literature.	10/24/2011	10/25/2013	During School	Other	0
2	Students will increase number sense by using the strategies of acting out or use of manipulatives to routinely demonstrate addition and subtraction.	10/31/2011	10/25/2013	During School	Other	0
3	Students will increase number sense by focusing student sponge activities on estimating, number comparisons, and use of a weekly estimation jar for repeated experience with estimating.	10/31/2011	10/25/2013	During School	Other	0
4	Students will increase number sense by students participating in differentiated, leveled math lessons or guided practice.	10/31/2011	10/25/2013	During School	Other	0
5	Students will increase number sense by participating in targeted lessons identified by enVision Math assessments.	10/31/2011	10/25/2013	During School	Other	0
6	Students will increase number sense with systematic or grade level use of FASTT Math program to relieve lack of basic fact skills. Additional Tier I materials include Mastering Facts and Education City.	10/31/2011	10/25/2013	During School	Local Funds	1,500
7	Students will increase number sense at Tier II and Tier III by using Focus Math curriculum, as well as Symphony Math and Go Solve.	10/31/2011	10/25/2013	During School	Local Funds	1,900

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

Objective 6 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Math Talks course will be pursued for Oakland participation.	11/01/2011	03/01/2012	After School	Other	900
2	Participate in continued professional development in daily use of enVision Math curriculum and enrichment materials.	10/31/2011	10/25/2013	After School	Local Funds	0
3	Participate in professional dialogue to share successful ideas through Idea a Minute process.	10/31/2011	10/25/2013	Before School	Other	0
4	Students will increase number sense by following instructional sequence within each enVision Math Topic.	10/31/2011	10/25/2013	After School	Other	0
5	Seek opportunities for local or statewide training or conferences related to differentiation of instruction or development of number sense.	10/31/2011	10/25/2013	After School	Other	1,000
6	Increased collaboration between resource and general education students will assure parallel core instruction.	10/31/2011	10/25/2013	Before School	Title I	0
7	Provide on-site peer training for use of FASST Math, Symphony Math, Go Solve, and Education City.	10/31/2011	10/25/2013	Before School	Title I	500

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

Objective 6 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
	To increase parent knowledge of objectives, we will include articles in					

1	newsletter and on website regarding explanation of number sense and how to help develop this in children.	11/01/2011	11/01/2011	After School	Other	0
2	To increase geometry skills, parents will be encouraged through newsletters to provide access to online math games through the Oakland School website LMC links.	10/31/2011	10/25/2013	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 6 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense.

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?)

A pilot of a DIBELS math component will examine predictive reliability of this tool at the 4th grade level.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

FASST Math and Education City each includes monitoring data of individual student gains.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Josh Oberts	Teacher
2	Stacy Hornbacker	Teacher
3	Mary Kay Scharf	Teacher

Section II-A Action Plan - Objectives

Objective 7

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing measurement skills.

Objective 7 Description

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense, measurement, geometry, data analysis, math procedures, math problem solving, and algebra.

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

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

Objective 7 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing measurement skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase measurement skills, students will experience use of standard and non-standard measurement in special area classes and general education classes.	10/31/2011	10/25/2013	During School	Other	0
2	To increase measurement skills, students will experience integration of height, weight, and length activities in daily routines and math centers, including SMART slides for active participation.	10/31/2011	10/25/2013	During School	Other	0
	To increase measurement skills, students will participate in lessons					

3	focused on strengths and weaknesses as identified by Discovery Assessment.	10/31/2011	10/25/2013	During School	Local Funds	0
4	To increase measurement skills, students will participate in Daily Common Core Review, Drops in the Bucket, Education City, or similar activities that include measurement.	10/31/2011	10/25/2013	During School	Other	2,000
5	To increase measurement skills, students will use ISAT prep materials providing additional measurement practice.	10/31/2011	10/25/2013	During School	Local Funds	0
6	To increase measurement skills, students will focus on the integration of this skill in science.	10/31/2011	10/25/2013	During School	Other	0
7	To increase measurement skills, students with special needs will increase collaboration general education students to assure parallel learning experiences.	10/31/2011	10/25/2013	Before School	Other	0
8	To increase measurement skills, student performance weaknesses identified in related enVision Math Topics will be targeted for additional lessons and guided practice.	10/31/2011	10/25/2013	During School	Other	0

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

Objective 7 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing measurement skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Participate in area or statewide workshop or math conference with emphasis on measurement.	10/31/2011	10/25/2013	After School	Other	2,000
2	Increase collaboration between general and special education teachers to assure parallel learning experiences.	10/31/2011	10/25/2013	Before School	Title I	0

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

Objective 7 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing measurement skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase measurment skills, include parent article on incorporating measurement into daily home activities.	12/01/2011	12/01/2011	After School	Other	0
2	To increase measurement skills, parents will be encouraged through newsletters to provide access to online math games through the Oakland School website LMC links.	10/31/2011	10/25/2013	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 7 Title :

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing 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?)

A pilot of a DIBELS math component will examine predictive reliability of this tool at the 4th grade level.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

FASST Math and Education City each includes monitoring data of individual student gains.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Stacy Hornbacker	Kindergarten Teacher
2	Josh Oberts	5th Grade Teacher
3	Mary Kay Scharf	Principal

Section II-A Action Plan - Objectives

Objective 8

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds by increasing geometry skills.

Objective 8 Description

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense, measurement, geometry, data analysis, math procedures, math problem solving, and algebra.

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

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

Objective 8 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds by increasing geometry skills.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	To increase geometry skills, students will routinely identify and describe attributes of geometric shapes, including vertices and flat	10/31/2011	10/25/2013	During School	Other	0

	surface.					
2	To increase geometry skills, students will participate in skill-specific lessons targeted by performance on Discovery Assessment.	10/31/2011	10/25/2013	During School	Local Funds	
3	To increase geometry skills, students will use related online games and Education City.	10/31/2011	10/25/2013	During School	Local Funds	1,500
4	To increase geometry skills, students will use ISAT prep materials to further prepare for question structure and content.	10/31/2011	10/25/2013	During School	Other	0
5	To increase geometry skills, students will create and use and discuss 2-D and 3-D geometric shapes.	10/31/2011	10/25/2013	During School	Other	0

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

Objective 8 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds by increasing geometry skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Seek workshop for integration of math skills in special area classes.	10/31/2011	10/25/2013	After School	Local Funds	2,000

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

Objective 8 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds by increasing geometry skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase geometry skills, parents will be encouraged through newsletters to provide access to online math games through the Oakland School website LMC links.	10/31/2011	10/25/2013	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 8 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds by increasing geometry 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?)

A pilot of a DIBELS math component will examine predictive reliability of this tool at the 4th grade level.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

FASST Math and Education City each includes monitoring data of individual student gains.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Josh Oberts	Teacher
2	Mary Kay Scharf	Principal
3	Stacy Hornbacker	Teacher

Section II-A Action Plan - Objectives

Objective 9

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds the benchmark by increasing data analysis skills.

Objective 9 Description

We will increase overall math scores from 96% meets and exceeds to 97% meets plus exceeds the benchmark by increasing schoolwide number sense, measurement, geometry, data analysis, math procedures, math problem solving, and algebra.

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

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

Objective 9 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds the benchmark by increasing data analysis skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To increase data analysis skills, students will regularly participate in plotting and graph analysis.	10/31/2011	10/25/2013	During School	Other	0
2	Students will increase data analysis skills by maintaining and interpreting 6 Minute Solution and Basic Math Fact progress daily.	10/31/2011	10/25/2013	During School	Other	0

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

Objective 9 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds the benchmark by increasing data analysis skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1				Before School	Title I	

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

Objective 9 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds the benchmark by increasing data analysis skills.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1				Before School	Title I	

Section II-E Action Plan - Monitoring

Objective 9 Title :

We will increase overall math scores from 96% meets plus exceeds to 97% meets plus exceeds the benchmark by increasing data analysis 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?)

A pilot of a DIBELS math component will examine predictive reliability of this tool at the 4th grade level.

Discovery Assessment data, collected three to four times annually, will provide ongoing estimates of success on spring ISAT tests. This data will be analyzed following each administration to identify instructional targets and to determine flexible grouping.

FASST Math and Education City each includes monitoring data of individual student gains.

In the fall of each year, the SAT 10 is administered to students in 1-5th grade. This tool has provided reliable predictions of success on the spring ISAT tests.

The ISAT, administered in the spring, will be the final measure to determine success on stated objectives for student achievement.

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	Josh Oberts	Teacher
2	Mary Kay Scharf	Principal
3	Stacy Hornbacker	Teacher

Section II-A Action Plan - Objectives

Objective 10

We will increase our overall reading skills by increasing the percent of special education students who make adequate or better annual progress from 54.7 % to 60%, as measured by DIBELS Next.

Objective 10 Description

This data reflects student discrepancy from the mean growth at each grade level. A district standard was applied to place the growth into the categories: Good, Adequate, Questionable, and Poor.

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

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

Objective 10 Title :

We will increase our overall reading skills by increasing the percent of special education students who make adequate or better annual progress from 54.7 % to 60%, as measured by DIBELS Next.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will participate in multiple intervention programs selected based on deficit areas and intensity of need.	10/31/2011	10/25/2013	During School	Other	3,000

2	Students will participate in intensified progress monitoring to measure response every 10 instructional days.	10/31/2011	10/25/2013	During School	Other	0
3	Selected students will participate in home-based intervention programs selected to match deficit areas and address the need for increased intensity.	10/31/2011	10/25/2013	After School	Other	150

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

Objective 10 Title :

We will increase our overall reading skills by increasing the percent of special education students who make adequate or better annual progress from 54.7 % to 60%, as measured by DIBELS Next.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Progress monitoring will occur every 10 instructional days. Resulting data will be reviewed by RtI team every 30 instructional days to identify continued match of selected tools and adequate progress.	10/31/2011	10/25/2013	During School	Other	
2	Increased and intensified integrity checks will be conducted on instrumentation of all Response to Intervention materials. Identified needs will be addressed through retraining.	10/31/2011	10/25/2013	During School	Other	
3	Full Response to Intervention team will meet quarterly to review planning and procedures in effort toward continuous improvement of our program.	10/31/2011	10/25/2013	After School	Other	
4	Response to Intervention technical coordinator will facilitate at-home access of tools needed for home intervention.	10/31/2011	10/25/2013	After School	Other	

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

Objective 10 Title :

We will increase our overall reading skills by increasing the percent of special education students who make adequate or better annual progress from 54.7 % to 60%, as measured by DIBELS Next.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents of selected students will be involved in decision to administer at home programs for Response to Intervention.	10/31/2011	10/25/2013	During School	Other	
2	Parents of selected students will be trained by interventionist to use materials with integrity at home.	10/31/2011	10/25/2013	After School	Other	

Section II-E Action Plan - Monitoring

Objective 10 Title :

We will increase our overall reading skills by increasing the percent of special education students who make adequate or better annual progress from 54.7 % to 60%, as measured by DIBELS Next.

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?)

DIBELS Next is the main indicator of achievement of this objective. Other measures to consider include growth in Scholastic Reading Inventory Lexiles scores and annual progress on the Kauffman Test of Educational Achievement.

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	Mary Kay Scharf	Principal
2	Kathy Johnson	Teacher

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.*)

An overview presentation of the school's achievement will be conducted each of the two years during PTO meetings. Additionally, a copy of the SIP is posted on the school web page with easy access. The school newsletter may include tidbits about school improvement throughout the school year. In the weeks prior to state testing, parents will be notified about how to best prepare their child for a successful testing experience.

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.

Achievement targets and improvement activities were developed over time by all certified staff members. During the opening of school days, on the School Improvement Day, and on separate teacher release work days, teachers analyzed all available student data. Additional, full-day data meetings are conducted 7 times a year to review intervention progress and to identify necessary adjustments to prescribed treatment.

Because all school improvement activities take place with the whole group, grade level leadership representatives are identified as the School Improvement Team. PTO members provide feedback annually..

The level of parent participation in school activities, academic and non-academic, is significant. An active PTO contributes thousands of dollars and supportive programs for the school community. In an effort to seek input on school success and related matters, a survey satisfaction was conducted.

Parents participated in a 27 item survey including a 4 point scale and open-ended questions. 138/384 families returned surveys for a return rate of 36%. This survey provided information about parent satisfaction, parent understanding of programs, and parent perceived needs from school setting. This information was considered in activity development

and in non-academic school climate improvements.

The survey results are included:

Oakland Elementary School
1605 E. Oakland Avenue
Bloomington, Illinois 61701

PARENT SURVEY-A SCHOOL EVALUATION TOOL

The purpose of this questionnaire is to learn how parents feel about our school. We hope you will give your honest opinion. Our goal at Oakland School is to continue to evaluate and refine all programs so we can offer the best education to our students. Thank you in advance for taking the time to provide us your opinion

Person completing the survey: Mother Father Both Other

Grade levels of your children: K 1 2 3 4 5

Number of years you have had a child attending Oakland School: 1 2 3 4 5 6

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The school meets my child's needs in the following areas:	%	%	%	%
	Reading/Language Arts	60	37	3	1
	Mathematics	60	37	3	0
	History/Social Science	56	42	1	1
	Science/Health	57	42	1	0
	Physical Education	52	46	2	0
	Art	60	37	1	0
	Music	58	42	1	0
	Technology	56	42	1	0

2.	My child is encouraged to participate in an instructional program that helps to realize his or her highest potential.	49	45	6	1
3.	Special programs such as the Library Media Center, art, and music enhance my child's learning program.	68	32	0	0
4.	My child is provided opportunities to use technology as a learning tool (e.g. computers, SMARTboards, etc.).	72	28	0	0
5.	My child likes school.	65	32	3	0
6.	The school provides a safe and clean environment for my child.	73	24	1	1
7.	The discipline standards are high, and problems are dealt with in an appropriate manner.	60	37	2	1
8.	My child feels he or she is welcomed and valued at school.	67	31	3	0
9.	Positive communication exists between myself and school personnel, and they are receptive to my concerns and suggestions.	63	34	3	0
10.	The homework assigned is teaching responsibility and good study habits and is reflective of the curriculum.	65	30	4	1
11.	The school Progress Report Card, parent-teacher conferences, and interactions with school personnel effectively communicate my child's academic progress and behavior growth.	61	39	0	0
12.	The school provides support and services for students with identified or special needs.	50	43	6	1
		Strongly Agree	Agree	Disagree	Strongly Disagree
13.	The school provides my child with opportunities to develop respect, responsibility, and problem-solving skills.	62	38	0	0
14.	The relationship between my child and his or her teacher is one of mutual respect, warmth, and caring.	60	37	2	1
15.	I feel welcome at school.	54	38	8	0
16.	Special activities such as Spirit Days, the Multicultural Fair, Good Citizenship Recognitions, and the Reading Counts Program build school pride and a positive school climate.	65	34	1	1
17.	The teacher responds to my child's individual needs.	53	41	5	1

18.	The school provides a challenging and positive learning environment for students.	59	37	4	1
19.	The leadership in the school is effective.	63	35	1	0
20.	The school principal is visible at special events and accessible to parents.	74	25	1	0
21.	The school maintains high standards and expectancies in school work and behavior.	60	36	3	1
22.	The overall quality of the instructional program at Oakland School is outstanding.	57	39	4	1

We welcome hearing from you about your child's experiences at Oakland School. Please use an additional piece of paper if you need more space. (Items with 5 or more similar responses were included below.)

23. In what areas of school life at Oakland School does your child experience joy or success?

- Academics - 34
- Art - 25
- Library - 23
- PE - 16
- Music - 15
- Recess - 8
- Bucket system - 8
- School carnival/special event/extra activities - 7
- Friends - 6
- Rewards for good behavior - 5

24. In what areas of school life does your child struggle or feel unsuccessful?

- Reading - 12
- Math - 6
- Socializing - 6
- Handwriting - 6

25. One thing I would like to change about Oakland School is:

- Smaller class sizes - 8
- Longer lunch time - 6

26. As a parent, the things I appreciate most about Oakland School are:

- **Friendly and helpful teachers and staff -45**
- **Good Communication - 21**
- **HOOT - 11**
- **How accessible Dr. Scharf is - does outstanding job - 9**
- **Safety - 7**
- **Technology - 6**
- **Family activities outside of school - 5 (health/multicultural fair/carnival)**
- **The diversity - 5**

	Name	Title
1	Jessica Ryder	Social Worker
2	Lauren Geggus	Art Teacher
3	Mary Kay Scharf	Principal
4	Bryan Wolfe	Teacher
5	Bethany Romer	Teacher
6	Amanda Long	Program Assistant
7	Cynthia Brown	Program Assistant
8	Alycia Carroll	Speech Pathologist
9	Mrs. Ice	Speech Pathologist Intern

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.

NA

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.

The District has an informal mentoring process including the informal assignment of colleagues. District classes are offered to new teachers as induction.

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 will provide adequate resources to acquire needed materials and promote attendance at related workshops and trainings. Especially in the area of Response to Intervention, the district will provide coaching, training, and opportunities for team development on a quarterly basis.

The provision of all assessment materials are also provided by the district.

Ongoing on-line access to student data in various forms is provided by the school district. This data is sortable for its many intended purposes such as identifying strengths and weaknesses, targeting instruction, and developing homogeneous and heterogeneous flexible grouping.

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.

NA

	Name	Title
1	Meagan O'Brian	Teacher, 1st
2	Bev Edwards	Teacher, 2nd
3	Eden Davis	Teacher, 3rd
4	Shari Cooper	Teacher, 4th
5	Josh Oberts	Teacher, 5th
6	Stacy Hornbacker	Teacher, Kindergarten
7	Lisa Penner	Music Teacher
8	Mary Kay Scharf	Principal

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 (OPTIONAL)

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 (OPTIONAL)

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]
MONITORING	
<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

Yes No

Is the peer review process described and 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]

TEACHER MENTORING PROCESS Yes No

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]

DISTRICT RESPONSIBILITIES Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

 Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES Yes No

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]

SCHOOL SUPPORT TEAM Yes No N/A

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]

APPROVAL DATE OF LOCAL BOARD Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS