

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

PRELIMINARY INFORMATION

RCDT Number:	170640870252009		
District Name:	Bloomington SD 87	School Name:	Oakland Elementary School
Superintendent:	Dr Robert S Nielsen	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:	nielsenr@district87.org	School Email:	scharfmk@district87.org
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

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

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

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	86.2		Yes	94.0		Yes	95.7			
White	100.0	Yes	100.0	Yes	88.5		Yes	95.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

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

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

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

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

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

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

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

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

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

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	95.4	95.3	96.0	95.5	95.8	95.9	95.8	95.7
Truancy Rate (%)	-	-	-	-	-	-	-	-
Mobility Rate (%)	13.6	20.5	23.0	23.7	31.1	14.6	18.5	18.4
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	494	496	477	441	459	490	482	488
Low Income (%)	21.3	18.3	25.2	26.5	25.9	30.6	24.9	29.3
Limited English Proficient (LEP) (%)	-	-	-	-	3.7	6.5	9.5	9.2
Students with Disabilities (%)								
White, non-Hispanic (%)	75.3	72.8	70.2	73.5	67.1	66.7	66.6	65.8
Black, non-Hispanic (%)	13.2	13.9	15.1	14.7	12.0	11.0	8.3	10.0
Hispanic (%)	2.0	2.4	3.1	2.5	2.6	5.5	5.2	5.7
Asian/Pacific Islander (%)	9.5	10.9	11.5	9.3	15.0	12.0	14.7	12.7
Native American or Alaskan Native(%)	-	-	-	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	3.3	4.7	5.2	5.7

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
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
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
	2000	61.1	20.9	14.6	3.3	0.2	-

S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	-	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	-	-	-	-
D I S T R I C T	2000	1.5	34.5	100.0	93.6	20.1	171	3.1	4.1	88.4
	2001	2.0	36.0	99.3	93.6	18.2	68	1.3	3.9	88.5
	2002	-	41.4	99.8	93.8	16.2	126	2.3	5.0	88.6
	2003	2.0	35.0	99.8	93.8	21.7	89	1.6	3.8	89.2
	2004	3.2	41.4	99.5	94.1	19.3	100	1.8	4.9	89.1
	2005	2.4	44.1	99.8	93.9	18.1	135	2.4	2.2	92.0
	2006	2.5	45.5	99.8	94.0	18.4	135	2.5	2.5	89.5
	2007	3.6	47.3	99.8	93.5	19.0	116	2.3	2.2	90.0
	2008	3.9	47.3	99.8	93.6	18.8	109	2.1	2.1	89.2
	2009	4.4	49.4	99.8	93.6	17.0	101	1.9	1.8	90.0
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

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

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

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	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	-	-	-
D I S T R I C T	2000	5,611	-	-	-	-	-	-
	2001	5,580	474	497	455	456	426	254
	2002	5,594	484	449	475	433	447	336
	2003	5,701	442	474	445	469	429	330
	2004	5,547	436	421	476	469	449	334
	2005	5,384	408	411	417	410	453	319
	2006	5,288	411	407	421	448	389	316
	2007	5,220	394	389	398	413	423	309
	2008	5,201	386	378	386	404	399	338
	2009	5,304	419	409	377	397	412	283
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

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

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

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

Educator Data is available only for district level

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

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	81.0	70.8	80.3	86.1	82.4	84.3	-	-	79.1	89.1	92.6	80.3	79.0	72.6	81.7	80.9	86.0	82.3
White	84.8	77.1	85.4	88.3	84.8	87.7	-	-	84.0	91.4	95.9	83.0	86.2	81.5	85.4	78.7	89.7	86.4
Black	70.0	63.7	-	-	-	-	-	-	60.0	-	-	-	50.0	35.7	60.0	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	50.0	18.2	41.6	42.1	50.0	-	-	54.6	50.0	80.0	40.0	63.7	33.3	40.0	50.0	28.6	-
Low Income	75.0	55.0	57.2	69.6	64.7	65.0	-	-	57.2	73.7	73.7	57.9	61.1	52.7	52.7	55.0	66.6	52.9

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

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	93.7	84.7	89.5	100.0	86.7	97.2	-	-	91.7	95.9	94.0	83.1	90.8	89.1	90.1	87.3	89.9	95.2
White	96.6	87.5	92.7	100.0	91.3	100.0	-	-	96.0	96.6	95.9	87.2	93.1	92.6	90.9	85.2	91.4	95.4
Black	80.0	72.8	-	-	-	-	-	-	60.0	-	-	-	70.0	71.4	80.0	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	80.0	54.6	100.0	63.2	91.7	-	-	63.7	78.6	80.0	46.7	72.7	41.6	40.0	60.0	50.0	-
Low Income	90.0	75.0	71.5	100.0	64.7	90.0	-	-	80.9	94.8	84.2	63.2	72.2	73.7	73.7	75.0	77.8	82.4

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

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

Section I-A Data & Analysis - Report Card Data

***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?*

In reviewing the data of all students combined, reading performance remained constant, while math performance reflected an increase. Math performance continues to be a strength of Oakland School students with 94% of students meeting or exceeding the standard. Reading continues to be our greatest priority with only 86.2% of students meeting or exceeding. Closer examination by grade level and other subgroups revealed an influx of scores. Third grade scores increased in both reading and math, while 5th grade math scores increased and reading scores decreased. A decrease in scores was observed in 4th grade students in both reading and math. While all scores were above the Illinois benchmark, examination of performance in detail was conducted.

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 75% (N=4), 71.4% (N=7) and 100% (N=7) of students meeting or exceeding in 3rd, 4th, and 5th grade respectively. In 5th grade, Black students outperformed all other groups.

Math performance of Hispanic students is also a relative strength with 100% (N=8), 25% (N=4), and 66.7% (N=3) of students meeting or exceeding.

The achievement gap of minority students in reading continued with a range of 42.9% to 71.4% of Black students meeting or achieving in reading and range of 25% to 87.5% of Hispanic students meeting or exceeding.

The review of data by income revealed that students from the low income subgroup scored above the state benchmark in reading at all grades. In math, 3rd and 5th grade students from this subgroup perform above the state benchmark while 4th grade students performed just below that benchmark.

The performance of students with IEPs has fluctuated over the years. While there are years, such as this one, in which students with IEPs scored above the benchmark in math, this has not occurred in the area of reading. This year, 92.3% of students with IEPs met or exceeded in math at 3rd grade. In 5th grade, 66.7% of students met or exceeded in math as well.

Fifth grade students demonstrated significant writing gains over the past three years rising from 47.6% meeting or exceeding in 2007 to 83.3% meeting or exceeding in

2009. The subgroup performance in writing was equally impressive with low income students increasing from 35% to 67% in three years and students with IEPs increasing from 10% to 50% in the same time frame! In the first year of writing testing at 3rd grade, scores were similar to the first year of 5th grade reporting with 56.3% meeting or exceeding.

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

	<u>Strength skill areas</u>	<u>Targeted skill areas</u>
3 rd grade	reading strategies, literature Measurement, algebra, data analysis	comprehension number sense
4 th grade	reading strategies data analysis	vocabulary, comprehension, number sense number sense, measurement, geometry
5 th grade	vocabulary, comprehension Algebra, geometry	reading strategies number sense, measurement

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

Students with special needs qualify for special education due to deficits in their learning processes. This is indicated by a lack of achievement in one or more subject areas. While NCLB requires these students to make identical progress as their peers without disabilities, this is not logical given the identified student problems. However, District 87 special education teachers use multiple measures, individually administered, to document the continued growth of each child with special education eligibility. These measures minimally include DIBELS, K-TEA, and curriculum-based measurement. Remarkably, as previously reported, students in this group continue to make marked gains in reading, math, and writing.

Students from families with low income have increased by 13% over the past eight years. While the mobility and experiential limitations related to these students interferes with achievement, steady progress has been noted in both reading and math. Although scores dropped slightly this year, the general trend of improvement in the area of reading reflects a 12 to 16% point increase over the past several years.

Other factors contributing to increased achievement:

Scientifically based intervention programs have increased for struggling students in the younger grades during the past three years. The most severe students at the intermediate grade levels receive intervention services as well.

Students are identified through a screening assessment and progress is monitored every 2.5 weeks to assure the targeted instruction is effective.

Differentiated instruction targets the needs of a wide range of learners at both ends of the achievement spectrum.

Every teacher participated in multiple technology training sessions resulting in the increased and sustained engagement of students during instruction.

School wide efforts to increase student reading resulted in dramatic changes in student reading habits over the past four years. Scholastic Reading Inventory is used to acquire lexile scores for students in grades 2nd through 5th. This assessment provides an excellent measure of progress as well as provides students with guidance for appropriate book selection. Student reading has increased each year, rising from 65,000,000 words read in the 2007-2008 school year to over 140,000,000 words read in the 2008-2009 school year. This is measured using the Reading Counts program by Scholastic. Nearing the semester mark, students are on track to match this astounding performance this year.

An ISAT test preparation before school program targeted students whose assessment profile indicated support was needed to succeed on the state test. The results were phenomenal.

Results:

59 participant took the ISAT (one moved)

55/59 participants M or E in math: 93.2%

Of the 4 who did not meet: 1 ESL, 2 IEP, 1 504, 3 F/R

100% of 3rd grade participants M or E in math.

43/59 participants M or E in reading: 72.9%

Of the 16 who did not meet:

- o 8/16 IEP
- o 8/16 F/R
- o 1/16 ESL
- o 2/16 504

6 participants Exceeded in reading and/or math

Of the 41 4th and 5th grade participants:

- o 8 students moved up a performance level. 19.5%.

- Of these 8 students, 7 moved into the M or E level.
- 5 students moved down a performance level. 12.1%
- Of these 5 students, 4 moved into the below standard level.

While writing was not the focus, emphasis on extended response was included. Incidentally, 15/19 tested students in writing in the 5th grade M or E. 78

Although increased achievement was less notable this school year, of importance is the general increase in students who exceed the standards with approximately 10% more students exceeding since 2006. Targeted, differentiated instruction in combination with primary grade support of identified instructional targets contributed to this type of gain.

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

Targets for improvement at each grade level were identified by grade level teachers. Instructional planning as well as improved practices and increased exposure was addressed by these groups during staff development sessions and staff meetings.

Grade levels K through 2 and special area teachers used 3rd grade data to also target skills for instructional improvement.

Professional development will continue to focus on the improved performance of our varied students with a greater emphasis on targeted skills.

Programs for test preparation will weigh the eligibility factors for the participation of Black and Hispanic students.

Section I-B Data & Analysis - Local Assessment Data

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

STANFORD ACHIEVEMENT TEST

The SAT 10 provides annual measures of performance in language/reading, math, science, and social studies. This data assists teachers in instructional planning and program/curriculum evaluation. This data has also been used to predict ISAT success and is used to identify students for our before school ISAT preparation program.

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

The SAT 10 data is less specific than ISAT, however, it is a more timely picture of current student performance. Both contribute to instructional planning. Grade level and building staff reviewed the Fall 2009 SAT 10 data and identified the following:

- In reading, the percentage of students meeting and exceeding standards increased in all grades except 5th.
- In math, 1st, 2nd, and 4th grades had significant increases while 3rd and 5th had decreased scores.
- Black students, students from low income families, and students with IEPs at all grade levels scored significantly below their comparative classmates in both reading and math.
- Hispanic students at all grade levels scored lower than their white classmates except at second grade.

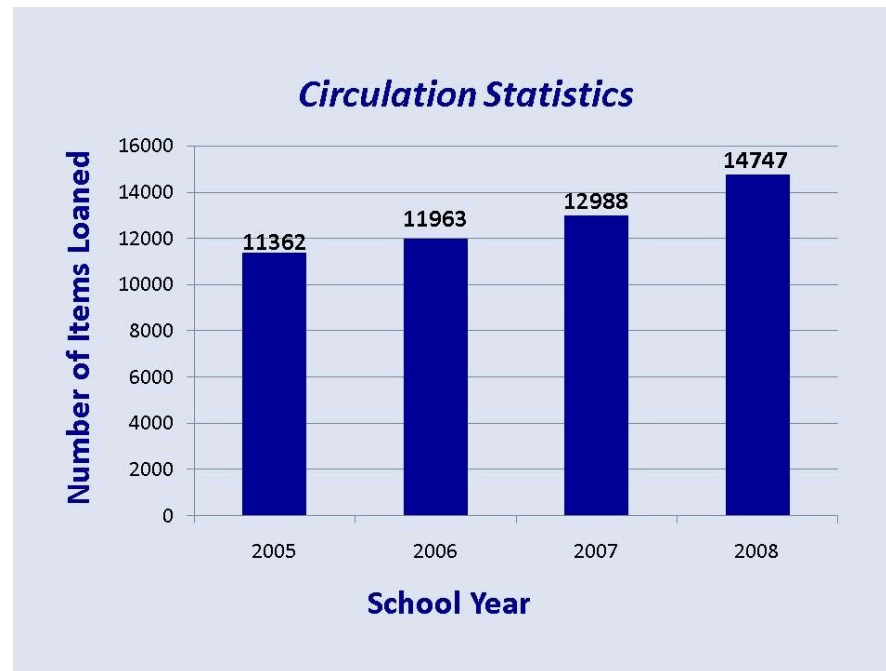
Strength skill areas

Targeted skill areas

1 st grade	word reading	sounds and letters
2 nd Grade	---	language, problem solving
3 rd grade	science	language, spelling, problem solving, procedures
4 th grade	comprehension, problem solving science	vocabulary, spelling
5 th grade	math problem solving, science	math procedures

SCHOLASTIC READING INVENTORY is conducted five times during the school year to measure student progress on inferential comprehension. This tool also provides students with lexile scores that correlate to reading levels of thousands of books in our school's library media center and classroom libraries. Students select books at or near their lexile to provide successful reading experiences and to challenge and promote increased reading skills. Growth data from the baseline August assessment to the recent mid-year assessment is represented below. These are the general observations of this data:

- Lexiles increased at all grade levels with most significant gains in 2nd grade with an average gain of 164 points.
- Growth in proficiency increased in every demographic group raising percentages of proficient and advanced readers by as much as 17%. (see chart) Specifically, the African American and Asian subgroups both increased by 16% and 17% respectively.
- Student reading habits grew tremendously as students recorded over 140 million words read in the year, more than doubling the total within two years. Our school produced 49 million word readers with 11 students reading over 2 million words and 3 students reading over 3 million words. As expected, circulation increased dramatically (see table.) Current circulation statistics (7,861) indicate another record-breaking year.





Demographic Growth Report

SCHOOL: OAKLAND



Time Period: 08/20/09 – 12/22/09

Total SRI Students: 304

Oakland (304 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD							
		FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD					
American Indian/Alaskan Native	0	N/A		N/A					
Asian	26	15%	12%	50%	23%	8%	12%	50%	31%
Black/African American	38	39%	34%	21%	5%	29%	29%	34%	8%
Economically Disadvantaged	0	N/A		N/A					
Female	154	19%	23%	39%	19%	11%	17%	46%	26%
Gifted and Talented	0	N/A		N/A					
Hispanic	23	35%	35%	30%		17%	43%	35%	4%
Limited English Proficiency	0	N/A		N/A					
Male	149	30%	18%	36%	15%	17%	20%	40%	22%
Migrant	0	N/A		N/A					
Pacific Islander	17	24%	41%	24%	12%	18%	29%	35%	18%
Students with Disabilities	0	N/A		N/A					
White/Caucasian	199	22%	16%	41%	21%	12%	14%	46%	29%

DIBELS

Over the course of the 2008-2009 school year, the DIBELS benchmarking system was used to measure the impact of Response to Intervention programs across grade levels. Varying degrees of success using the specified programs was realized with a total of 47% of served students reaching the benchmark by the end of the year.

Grade Level	Number meeting benchmark / Number of participants	% of served students meeting benchmark	% showing significant gain (>.83)
Kindergarten	24/26	92%	93%
1st Grade	11/28	39%	80%
2nd Grade	7/20	35%	65%
3rd Grade	5/25	20%	84%
4th Grade	0/2	0%	100%

DISCOVERY ASSESSMENT

Discovery Education provides assessments that measure student achievement and predict performance on the ISAT. Discovery Education Assessment is used to quickly and accurately measure knowledge, identify weaknesses, and predict student performance with 80-90% accuracy. Teachers access data organized in a variety of formats. Those reports most useful in the instructional planning process include standard's based proficiency with individual student data and item analysis with individual student data. In our first semester of use, the following targets were identified and instructional responses are ongoing.:

Objectives Identified with >15% Non-proficient students:**READING**

5th Grade:	Vocabulary/Reading Strategies (18%)	Writing Organization (18%)
4th Grade:	Vocabulary/Reading Strategies (21.4%)	Information (15.7%)
3rd Grade:	Vocabulary/Reading Strategies (16.9%)	Grammar (26.8%) Written Organization (15.5%) Information (28.2%)
2nd Grade:	Reading Strategies (22.5%)	Main Idea (18%) Language Strategies (24.7%)

MATH

5th Grade:	No standards identified.
4th Grade:	No standards identified.
3rd Grade:	Algebra (24%)
2nd Grade:	Algebra (27.1%) Number Sense (22.1%)

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

Response to Intervention:

- New research-based intervention curricula were selected to provide prescriptive instruction based on analysis of individual student weaknesses.
- Interventionists committed to implementing each tool precisely as designed.
- Classroom teachers in grades K- 1 fully implemented the Heggerty phonemic awareness program with all students.
- Classroom teachers in grades K, 1, and 3 committed to the implementation of the intervention process. Using creative scheduling to provide an additional interventionist, the number of served students was increased.
- Frequent data collection occurred every 2.5 weeks to assure continued progress of each child receiving intervention services.
- The intervention team regularly reviewed students who lacked adequate progress and made recommendations for programmatic changes

Increased reading leads to increased reading skills. The circulation statistics and widespread participation in Reading Counts support this finding.

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

Response to intervention for reading must continue to target identified students for research-based, skill-specific instruction. Increased use of classroom tools will be encouraged including training for any teacher interested in implementing at Tier I.

Analysis of data at all grade levels, including specific item analysis, must be focus of work sessions giving teachers detailed information on which to base instructional planning.

Secure acquisition of additional approved materials to meet the needs of students who fail to respond to basic tools, .

Professional development activities will focus on reading, writing, and math achievement.

Section I-C Data & Analysis - Other Data

Item 1 - Attributes and Challenges

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

Oakland Elementary School is one of six elementary schools in District 87. Our 478 students are served in grades kindergarten through five and reflect a rich cultural mix. 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, English Language Learners, and academically talented students. Every Oakland student has weekly instruction in music, art, and physical education by a certified teacher/specialist. Reading specialists and a full-time counselor/social worker serve students who need additional educational and emotional support. 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. In the area of writing, our fifth grade students demonstrated an astounding 35% point gain over three years. Oakland School continues to make Adequate Yearly Progress in all areas tested according to the benchmarks of No Child Left Behind and, while minimal growth was noted in the past year, the school continues to make gradual improvements overall. 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; last year's focus was on the implementation of school-wide writing emphasis. This year's focus is on data analysis to target strategies based on our ISAT and SAT 10 performances on specific learning standards. Further improvement activities will be based on these findings in the areas of math and reading. Finally, we continue a building-wide analysis of our writing instructional practices, including conducting backward mapping of skill instruction along with a horizontal linking of the assessment tools.

The greatest challenge is carving out time for teachers to intimately analyze the significant data available and providing time and resources to build precision lessons to address the data's findings.

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 little change in the past two years. The percentage of low income students hovers between 25 and 30%. Likewise, the mobility rate is often related to the income levels of families and has also been constant. The two primary challenges teachers face in relationship to student achievement are the increase in significant behavioral issues and the decline of parent support for student responsibility. Furthermore, the range in developmental readiness and acquisition of skills is quite extensive.

Greater improvement in scores will be noted when teachers have increased understanding of the data available and increased time to analyze and plan instruction. The detail in data available increases the ability to precisely differentiate instruction, a process that often creates the need for increased materials and planning time.

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

The need for data analysis, strategic intervention, and planning to accommodate a wide range of learners and learning styles continues.

Staff meetings must be used extensively for staff development activities to capitalize on the available time.

To address the needs these variables create in classrooms, District 87 offered a significant number of professional development opportunities. Oakland School staff widely participated in classes on topics such as autism, differentiated instruction, Response to Intervention, and instructional technology related to each of these topics and more. Continued effort to expand teacher skills and knowledge in order to base daily instructional planning on student performance results, both formal and informal, will be made.

As a result of increased diversity, the school community has responded with increased cultural awareness, programs for English Language Learners, and increased effort to differentiate instruction as described above. These efforts must be continued and expansion explored.

Section I-C Data & Analysis - Other Data

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

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

All certified staff at Oakland School were determined to be "highly qualified" by NCLB guidelines. Content-area experts abound and selflessly share expertise. Seven of the certified staff members teach district or college level courses in our community. Seventeen of 34 staff members have master's degree or beyond. They generously shared expertise of these individuals contributes to the ongoing development of the Oakland teachers.

School-based professional development focused on meeting the needs of a wide range of learners through the use of data and improved instructional strategies.

With the exception of technology training related to our new science curriculum, all professional development funds were used for training, workshop and conference attendance related to reading, writing, math problem solving, and serving diverse learners.

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

A culture of continuous improvement permeates this organization and results in significant outside training, curricular committee participation, and collegial sharing of skills and expertise. We have trainers among us whose expertise far exceed typical teachers. The writing committee, in particular, worked tirelessly for no extra pay and limited positive impact in the first year. In year three, however, the fruit of the labor was realized which energized this team to broaden and detail the emphasis on writing expecting even greater results in year four. Likewise, other teachers were motivated by the impact of the strategies implemented as well as the desire to increase unacceptable scores.

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

Continue to focus on the items described in these sections:

- analysis of data with emphasis on the translation to instructional planning
- training in the targeted curricular domains
- training to meet diverse needs (DI, autism, etc.)

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

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

The involvement and support of programs by parents at Oakland School has had a positive impact on student learning.

- Families are involved in various ways including: PTO membership, Family Reading Nights, Open House, Carnival, volunteering, parent trainings, Multicultural Nights, Book Fairs, Fall Festival, Field Trips, and care of our Butterfly Garden and school grounds. Curricular content and student progress are communicated through orientation meetings, parent conferences, and curriculum nights.
- In addition, the Illinois Learning Standards are displayed in various locations in the school and include the standards for special area subjects. A link to the standards is located on the school website along with a more parent friendly Grade Level Exit Goals document.
- In the primary grades, take home folders with student work samples and other communications are sent home weekly. For many classrooms, a required parent signature confirms proper delivery.
- Our school makes contact with 100% of our families as a result of the described programs.

While communication is excellent and opportunities for participation are extensive, we see fewer parents involved in the day to day school and homework of children.

Regardless of the reasons, this decrease in involvement is reflected in less complete homework and a decrease in meeting timelines. Increasing parent involvement at school and with school-related activities at home is critical.

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

The parent support of the Reading Counts program has been outstanding and contributes to this increased readership. Parents overtly supported the program by working countless hours to label thousands of books throughout the school for student easy access to this information. Furthermore, parents assist students in selecting books based on lexile scores, even accessing this information from home computers.

Parent support has also been evident in the completion of an at-home response to intervention program. Student completion of this program has increased since its inception in year one. Resulting achievement data is not yet available.

The parent organization contributed tens of thousands of dollars over the past 4 years to provide SMARTboard technology in every classroom. The use of this technology has proven again and again to engage and sustain the attention of our students in the learning process.

Mostly in the younger grades, parent volunteers provide extra supervision during center activities that result in increased opportunities for center offerings. This involvement also increases the time teachers have to provide individual and small group attention to children for the purposes of assessment or individualized instruction.

Students whose parents demonstrate a respect and appreciation of the school system and are involved in the child's learning achieve at a higher level. Curriculum/orientation nights, in particular, have had excellent participation and increase the knowledge and understanding of school expectations and learning standards.

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

Continued efforts to increase parent participation in classroom and home support must be more assertive.

Enlist the PTO to assist with reaching parents about homework accountability and eliciting student self-responsibility.

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?

Our teachers continually seek to improve instructional practices. This commitment to excellence and continuous professional development is based on best practices and typically research-proven programs. We focus on the "science" of teaching in the academic areas measured through NCLB, but also examine and improve the school climate which we believe has a significant impact on student engagement and learning. This includes such things as management, appearance, positivity, etc. Continued efforts to meet the personal needs of students and families must be vigorous.

- analysis of data with emphasis on the translation to instructional planning
- training in the targeted curricular domains
- training to meet diverse needs (DI, autism, etc.)
- specific attention for students within subgroups
- increased cultural activities
- continued emphasis on Response to Intervention programs with emphasis on broadening the tools used in Tier I (classroom)
- increase in the genuine and welcoming opportunities for parent participation in the school.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Students will increase reading achievement by increasing the number of students who meet and exceed standards from 82.3% to 87.3% over 2 years.	
2	Students will increase overall math achievement by increasing the number of students who meet and achieve on the ISAT from 91.7% to 94.7%.	
3	Students will demonstrate an increase in writing skills by increasing the percentage of students who meet and exceed from 56% to 75% in 3rd grade and 83.3% to 88% in 5th grade.	

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

Section II-A Action Plan - Objectives

Objective 1

Students will increase reading achievement by increasing the number of students who meet and exceed standards from 82.3% to 87.3% over 2 years.

Objective 1 Description

Combined student scores will reflect increase in 82.3%% of meets and exceeds to 87.3%.
All subgroups will reflect improvement.

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

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

Objective 1 Title :

Students will increase reading achievement by increasing the number of students who meet and exceed standards from 82.3% to 87.3% over 2 years.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Supplement curriculum to improve student background with specific vocabulary.	08/21/2009	06/01/2011	During School	Other	0
2	Increase specificity of Reading Counts lexile range requirements to maximize learning.	08/21/2009	06/01/2011	During School	Other	0
3	Review and increase use of Houghton Mifflin curriculum components to address comprehension.	08/21/2009	06/01/2011	During School	Other	0
4	Increase experience with extended reading responses and provide increase in sustained time for uninterrupted writing.	08/21/2009	06/01/2011	During School	Other	0
5	To develeop inferential skills in the early grades, focus on predictions and use of higher order thinking skills.	08/21/2009	06/01/2011	During School	Other	0
6	To develop summarizing skills and identifying main ideas, increase requirement to identify supporting text in response to questions and make overt conections between reading and writing.	08/21/2009	06/01/2011	During School	Other	0
7	Increase prompting for increased detail in retelling, summarizing, and full-sentence responses to questions.	08/21/2009	06/01/2011	During School	Other	0
8	Consistently provide at least 30 minutes a day of sustained silent reading and read alouds.	08/21/2009	06/01/2011	During School	Other	0
9	All staff members will increase expectations for students to speak in full sentences.	08/21/2009	06/01/2011	During School	Other	0

10	Special area teachers will integrate site words and vocabulary into activities.	08/21/2009	06/01/2011	During School	Other	0
11	Special area teachers will increase requirement to read written instructions.	08/21/2009	06/01/2011	During School	Other	0
12	Implement before school program to target reading and math skills at 3rd - 5th grade.	01/12/2010	02/25/2010	After School	Local Funds	10,000
13	Use item analysis data from ISAT and Discovery Education to further differentiate instruction.	12/22/2009	06/01/2011	During School	Other	6,692

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

Objective 1 Title :

Students will increase reading achievement by increasing the number of students who meet and exceed standards from 82.3% to 87.3% over 2 years.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Provide multiple training opportunities through year to access, interpret, and plan using various data sources.	08/18/2009	06/01/2011	Before School	Local Funds	4,200
2	Attend area and regional workshops focused on increasing reading achievement.	09/01/2009	06/01/2011	Before School	Other	7,000
3	Provide ongoing training opportunities to use instructional technology to further engage students in the learning process.	08/18/2009	06/01/2011	Before School	Local Funds	4,000
4	Provide ongoing training to classroom teachers relating to Tier I intervention tools.	08/18/2009	06/01/2011	Before School	Local Funds	2,100

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

Objective 1 Title :

Students will increase reading achievement by increasing the number of students who meet and exceed standards from 82.3% to 87.3% over 2 years.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Increase parent familiarity and use of Scholastic Reading Counts site to support appropriate book selection and increased reading. (orientation, website connections, orientation, etc.)	08/25/2009	06/01/2011	After School	Other	0
2	Increase parent awareness of grade level expectations by sharing standards and exit skills on-line and on paper if requested.	08/18/2009	06/01/2011	After School	Other	0
3	Communicate test data with parents including information about the meaning of the various goals.	10/01/2009	06/01/2011	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 1 Title :

Students will increase reading achievement by increasing the number of students who meet and exceed standards from 82.3% to 87.3% over 2 years.

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?)

Formal review of activities will occur on the following dates:

1/1/2011 3/19/2011 4/30/2011

Formal review will include grade level accountability of activities, measures of achievement, and adaptation of activities.

Additional formal review will occur in the first weeks of January when each staff member reviews implementation and accountability strategies during 1:1 meetings with the principal.

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

Section II-A Action Plan - Objectives

Objective 2

Students will increase overall math achievement by increasing the number of students who meet and achieve on the ISAT from 91.7% to 94.7%.

Objective 2 Description

With an emphasis in targeted skill areas of number sense, algebra, and measurement, students will increase overall math scores. Instructional strategies and professional development to achieve this objective follow:

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

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

Objective 2 Title :

Students will increase overall math achievement by increasing the number of students who meet and achieve on the ISAT from 91.7% to 94.7%.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Grades 2nd through 5th will administer Discovery Assessment 3X per year to glean timely data, organized by standard, for use in differentiated instructional planning.	10/30/2009	02/15/2012	During School	Local Funds	6,692
2	Increased use of SMARTboard activities will further engage students in repetitive practice of targeted skills.	08/20/2009	06/01/2011	During School	Local Funds	3,300

3	ISAT preparation materials to increase test taking experience targeting curricular grade level expectations will be used throughout the year at grades 3, 4, and 5.	08/20/2009	06/30/2011	During School	Local Funds	2,100
4	At fifth grade, adjust the curricular map to present geometry in December or January to allow longer time for continuous review and practice.	12/01/2009	01/06/2010	During School	Other	0
5	At second and third grade, the instructional sequence will be adjusted to include scaffolded problem solving skills to increase confidence early; group problem solving to promote more discussion and collaborative thinking; and, student-lead group discussions to increase experience and build confidence.	12/01/2009	06/01/2011	During School	Other	0
6	In K-2, an increased concentration on number-sense-building skills will include: related vocabulary development, fact memorization, fact family focus, estimation, and representation of whole numbers.	08/20/2009	06/01/2011	During School	Other	0
7	Intentionally selected Internet-based programs will be used for concept introduction, skill development and guided practice during whole group lessons and small group or individual centers. (Education City, Brain Pop, Brain Pop, Jr., Symphony Math, and Discovery Assessment linked lessons.)	08/20/2009	06/01/2011	During School	Local Funds	24,000

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

Objective 2 Title :

Students will increase overall math achievement by increasing the number of students who meet and achieve on the ISAT from 91.7% to 94.7%.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	A backward map of number sense instruction 5th to K, will be developed to identify gaps and needed curricular enhancements.	08/20/2009	06/01/2010	Before School	Local Funds	2,100
2	A backward map of geometry instruction 5th to K, will be developed to identify gaps and needed curricular enhancements.	06/01/2010	08/02/2010	Before School	Local Funds	1,400

3	A backward map of measurement instruction 5th to K, will be developed to identify gaps and needed curricluar enhancements.	06/01/2010	08/02/2010	Before School	Local Funds	1,400
4	Use item analysis data from ISAT and Discovery Assessment to further differentiate instruction.	12/22/2009	06/01/2011	During School	Other	0

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

Objective 2 Title :

Students will increase overall math acievement by increasing the number of students who meet and achieve on the ISAT from 91.7% to 94.7%.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	During American Educaiton Week, Family Fun Night will include standards-based math activities to engage students and inform parents.	11/19/2009	11/18/2010	After School	Other	150
2	Increase parent awareness of grade level expectations by sharing standards and exit skills on-line or on paper.	08/26/2009	08/26/2010	During School	Other	0
3	Communicate test data with parents including explanation of the various goals.	01/06/2011	06/01/2011	After School	Other	0

Section II-E Action Plan - Monitoring

Objective 2 Title :

Students will increase overall math acievement by increasing the number of students who meet and achieve on the ISAT from 91.7% to 94.7%.

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?)

Formal review of activities will occur on the following dates:

- 1/1/2011
- 3/19/2011
- 4/30/2011

Formal review will include grade level accountability of of activities, measures of achievement, and adaptation of activities.

Additional formal review will occur in the first weeks of January when each staff members reviews implementation and accountability strategies during 1:1 meetings with the principal.

Discovery Assessment will provide progress monitoring over time using item and standard analysis for individual students.

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

Section II-A Action Plan - Objectives

Objective 3

Students will demonstrate an increase in writing skills by increasing the percentage of students who meet and exceed from 56% to 75% in 3rd grade and 83.3% to 88% in 5th grade.

Objective 3 Description

Instructional and professional development activities targeting this object follow:

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

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

Objective 3 Title :

Students will demonstrate an increase in writing skills by increasing the percentage of students who meet and exceed from 56% to 75% in 3rd grade and 83.3% to 88% in 5th grade.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Students will demonstrate acquisition of grade appropriate sentence patterns as determined by school-wide curricular map.	08/20/2009	06/01/2011	During School	Other	0
2	Students will demonstrate acquisition of grade specific openings and closing as determined by school-wide curricular map.	08/20/2009	06/01/2011	During School	Other	0
3	To increase the functional use of writing, special area teachers will integrate writing by requiring full-sentence oral communication, providing opportunities for written responses, and incorporating games that integrate sentence development, sentence sequencing, and punctuation.	08/20/2009	06/01/2011	During School	Other	0
4	During Learning Media Center lessons, students will engage in developmental activities related to labeling items in the lower grades, creating and using graphic organizers in the middle grades, and demonstrating appropriate "voice" in written communication in the upper grades.	08/20/2009	06/01/2011	During School	Other	0
5	Students at all grade levels will complete student-friendly self-assessments on writing pieces according to developmentally appropriate expectations.	01/06/2010	06/01/2011	Before School	Other	0

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

Objective 3 Title :

Students will demonstrate an increase in writing skills by increasing the percentage of students who meet and exceed from 56% to 75% in 3rd grade and 83.3% to 88% in 5th grade.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	To provide further detail to the recently implemented school-wide scope and sequence in writing, each grade level will develop a curricular map for instruction through the backward mapping process.	08/18/2009	01/15/2010	Before School	Other	0
2	Starting with an adapted version of the state's writing rubrics at 5th and 3rd grade, K, 1, 2, and 4 will adapt rubrics with horizontal alignment of expectations.	10/15/2009	01/15/2010	Before School	Other	0
3	Student-friendly rubrics will be created for each grade level using the rubrics above as the foundation.	12/10/2009	06/01/2011	Before School	Other	0
4	To increase scoring reliability, grade level teachers will jury writing samples to increase consistency in scoring.	12/10/2009	06/01/2011	Before School	Other	0

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

Objective 3 Title :

Students will demonstrate an increase in writing skills by increasing the percentage of students who meet and exceed from 56% to 75% in 3rd grade and 83.3% to 88% in 5th grade.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	New writing vocabulary, strategies, and rubrics will be shared with parents at orientation.	08/31/2011	09/11/2009	Before School	Other	0

Section II-E Action Plan - Monitoring

Objective 3 Title :

Students will demonstrate an increase in writing skills by increasing the percentage of students who meet and exceed from 56% to 75% in 3rd grade and 83.3% to 88% in 5th grade.

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?)

Formal review of activities will occur on the following dates:

1/1/2011
3/19/2011
4/30/2011

Formal review will include grade level accountability of activities, measures of achievement, and adaptation of activities.

Addition formal review will occur in the first weeks of January when each staff members reviews implementation and accountability strategies during 1:1 meetings with the principal.

The Oakland School Writing Team will provide feedback to teachers regarding the inclusion of targeted skills in writing samples.

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

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.*)

NA

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

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

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

- Teacher School Improvement Days for data analysis and goal setting
- Grade level data analysis and curricular planning
- PTO Meetings with ongoing presentations, input and updates
- Meet the Teacher Open House/Orientation
- Administrative meetings
- Elementary principal meetings
- Building-level Writing Committee

Each of these groups and activities contribute to the development of the Oakland School Improvement Plan.

Because all school improvement activities take place with the whole group, grade level leadership representatives are identified as the School Improvement Team. PTO members were requested to review the document and provide feedback.

	Name	Title
1	Katie Carter	Kindergarten Teacher
2	Dawn Conroy	1st GradeTeacher
3	Kim Carthans	2nd Grade Teacher
4	Eden Davis	3rd Grade Teacher
5	Connie Rapp	4th Grade Teacher
6	Julie Hiles	5th Grade Teacher
7	Laura Bass	Special Education Teacher
8	Lauren Geggus	Art Teacher

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.

Teachers who are new to the district and the school participate in the New Teacher Professional Development Series offered through our ROE. This program brings new teachers from all elementary schools together for half day training and mentoring sessions with administrators and/or outstanding veteran teachers. The new teachers participate in workshops, hands-on training, and discussions on district curriculum, the Illinois Learning Standards, teaching reading, communicating with parents, and other topics. They take time to reflect on their experiences and formulate personal and professional goals. The teachers also receive print and other resources to support their continued growth.

A "helping" teacher is assigned to each new teacher to provide support and basic orientation to the school.

With the exception of newly hired teachers, all district teachers participated in long-term professional development addressing assessment practices in the Standards Aligned Classrooms project (SAC.) During the current school year, four grade level meetings focused on grading as well as data analysis and use of a new educational information tool. Teachers had further opportunity to participate in advanced activities through district sponsored classes, professional workshops and conferences, and college courses for which tuition waivers were provided.

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.

District 87 provided the following:

- Illini Data integrates information from multiple systems providing student information to teachers through one easily navigated system. All test data, family contacts, a student photo, and health concerns, among other information, are available to teachers through Internet access.
- Technical assistance, including the analysis of local standardized achievement test scores, state test scores and subgroup performance.
- Data management, in addition to Illini Data, including the preparation of requested reports on individual students and groups of students.
- Opportunities for collaboration among elementary school principals to improve the school improvement planning process.
- Professional development on the use of Illini Data for administrators and school teams.
- Professional development on the administration and use of Discovery Education Assessment.
- Professional development for all new teachers on the Illinois Learning Standards, Performance Descriptors and Assessment Framework.
- Other central administration assistance at the request of and in collaboration with the building principals.

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

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

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

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

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

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

District level administrators participated in ISBE sponsored training related to Response to Intervention. These administrators have then served as trainers and facilitated the development and ongoing service of a district level steering committee.

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

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

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

B. SUPERINTENDENT'S CERTIFICATION

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

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No

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

Yes No

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

Yes No

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

Yes No

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

LOCAL ASSESSMENT DATA

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

OTHER DATA

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

IDENTIFICATION OF KEY FACTORS

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

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

CLARITY OF OBJECTIVES

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

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

ALIGNMENT OF STRATEGIES AND ACTIVITIES

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

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

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

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

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

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

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

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

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
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