

District Improvement Plan Submission and ISBE Monitoring	
Local Board Approved	09/28/2009
District Plan Submitted	09/29/2009
District Plan Resubmitted	
ISBE District Improvement Plan Monitoring Completed	

Additional Compliance Submissions by District	
RtI Compliance Submission	
Special Education Compliance Submission	
Title III Compliance Submission	

District Information

RCDT Number:	140161230020000		
District Name:	Oak Lawn-Hometown SD 123	Superintendent:	Kathleen A McCord
District Address:	4201 W 93rd St	Telephone:	7084230150
City/State/Zip:	Oak Lawn,IL 60453 1998	Extn:	0
Email:			
Is this for a Title I district ?		<input checked="" type="radio"/> Yes	<input type="radio"/> No
Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input checked="" type="radio"/> No

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

Is this District making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this District making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2009-10 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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	82.5		Yes	88.4		Yes	95.0			
White	100.0	Yes	100.0	Yes	85.4		Yes	90.1		Yes				
Black	100.0	Yes	100.0	Yes	72.9		Yes	74.3		Yes				
Hispanic	100.0	Yes	100.0	Yes	77.1		Yes	85.9		Yes				
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic	100.0	Yes	100.0	Yes	68.2		Yes	83.3		Yes			
LEP	100.0	Yes	100.0	Yes	64.5		Yes	77.7		Yes			
Students with Disabilities	100.0	Yes	100.0	Yes	39.3	48.1	No	57.8	62.9	Yes	94.6		
Low Income	100.0	Yes	100.0	Yes	69.7		Yes	80.3		Yes			

Four Conditions Are Required For Making Adequate Yearly Progress
<ol style="list-style-type: none"> 1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging. 2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. *** 3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision. 4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.
<p>* Includes only students enrolled as of 5/01/2008. ** Safe Harbor Targets of 70% or above are not printed. *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>

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

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

Is this district meeting Annual Measurable Achievement Objectives (AMAO) ? **Yes**

English Proficiency Test Type : ACCESS for ELLs

Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations		
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	Yes

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
199	122	61.3	129	124	96.1

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
100.0	Yes	100.0	Yes	64.5		Yes	77.7		Yes		

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup

1. At least 95.0% tested in Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 62.5% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 75.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/07.

Safe Harbor Targets of 62.5% or above are not printed.

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

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

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	95.4	95.4	95.6	95.3	95.3	95.1	95.0	95.0
Truancy Rate (%)	0.6	0.7	0.4	0.1	0.2	0.1	0.2	0.4
Mobility Rate (%)	18.6	13.9	13.2	14.1	12.3	7.5	8.6	6.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	2,722	2,677	2,851	2,800	2,885	2,964	3,065	3,037
Low Income (%)	6.6	7.9	7.7	8.2	15.1	18.3	21.4	26.4
Limited English Proficient (LEP) (%)	2.9	4.0	3.8	5.6	7.4	6.6	6.7	6.8
Students with Disabilities (%)								
White, non-Hispanic (%)	88.1	84.7	81.3	78.5	74.7	70.7	68.3	66.5
Black, non-Hispanic (%)	1.5	1.7	1.9	2.2	2.4	3.0	3.4	4.2
Hispanic (%)	8.4	11.4	14.5	17.0	18.9	20.9	21.2	22.0
Asian/Pacific Islander (%)	1.9	1.9	2.0	1.6	1.8	1.8	1.8	2.0
Native American or Alaskan Native(%)	-	0.3	0.4	0.4	0.4	0.4	0.4	0.5
Multiracial/Ethnic (%)	-	-	-	0.3	1.8	3.3	4.8	4.9

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	91.1	0.7	6.1	1.8	0.3	-
	2001	89.5	1.2	7.3	1.8	0.2	-
	2002	88.1	1.5	8.4	1.9	-	-
	2003	84.7	1.7	11.4	1.9	0.3	-
	2004	81.3	1.9	14.5	2.0	0.4	-
	2005	78.5	2.2	17.0	1.6	0.4	0.3
	2006	74.7	2.4	18.9	1.8	0.4	1.8
	2007	70.7	3.0	20.9	1.8	0.4	3.3
	2008	68.3	3.4	21.2	1.8	0.4	4.8
	2009	66.5	4.2	22.0	2.0	0.5	4.9
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

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 (%)
D I S T R I C T	2000	1.8	3.5	100.0	95.8	10.3	7	0.3	-	-
	2001	2.1	4.9	99.5	95.5	8.3	24	1.0	-	-
	2002	2.9	6.6	99.6	95.4	18.6	15	0.6	-	-
	2003	4.0	7.9	99.7	95.4	13.9	19	0.7	-	-
	2004	3.8	7.7	99.3	95.6	13.2	11	0.4	-	-
	2005	5.6	8.2	99.5	95.3	14.1	2	0.1	-	-
	2006	7.4	15.1	99.5	95.3	12.3	5	0.2	-	-
	2007	6.6	18.3	97.4	95.1	7.5	2	0.1	-	-
	2008	6.7	21.4	96.8	95.0	8.6	6	0.2	-	-
	2009	6.8	26.4	96.8	95.0	6.5	13	0.4	-	-
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

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)
D I S T R I C T	2000	2,733	-	-	-	-	-	-
	2001	2,742	293	310	307	326	292	-
	2002	2,722	299	307	313	283	309	-
	2003	2,677	278	309	321	319	289	-
	2004	2,851	281	294	317	333	322	-
	2005	2,800	304	286	298	331	324	-
	2006	2,885	301	316	307	317	331	-
	2007	2,964	351	311	341	339	319	-
	2008	3,065	309	362	316	343	346	-
2009	3,037	303	323	363	365	339	-	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	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

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

	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	180	13	39,319	69	31	18	-	-	-
	2001	196	12	41,486	70	30	17	-	-	-
	2002	189	13	44,765	64	36	17	-	0	-
	2003	201	12	46,600	57	43	16	-	0	-
	2004	203	12	50,077	48	52	16	-	0	-
	2005	225	11	51,333	38	62	15	-	-	-
	2006	228	11	53,397	40	60	14	-	0	-
	2007	217	11	55,241	34	66	15	-	1	-
	2008	208	10	55,579	34	66	17	-	0	-
2009	212	10	58,452	32	68	16	-	0	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	14	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	2	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	12	61,402	44	56	18	18	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, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
Groups	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	78.7	78.6	78.6	75.9	76.3	75.9	-	-	79.0	79.5	72.7	80.8	67.3	70.9	76.9	73.7	78.8	78.5
White	80.9	79.0	78.1	77.0	79.9	82.4	-	-	80.8	79.7	77.2	83.3	71.3	71.0	80.5	75.7	82.1	81.1
Black	-	40.0	-	-	-	61.6	-	-	27.3	70.0	38.5	80.0	-	-	-	37.6	84.6	71.4
Hispanic	74.1	82.9	81.3	73.9	65.7	66.3	-	-	84.3	81.5	64.8	72.8	51.0	77.1	69.2	75.8	70.4	73.1
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	63.4	-	-	-	-	60.0	81.8	-	-	-	66.7	-	58.3
LEP	-	-	-	-	41.7	32.0	-	-	-	-	38.9	68.4	-	-	-	-	29.4	35.3
Students with Disabilities	60.0	50.0	53.5	34.7	35.5	32.4	-	-	59.6	61.7	33.3	34.3	34.0	53.8	43.3	41.8	47.7	33.4
Low Income	-	66.6	50.0	60.0	68.1	64.0	-	-	69.8	57.8	64.1	68.6	38.5	68.8	60.0	59.7	63.2	64.5

Groups	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	-	-	85.2	81.7	88.7	86.8	-	-	75.3	82.3	81.6	84.2	73.0	83.0	88.6	85.8	90.6	86.4
White	-	-	89.8	83.8	89.7	89.7	-	-	79.3	85.7	83.5	86.6	74.7	84.8	89.1	86.3	92.9	88.8
Black	-	-	41.7	-	75.1	80.9	-	-	-	41.7	76.9	57.1	-	-	-	90.0	75.0	75.0
Hispanic	-	-	77.5	77.2	89.0	81.4	-	-	63.5	78.9	79.1	82.9	62.2	82.1	83.3	81.8	87.7	84.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	85.7	-	-	-	-	-	-	87.5	-	-	-	-	-	-
LEP	-	-	-	38.5	-	-	-	-	-	-	40.0	-	-	-	-	-	68.8	-
Students with Disabilities	-	-	46.4	36.8	58.1	48.8	-	-	29.2	40.6	31.8	47.6	23.1	38.2	43.2	40.0	38.7	28.9
Low Income	-	-	81.1	74.0	80.9	80.8	-	-	60.5	73.8	67.9	69.9	-	-	71.4	80.9	83.4	73.6

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					
Groups	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	90.3	88.1	92.5	84.7	85.9	87.3	-	-	88.2	89.7	83.5	87.6	80.7	84.7	87.8	86.6	84.8	84.2
White	91.1	89.5	93.7	85.9	87.9	88.7	-	-	90.5	92.3	85.0	89.5	82.7	86.9	89.2	89.2	85.7	86.4
Black	-	60.0	-	-	-	100.0	-	-	54.5	70.0	53.8	70.0	-	-	-	56.3	84.6	64.2
Hispanic	85.2	89.4	91.6	85.5	81.7	83.6	-	-	90.2	83.3	83.7	82.9	70.6	81.3	89.8	87.1	84.5	79.8
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	80.0	-	-	-	-	70.0	90.9	-	-	-	75.0	-	83.3
LEP	-	-	-	-	69.2	84.0	-	-	-	-	89.5	78.9	-	-	-	-	64.7	41.2
Students with Disabilities	68.5	72.5	76.8	59.2	70.9	64.7	-	-	73.8	78.3	53.3	60.0	61.7	61.6	63.3	67.3	70.4	43.2
Low Income	-	75.0	80.0	76.7	79.7	81.8	-	-	79.1	78.2	75.5	81.9	53.9	75.0	75.0	75.3	70.6	71.0

Groups	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	-	-	93.3	86.1	90.4	86.2	-	-	84.7	92.5	84.7	89.7	70.2	83.6	95.7	95.9	95.7	92.8
White	-	-	95.4	89.7	91.3	88.8	-	-	87.4	94.1	87.5	92.7	72.2	84.3	95.8	97.5	96.4	93.6
Black	-	-	66.7	-	75.0	71.4	-	-	-	50.0	61.5	61.9	-	-	-	90.0	83.4	75.1
Hispanic	-	-	91.4	80.7	93.2	84.0	-	-	76.1	95.8	83.5	88.1	56.7	85.7	95.2	90.8	94.6	95.3
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	85.7	-	-	-	-	-	-	87.5	-	-	-	-	-	-
LEP	-	-	-	53.8	-	-	-	-	-	-	60.0	-	-	-	-	-	81.3	-
Students with Disabilities	-	-	57.1	31.6	62.8	48.9	-	-	56.1	56.3	34.1	57.2	18.0	41.2	67.6	73.6	61.3	52.7
Low Income	-	-	83.0	64.0	88.8	76.6	-	-	76.7	81.9	65.4	86.0	-	-	85.7	89.1	90.2	82.9

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 your District Report Card data tell you about student performance in your district? What areas of weakness are indicated by these data? What areas of strength are indicated?

The District Report Card data indicate a continued decline over time in the Reading scores of the Students with Disabilities subgroup. This subgroup's performance is the one area of weakness in the performance on the ISAT (Reading).

Areas of strength include overall growth over time consistent with AYP goals. The District continues to make AYP in Mathematics. The District is also making AYP for the LEP subgroup.

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

The district continues to support the education of its students by maintaining high expectations for student achievement in all academic areas and at all grade levels. The population of our district is becoming increasingly diverse both in the areas of academic ability and socioeconomic proportions. As a result, the needs of our populations are rapidly changing. The behavioral and academic challenges of our changing population are intimately related and mutually affected. The district has realized a high special education placement rate which has resulted in a subgroup of substantial size. The low performance of the Students with Disabilities subgroup can be directly attributed to the unique needs of these individual students. Title I Reading and/or reading specialist and special education supplemental supports are not producing sufficiently powerful results such that the achievement gap is not being reduced.

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

Most of our students Meet or Exceed state standards in reading and math, but a small proportion struggle more than necessary to be successful. The district will need to strengthen the implementation of effective research-based interventions through increased fidelity of instruction and implementation of multi-tiered research-based core curricula.

District 123 is committed to ensuring continued professional development and coaching of best practices in our core curricular literacy program. The District's multi-tiered reading program will continue to benefit from annual curricular studies and ongoing professional development. The District will also continue to research, identify and train staff on scientifically research-based interventions that will enhance student reading achievement. There is a need to address the assessment, identification and tiered instruction of our special education population.

The District is currently undergoing a district-wide implementation of the PBIS (Positive Behavior Intervention Supports) system in all of our buildings. This program focuses on improving schools' positive behavior expectations for all students, not solely the children with behavioral and emotional challenges. Durable and adaptable school-wide PBIS in a school requires systemic support that extends beyond an individual school. The full district-wide implementation of the PBIS program will assist the district in meeting the needs of all students.

The district's comprehensive goal is to meet the needs of ALL students, particularly those with identified needs and disabilities. By implementing a more effective early intervention program and additional Tier II and Tier III interventions, these students should be more successful.

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?

Description of Local Assessment Data as They Relate to RtI Planning:

Assessment data include:

- Developmental Reading Assessment (DRA2)
- Measurement of Academic Progress (MAP)
- Assessments available through Harcourt reading series
- Math assessments available through *Everyday Math* series and middle school math program
- AIMSweb Universal Screening and Progress Monitoring System in Early Literacy, Fluency and Comprehension

These data tell us that most of our students meet or exceed grade level standards in reading and math. An area of weakness continues to be in the area of reading for those students identified with specific needs (i.e., ELL, IEP, Title I). PBIS or Positive Behavioral Interventions and Supports is being implemented by schools across the nation in response to the No Child Left Behind Act, which requires states to use scientifically based research in education. In the amendments to the Individuals with Disabilities Act (IDEA) which was passed in 1997, schools were required to consider the use of PBIS for children with disabilities whose behavior impedes their learning or the learning of others. The district-wide implementation of the PBIS program is currently being initiated during the 2009-2010 school year.

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

Description of Factors as They Relate to RtI Planning:

The population of our District is becoming increasingly diverse both in the areas of academic ability and socioeconomic proportions. As a result, the needs of our population are rapidly changing. The behavioral and academic challenges of our changing population are intimately related and mutually affected.

District 123 has a special education population of almost 16% of the total population. The District has a high population of students who qualify for special education and have been placed in more restrictive settings than necessary and subsequently are not producing sufficiently adequate results to reduce the achievement gap.

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

Achievement of all students is everyone's responsibility within a school. Early intervention to promote success is critical to future school achievement and requires accurate identification of children at risk for failure. Assessment, instruction, and meaningful outcomes for students must be aligned. District 123's RtI plan includes a commitment to ensuring that all teachers have access to training in scientifically based interventions and universal screening and progress monitoring tools. The district has taken steps to address overall school climate and effective positive behavior support through the implementation of the PBIS system in all of its schools.

Common elements in RtI that are also included in the District's improvement planning are:

- Multi-Tier Model
- Problem-solving Model
- An integrated data collection/assessment system (AIMSweb, MAP, ISAT, DRA2, PBIS).

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

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

As the dynamics and demographics of the community are changing, the population of our district is becoming increasingly diverse both in the areas of academic ability and socioeconomic proportions. The behavioral and academic challenges of our changing population are intimately related and mutually affected.

A steady increase in the number of free and reduced lunch (FRL) students has indicated that the population of families with limited resources is also increasing. This has created a need to better determine what resources are available to our students outside of the school environment. As resources provided by families change, it becomes increasingly necessary that some gaps in resources be made up by the school district.

District 123 has also experienced an increase in the number of Limited English Proficient (LEP) students. Many of these students enter our schools with a lack of exposure to basic academic background knowledge. As a result, there is great pressure to serve these students through our district's Student Services Department.

The need for accurate data and careful analysis of our student population will continue to increase in importance. The recent adoption and implementation of the Response to Intervention (RtI) Model and PBIS system will allow the district to now have a common system of behavioral and academic expectations for all students.

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

District 123 realizes that we can no longer rely on special education services as the primary tool to significantly increase student achievement and reduce the achievement gaps. The District is in the aggressive and innovative process of adopting a cohesive set of common district-wide expectations for student behavior and academic achievement. Before, the education system waited for a student to fail before attempting more intensive instructional interventions. Current research demonstrates that early intervention is crucial to a student's success. Rather than devoting extensive resources to finding out whether students "have" disabilities, the District will devote those resources to assessing students' exact instructional needs using models like Response to Intervention and PBIS. Schools will need to provide instruction through collaboration between general and special education personnel to ensure that all students continue to have full access to the general education curriculum.

Educators will:

- * Use a multi-tier model of instruction
- * Use a problem-solving method
- * Use scientific, research-based interventions/instruction
- * Monitor student progress to inform instruction
- * Use data to make decisions
- * Use assessments for screening, diagnostics and progress monitoring
- * Effectively teach all children
- * Utilize the district-wide Positive Behavioral Interventions and Supports system

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

District 123 is committed to improving our achievement outcomes for all students but especially for our special education students, low income students and LEP students through multi-tiered early intervention services, beginning with early universal at the entry of Kindergarten using scientifically based assessment and intervention practices. Universal screening and alignment of students to interventions of appropriate intensity (Tiers 1, 2, 3) are currently being implemented now at the beginning of the 2009-2010 school year.

In addition, the District has acted upon the desire to expand the PBIS program to all of the district schools over the course of the next two years. The PBIS system consists of behavioral and academic interventions to help each student achieve success in the school environment.

The implementation of the RtI components has been developed using a three-phase model:

PHASE I

- * 2005-2006 - Pilot PBIS in one K-5 building
- * Fall of 2007 - Implement Problem-Solving Model
- * Spring 2008 - AIMSweb Progress Monitoring Leadership and Team Training
- * Spring 2008 - District RtI Self-Assessment Plan/Scientific Research-Based Interventions

- * December, 2008 - District RtI Plan Submitted
- * 2008-2009 - Overview of RtI and Problem-Solving

PHASE II

- * January-February 2009 - AIMSweb Benchmark and Progress Monitoring Training for all K-8 staff
- * January 2009 - AIMSweb Winter Benchmarking for all K-5 and 6-8 Special Education students
- * May 2009 - AIMSweb Spring Benchmarking for all K-5 and 6-8 Special Education students
- * January-June 2009 - PRogress Monitoring K-5 and 6-8 Special Education students
- * Parent involvement in RtI process
- * Scientific Research-Based Interventions
- * Professional Development for District-Wide implementation of PBIS

PHASE III

- * 2009-2010 - Implementation of RtI Plan
- * Fall 2009 - AIMSweb Benchmarking and Progress Monitoring for all K-8 students
- * District-wide training and implementation of PBIS
- * Effective use of RtI in Special Education Eligibility determination
- * ELL implementation
- * Scientifically-based instruction and interventions
- * Advance problem analysis

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 tell you?

District 123 staff are NCLB Highly Qualified and work load capacities are compliant with ISBE regulations. As a result of our Illinois Response to Intervention (RtI) District Self-Assessment survey, we have planned additional professional development opportunities for all staff. The foundational principles and professional development opportunities target the following areas:

- * All students receive research-based and standards-driven instruction in general education.
- * The learning of all students is assessed early and regularly (ongoing progress monitoring)
- * If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals

* Individual student data gathered through the process may be used to determine appropriateness of a special education referral and as a part of a comprehensive evaluation for determination of special education eligibility.

In addition, our District has fostered the desire to provide safe and positive classrooms by implementing the PBIS systems district-wide. PBIS is a proactive systems approach to preventing and responding to classroom and school discipline problems. This process focuses on improving schools' positive behavior expectations for all students, not solely the children with behavioral and emotional challenges. Emphasis is directed towards developing and maintaining safe learning environments where teachers can teach and students can learn. The District has initiated the implementation of the PBIS system during the 2009-2010 school year and will continue to provide professional development at the classroom level during the 2009-2010 and 2010-2011 school years.

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

The district will continue to provide professional development to encourage all staff in their support of student learning. The focus for support staff will be to assist in the selection of scientifically based interventions, train needed staff in their implementation, and provide on-going support for high implementation integrity. Support staff's roles also change to building effective data systems and training and supporting all staff in their on-going data collection and analysis/problem solving efforts. Included in these training programs will be Universal screening and Progress Monitoring training and PBIS.

PBIS is a three-tiered model of prevention and intervention. The first tier, Primary Prevention, targets 80-90% of the students who are without serious problem behaviors. The second tier, Targeted Level, addresses the needs of students who are at-risk for problem behavior and includes 5-15% of the school population. Finally, the Intensive Level addresses 1-7% of students with chronic/intensive behavior problems which require specialized individual strength-based interventions created by wrap-around teams. At each level PBIS requires development of systems, the use of data for decision-making, and the sustained implementation of research-based practices.

In an Rtl model, one of the initial steps is to assemble the Problem Solving Team. To support this step, the district is providing ongoing coaching and professional development to encourage team members to change roles. While the members of the team may vary from school to school, the basic composition would include staff who are skilled in:

- Facilitation
- Data collection and analysis
- Academic research-based interventions
- Behavioral interventions
- Knowledgeable about the individual student

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

The professional development plan includes district-wide training in universal screening programs (three tiered model) and PBIS implementation at all schools in the district. These opportunities have been scheduled in a three phase model for full implementation during the 2009-2010 school year.

2008-2009 School Year: Trainers/coaches conducted RtI training that included:

- Overview of 3-tier Problem Solving Model
- Scientific Research-Based Assessments
- Problem Identification
- Scientific Research-Based Interventions
- Leadership and Teaming in an RtI and Problem Solving System
- Parent Involvement in Response to Intervention
- Data Gathering and Analysis

2009-2010 School Year: Trainers/coaches will continue to conduct training in the following areas:

- Scientifically-Based Instruction and Interventions
- Curriculum Based Measurements
- Progress Monitoring Instruments
- Effective Use of RtI in Special Education Eligibility Determination
- Advanced Problem Solving and Data Analysis
- ELL Implementation
- Middle and high school implementation
- PBIS and a system-wide intervention system

2010-2011 School Year: Trainers/coaches will continue to conduct the trainings that were initiated during the 2009-2010 school year.

Section I-C. Data & Analysis - Other Data
Item 3 - Parent Involvement***Data - Briefly describe data on parent involvement. What do these data tell you?***

Our district lacks comprehensive quantitative data on parental involvement. Some data that are available include parent satisfaction survey results which indicate an overall satisfaction with the educational programs of the district. Currently, attendance levels at Parent-Teacher Conferences, Curriculum Nights, and school functions are strong.

We strongly encourage the involvement of parents on the building and district PBIS implementation teams. This has taken place to a small degree and additional teams have begun to explore additional ways and means to involve parents. As a function of the District's Rtl Plan, there are plans in place to assess methods for increasing parent participation on current school-wide committees or leadership teams (e.g., Bilingual Parent Advisory Committee, Special Education Advisory Committee, Wellness Committee).

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

Parent involvement has contributed to student performance levels through general support of the district's programs. The high level of attendance at Parent-Teacher Conferences, Open Houses, Curriculum Nights, Parent Advisory Committees has contributed to the achievement of our students. Positive support for the individual schools and classroom teachers helps to foster a positive climate with a high demand for excellence. AIMSweb, CBM and MAP testing information as well as repeated assessments sent home to parents have increased understanding and dialogue between parents and staff. Parent participation on the District Intervention Leadership Team, the District Goal Planning Committee, and the Summer School Planning Committee has provided a unique insight and understanding of community and student needs. The district also has parent involvement on the Bilingual Parent Advisory Committee and the Special Education Parent Advisory Committee. As a participant, the parent has the opportunity to brainstorm ideas with others in the group and create strategies to implement in their child's school.

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

The District Leadership Team includes parent representatives who act as liaisons to the greater community and assist in the development and dissemination of informational components of the Rtl initiative. The district has formed Bilingual and Special Education advisory committees to foster parent support and involvement. These groups will continue to meet and work together to support the education of students with these identified needs. Often the parents of English language learners and Special Education students are less likely to become involved in their child's schools.

Information regarding local assessments, universal screening/progress monitoring instruments (MAP, AIMSweb), PBIS and opportunities for parent involvement will be disseminated to all parents district-wide in an attempt to foster parent involvement and support. When parents are involved in their students' schools, student performance and behavior improves.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors - From the preceding screens (I-A, I-B, I-C), identify key factors that are within the district'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?

The key factors that impact student achievement that are within the district's capacity to change include the development of the Rtl Multi-Tiered Instructional Model, a universal screening and progress monitoring system (AIMSweb), a Positive Behavioral Intervention and Supports model (PBIS), and professional development and coaching in the implementation of these programs. These programs are all scientifically research-based and data driven. Our district's Building Intervention/Problem-Solving Teams will be further trained in problem identification and the alignment of assessments and interventions at each tier.

The district will need to strengthen the implementation of effective research-based interventions through increased fidelity of instruction. District 123 is committed to ensuring continued professional development and coaching of best teaching practices in our core curricular literacy program (5 Essential Elements). The multi-tiered reading program will continue to benefit from annual curricular studies and ongoing professional development.

A focus on increasing parent involvement across the district in all aspects and programs must occur. This will be accomplished through more frequent District-Family communication, expansion of our interactive website, and increased parent workshop offerings. In the future, the district will begin to involve parents in the goal-planning and decision-making processes. Through the PBIS system all buildings will be engaged in the development of secondary and tertiary intervention systems for academic and behavioral concerns.

Section II-Action Plan

Action Plan Objectives and Deficiencies

Objective Number	Title	Deficiencies Addressed	
		AYP	AMAO
1	While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.	1,	
2	Support implementation of Multi-Tier, Early Intervening Services Model, including Rtl for SLD identification by building strong, effective teams that ensure decision making and fidelity.	1,	

3	Support implementation of district-wide PBIS including universal Tier 1, Tier 2, and Tier 3 intervention systems.	1,	
4	Eligibility: Defining RtI entitlement process for SLD determination.	1,	
5	Building Scientifically Based Assessment Systems for Universal and Individual Screening and Progress Monitoring for Academics and Behavior.	1,	
6	Ensure the use of scientifically based Instructional Practices and Interventions at all 3 tiers in literacy in prekindergarten through 8th grade.	1,	

The following deficiencies have been identified from the most recent AYP Report for your district.

1 Students with disabilities are deficient in Reading Meets and Exceeds

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

This district is not accountable for AMAO for this year

Section II-A Action Plan - Objectives

Objective 1 Title :

While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.

Objective 1 Description :

While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.

This goal to increase the number of students with disabilities meeting/exceeding state standards to the level of Safe Harbor provisions of AYP will be complimented by an increase in the reading scores for all subgroups. In order for the district to meet the AYP goal for the students with disabilities subgroup we must continue with the implementation of a multi-tiered, early intervening services model, including RtI for SLD identification by building strong, effective teams that ensure decision making and fidelity. Teaching and support staff at the elementary level will be given training on best practices in reading instruction and interventions using the Harcourt Brace Trophies Leveled Reading series, Guided Reading and Balanced Literacy. Additional support will be provided through our Literacy Support Staff and expert consultants who will train and coach staff on

differentiation of instruction.

This objective addresses the following areas of AYP deficiency:

1 Students with disabilities are deficient in Reading Meets and Exceeds

No Deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO this year

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

Objective 1 Title :

While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District will support an Extended School Day program that will focus on increasing achievement levels in Literacy.	09/01/2009	06/08/2011		Title I	50000
2	The District will establish a multi-disciplinary Summer School Committee to evaluate current program needs and future goals and objectives.	11/02/2009	06/08/2011		Title I	0
3	All administrators and staff will be given instruction on best practices in the teaching and supervision of literacy.	09/01/2009	06/08/2011		Title I	0
4	The District will ensure that core reading curriculum is scientifically based, is aligned to the Illinois Learning Standards and includes essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).	09/01/2009	06/08/2011		Title I	0
5	The District will have data that core reading curriculum is effective and addresses all 5 elements in an explicit, systematic, intensive manner with fidelity and sufficient duration (ISAT, AIMSweb, MAP, DRA2).	09/01/2009	06/08/2011		Title I	0
6	A method for assessing the effectiveness and implementing integrity of					

	the core curriculum areas is established and implemented on a routine basis.	09/01/2009	06/08/2011		Title I	0
7	Students receive increasingly intense research-based interventions targeted at assessed skill levels in addition to standards-aligned core literacy curriculum and instruction.	09/01/2009	06/08/2011		Title I	0

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

Objective 1 Title :

While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District will provide expert consultative services on Literacy for Grade Level staff development (K. Doubek)	09/01/2009	06/08/2011	During School	Title II	10000
2	All administrators and staff will be given instruction on best practices in the teaching and supervision of Literacy.	09/01/2009	06/08/2011	During School	Local Funds	5000

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

Objective 1 Title :

While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District will continue to encourage parent participation and collaboration through the Bilingual Parent Advisory Committee Meetings.	09/01/2009	06/08/2011	After School	Title III	1500
2	The District will continue to encourage parent participation and collaboration through the Special Education Parent Advisory Committee.	09/01/2009	06/08/2011	After School	Other	1500

Section II-E Action Plan - Monitoring

Objective 1 Title :

While our current achievement in reading for the students with disabilities subgroup is 39.3% meeting/exceeding standards on the ISAT, this subgroup will make AYP in 2010 through the Safe Harbor provision.

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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)*

Progress on each objective will be measured according to the specific standard set and will be reported on at each District RtI Leadership Meeting. District and School Leadership Teams, including parents, will maintain on-going documentation, including refinement of action plans, for all strategies and activities. Specific Leadership Team members will be charged with collecting and reporting on specific objectives. This has been accomplished through the creation of sub-committees such as the Building Intervention Team, the Problem-Solving Team, and the PBIS teams. These teams meet at least bi-monthly to update progress via the use of local data.

The superintendent of District 123 is responsible for overseeing this process. The District Leadership Team oversees the implementation of the Three-Tier Model, as well as strategies and activities outlined in the objective. Individual school principals are responsible for coordinating professional development of their respective staffs.

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	Kathleen McCord	Superintendent of Schools
2	P. Enderle, L. Gloodt, K. Zimmerman, A. McGovern, S. Alimi, A. Schultz, J. Carr	Building Principals
3	Andrea Anderson	Assistant Superintendent

Section II-A Action Plan - Objectives

Objective 2 Title :

Support implementation of Multi-Tier, Early Intervening Services Model, including RtI for SLD identification by building strong, effective teams that ensure decision making and fidelity.

Objective 2 Description :

Our district believes that the key to successful implementation of our plan is work of the District Response to Intervention Leadership Team, which includes parent representation. This team makes critical decisions about what is already in place in the District and what needs to be built through leadership and staff development. Among these decisions are what scientifically based interventions are used, how multi-tiered services are delivered, and how students potentially at-risk are identified and what will and

will not be part of the special education eligibility process for commitment with our schools and community. The District RtI Leadership Team will provide implementation guidance and support to each of our schools through a coaching model during the 2009-2010 school year. At the school level, our District will build our service delivery model system with a Building Intervention Team, strengthening the capacity for grade level teams, and ensuring that our Problem-Solving Teams and Special Education/Literacy Support/ELL Teams work in a timely and efficacious manner.

This objective addresses the following areas of AYP deficiency:

1 Students with disabilities are deficient in Reading Meets and Exceeds

**No Deficiencies have been identified from your most recent AMAO report.
This district is not accountable for AMAO this year**

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

Objective 2 Title :

Support implementation of Multi-Tier, Early Intervening Services Model, including RtI for SLD identification by building strong, effective teams that ensure decision making and fidelity.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	District 123 will convene a multi-disciplinary District RtI Leadership Team, including parents, to build commitment, set expectations, allocate resources and ensure accomplishments.	09/01/2009	06/08/2011	During School	Other	500
2	The District 123 Leadership Team will identify existing structures and strengths and gaps based on the results of the District RtI Self Study.	09/01/2009	06/08/2011	During School	Other	0
3	The District Leadership Team will convene a multi-disciplinary Building Intervention Team/Problem Solving Team at each of the seven schools in the District.	09/01/2009	06/08/2011	During School	Other	0
4	The District Leadership Team will work with the individual building PBIS teams to facilitate the implementation of the PBIS system.	09/01/2009	06/08/2011	During School	Title II	5000
5	The District Leadership Team issues a statement about the District's					

	"Adoption of Multi-Tiered, Early Intervening Services Model" and SLD Identification for dissemination to community and staff.	09/01/2009	06/08/2011	During School	Title I	500
6	The District Leadership Team identifies and commits funds to support implementation of the programs described above: Title I, Part B (15%), Title I (10%), Title II and Title IV, and/or local funds.	09/01/2009	06/08/2011	During School	Local Funds	5000
7	District 123 Leadership Team identifies the service delivery model for universal screening and intervention in 3 tiers.	09/01/2009	06/08/2011	During School	Other	0
8	District 123 Leadership Team identifies specific SLD identification practices, including what is and what is not included in the assessment process.	09/01/2009	06/08/2011	During School	Other	0
9	The RtI plan is integrated with other district initiatives (e.g., District Improvement Plan, Technology Plan, Title I Plan, and professional development plans.	09/01/2009	06/08/2011	During School	Other	0
10	Responsibility is shared among all educators for the academic progress of all students.	09/01/2009	06/08/2011	During School	Other	0

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

Objective 2 Title :

Support implementation of Multi-Tier, Early Intervening Services Model, including RTI for SLD identification by building strong, effective teams that ensure decision making and fidelity.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District Leadership Team identifies staff development needs regarding Teams and Teaming.	09/01/2009	06/08/2011	During School	Other	0
2	District Leadership Team identifies the staff development needs regarding scientifically based interventions in reading.	09/01/2009	06/08/2011	During School	Other	0
3	District Leadership Team identifies the staff development needs regarding Problem Identification, Problem Analysis, Problem Plan Development, and Problem Plan Evaluation.	09/01/2009	06/08/2011	During School	Other	0
4	District Leadership Team identifies the staff development needs regarding assessment and data-based decision making.	09/01/2009	06/08/2011	During School	Other	0
5	All staff involved in the implementation of RtI have received an overview					

	of the Rtl framework and its implications for changes in curriculum, instruction, and assessment practices to implement a district-wide Rtl process to support overall planning.	09/01/2009	06/08/2011	During School	Other	0
6	Key district and school staff have been identified for enhanced training in specific components of Rtl to build school capacity and to ensure sustainability of Rtl.	09/01/2009	06/08/2011	During School	Other	0

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

Objective 2 Title :

Support implementation of Multi-Tier, Early Intervening Services Model, including Rtl for SLD identification by building strong, effective teams that ensure decision making and fidelity.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Overview of Coordinated Early Intervening Services (CEIS) to parent groups (PTA/PTO, BEPAC, SEPAC)	09/01/2009	06/08/2011	During School	Other	0
2	The District Leadership Team and District Administrative Team will conduct a series of Parent Information Sessions/Superintendent Coffees.	09/01/2009	06/08/2011	During School	Other	0
3	The District Leadership Team will develop parent brochures explaining CEIS, including Rtl and AIMSweb.	09/01/2009	06/08/2011	During School	Local Funds	1000
4	The district will encourage increased involvement in the problem-solving meetings and encourage increased participation on existing committees.	09/01/2009	06/08/2011	During School	Other	0
5	The district will involve parents in planning and leadership team work and discussions.	09/01/2009	06/08/2011	During School	Other	0
6	Parents are informed of their right to request a special education evaluation at any time during the Rtl process.	09/01/2009	06/08/2011	Before School	Other	0
7	All staff involved in the implementation of Rtl will receive training in collaborating with and involving parents.	09/01/2009	06/08/2011	During School	Other	1000

Section II-E Action Plan - Monitoring

Objective 2 Title :

Support implementation of Multi-Tier, Early Intervening Services Model, including RtI for SLD identification by building strong, effective teams that ensure decision making and fidelity.

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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Progress on each objective will be measured according to the specific standard set and will be reported on at each District RtI Leadership Team meeting. District and School Leadership Teams, including parents, will maintain on-going documentation, including refinement of action plans, for all strategies and activities. Specific Leadership Team members will be charged with collecting and reporting on specific objectives. This has been and will continue to be accomplished through sub-committees such as the Building Intervention Team, the Problem Solving Team, and the PBIS Intervention Team. These teams will meet bi-monthly to update progress via the use of local assessment data (MAP, AIMSweb, PBIS).

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	Kathleen McCord	Superintendent of Schools
2	P. Enderle, L. Gloodt, K. Zimmerman, A. McGovern, S. Alimi, A. Schultz, J. Carr	Building Principals
3	Andrea Anderson	Assistant Superintendent
4	Leanne DeHaan	Director of Student Services
5	Beth Elliott	Program Supervisor
6	M. Miller, G. Robuck, A. Donovan	School Psychologists

Section II-A Action Plan - Objectives

Objective 3 Title :

Support implementation of district-wide PBIS including universal Tier 1, Tier 2, and Tier 3 intervention systems.

Objective 3 Description :

PBIS is a proactive systems approach to preventing and responding to classroom and school discipline problems. This process focuses on improving schools' positive behavior expectations for all students, not solely the children with behavioral and emotional challenges. Emphasis is directed toward developing and maintaining safe learning environments where teachers can teach and students can learn. PBIS uses a team-based approach that includes everyone from the students, teachers, aides, bus drivers, and lunch monitors to the school administrators and parents in the development of preventive strategies and problem solving behavioral interventions.

Our District Leadership Team has determined that the implementation of PBIS on a district-wide basis will help facilitate the improvement of student achievement and school climate in all district buildings. Each building has formed its own PBIS Team and team members have all been trained by the PBIS consultant. These universal implementation teams have worked together to complete the organizational tasks and make decisions regarding the universal procedures and expectations to be applied in their buildings for all instructional and non-instructional settings.

There is a difference between family involvement and family collaboration. The latter views family members as equal partners, which is essential for systems change. For parents to be full participants, they must be educated as are the professionals who serve on the PBIS teams. As the universal, secondary, and tertiary intervention systems are designed and implemented at the district and building levels, they will be folded into the overall RtI Plan for the District to ensure continuity among all buildings as well as to ensure that the needs of each and every student are met.

This objective addresses the following areas of AYP deficiency:

1 Students with disabilities are deficient in Reading Meets and Exceeds

No Deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO this year

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

Objective 3 Title :

Support implementation of district-wide PBIS including universal Tier 1, Tier 2, and Tier 3 intervention systems.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Each building will form a PBIS universal implementation team to facilitate the implementation of the program in the buildings.	09/01/2009	06/08/2011	During School	Title IV	5000
2	The District PBIS team has determined that the SWIS program will be used at all buidlings for the uniform collection of behavioral/social data to be used for PBIS interventions.	09/01/2009	06/08/2011	During School	Local Funds	5000

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

Objective 3 Title :

Support implementation of district-wide PBIS including universal Tier 1, Tier 2, and Tier 3 intervention systems.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	District PBIS team was formed to facilitate the implementation of the program throughout the District schools.	09/01/2009	06/08/2011	During School	Other	0
2	Each building PBIS team received initial training during the summer months prior to the fall implementation of the PBIS program.	06/15/2009	08/21/2009	After School	Title II	5000
3	Members from the Administrative Team and the Building Level Teams will attend the state conference on PBIS for All Students: Celebrating Successes and Planning for the Future.	09/01/2009	06/09/2010	During School	Title II	1000
4	PBIS coaches will provide on-going training and support for implementation of the program with integrity.	09/01/2009	06/08/2011	During School	Other	0

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

Objective 3 Title :

Support implementation of district-wide PBIS including universal Tier 1, Tier 2, and Tier 3 intervention systems.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Develop parent brochures explaining PBIS, the parent's role and the importance of the nurturing the collaborative relationship.	09/01/2009	06/08/2011	During School	Title IV	750
2	The District Leadership Team will develop an information sheet on the website supporting understanding of PBIS.	09/01/2009	06/08/2011	During School	Other	0
3	The District will routinely communicate with parents regarding PBIS data and expectations.	09/01/2009	06/08/2011	During School	Other	0
4	The District will involve parents in planning and leadership team work and discussion involving the implementation of PBIS.	09/01/2009	06/08/2011	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 3 Title :

Support implementation of district-wide PBIS including universal Tier 1, Tier 2, and Tier 3 intervention systems.

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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Progress on each objective will be measured according to the specific standard set and will be reported on at each District RtI Leadership Meeting. District and School Leadership Teams, including parents, will maintain on-going documentation, including refinement of action plans, for all strategies and activities. Specific Leadership Team members will be charged with collecting and reporting on specific objectives. This has been accomplished through the creation of sub-committees such as the Building Intervention Team, the Problem-Solving Team, and the PBIS teams. These teams meet at least bi-monthly to update progress via the use of local data.

The superintendent of District 123 is responsible for overseeing this process. The District Leadership Team oversees the implementation of the Three-Tier Model, as well as strategies and activities outlined in the objective. Individual school principals are responsible for coordinating professional development of their respective staffs.

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	Kathleen McCord	Superintendent of Schools
2	Leanne DeHaan	Director of Student Services
3	P. Enderle, L. Gloodt, A. McGovern, A. Schultz, J. Carr, S. Alimi, K. Zimmerman	Building Principals

Section II-A Action Plan - Objectives

Objective 4 Title :

Eligibility: Defining RtI entitlement process for SLD determination.

Objective 4 Description :

Our District is committed to RtI as an entitlement process and will no longer require an ability-achievement discrepancy model and a processing deficit. We believe we will have significant reduction in the numbers of referrals for SLD when we are successful in expanding the range of scientifically based instructional strategies and engage in early intervention with powerful Tier 2 reading and mathematics intervention and increase our impact of positive behavior support inside and outside the classroom.

This objective addresses the following areas of AYP deficiency:

1 Students with disabilities are deficient in Reading Meets and Exceeds

No Deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO this year

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

Objective 4 Title :

Eligibility: Defining Rtl entitlement process for SLD determination.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	By 2010-2011 the District will have data to demonstrate that the core reading, language arts, and math curricula are effective (e.g., ISAT, MAP, AIMsweb, DRA2).	09/01/2009	06/08/2011	During School	Other	0
2	The IEP Team will provide evidence that the core curricula are effective for most of the subgroup of students identified as LEP to rule out LEP as a determinant factor.	09/01/2009	06/08/2011	During School	Other	0
3	District will define types of evidence (e.g., review of health, social developmental study, behavior records, screening data, progress monitoring data) to rule out additional exclusionary factors (i.e., visual motor or hearing disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage) for SLD determination.	09/01/2009	06/08/2011	During School	Other	0
4	District will define types of evidence to determine rate of educational progress across the tiers using repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (e.g., National Center on Student Progress Monitoring).	09/01/2009	06/08/2011	During School	Other	0
5	District will define types of evidence (e.g., local norms, district-wide assessment, state assessments) from multiple data sources indicating a significant discrepancy between student and typical peers or standard.	09/01/2009	06/08/2011	During School	Other	0

6	District will define practices to ensure integrity of scientifically research-based interventions across multi-tiered model.	09/01/2009	06/08/2011	During School	Other	0
7	District will define evidence to evaluate instructional needs are beyond what can be provided with general education resources alone (e.g., curriculum, instruction or environmental conditions need to be very different for the student as compared to the needs of other students in the general education environment).	09/01/2009	06/08/2011	During School	Other	0
8	Policies and procedures that comply with state regulations are defined regarding the use of RtI to determine special education eligibility.	09/01/2009	06/08/2011	During School	Other	0

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

Objective 4 Title :

Eligibility: Defining RtI entitlement process for SLD determination.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	The District Leadership Team will offer ongoing staff development regarding assessment and data-decision making on identifying and supporting at-risk students.	09/01/2009	06/08/2011	During School	Other	500
2	The District Leadership Team will provide staff development and coaching on identifying specific SLD practices, including what is and what is not included in the assessment process.	09/01/2009	06/08/2011	During School	Other	500
3	The District Leadership Team will provide staff development, training and coaching on the implementation of the EasyIEP program, which incorporates the Multi-Tiered Eligibility Documentation.	08/14/2009	06/08/2011	During School	Other	0
4	Ongoing staff development on identifying current achievement levels and writing specific measurable outcomes.	09/01/2009	06/08/2011	During School	Other	0
5	The District Leadership Team will routinely analyze data to monitor annual yearly progress.	09/01/2009	06/08/2011	During School	Other	0
6	The staff will be trained in the gathering, administration and interpretation of local and state assessments (ISAT, MAP, AIMSweb, DRA2).	09/01/2009	06/08/2011	During School	Other	0
7	School psychologists will receive additional training on identifying specific SLD practices and their changing roles in this identification	09/01/2009	06/08/2011	During School	Other	0

process.

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

Objective 4 Title :

Eligibility: Defining RtI entitlement process for SLD determination.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	District 123 will determine policies and procedures related to parent involvement across multi-tiered model, communication of progress monitoring data to parents and parental consent for an evaluation.	09/01/2009	06/08/2011	During School	Other	0
2	The District will continue to provide parents with the policies, procedures and safeguards warranted by IDEA.	09/01/2009	06/08/2011	During School	Other	0
3	Parents are informed and invited to participate in the three-tier process as soon as their children begin tiered supports.	09/01/2009	06/08/2011	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 4 Title :

Eligibility: Defining RtI entitlement process for SLD determination.

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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Progress on each objective will be measured according to the specific standard set and will be reported on at each District RtI Leadership Meeting. District and School Leadership Teams, including parents, will maintain on-going documentation, including refinement of action plans, for all strategies and activities. Specific Leadership Team members will be charged with collecting and reporting on specific objectives. This has been accomplished through the creation of sub-committees such as the Building Intervention Team, the Problem-Solving Team, and the PBIS teams. These teams meet at least bi-monthly to update progress via the use of local data.

The superintendent of District 123 is responsible for overseeing this process. The District Leadership Team oversees the implementation of the Three-Tier Model, as well as strategies and activities outlined in the objective. Individual school principals are responsible for coordinating professional development of their respective staffs.

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	Kathleen McCord	Superintendent of Schools
2	Leanne DeHaan	Director of Student Services
3	P. Enderle, L. Gloodt, A. McGovern, A. Schultz, J. Carr, S. Alimi, K. Zimmerman	Building Principals
4	Beth Elliott	Program Supervisor
5	A. Donovan, M. Miller, G. Robuck	School Psychologists

Section II-A Action Plan - Objectives

Objective 5 Title :

Building Scientifically Based Assessment Systems for Universal and Individual Screening and Progress Monitoring for Academics and Behavior.

Objective 5 Description :

The District will begin using Curriculum-Based Measurements (CBM), a set of basic skills scientifically based universal screening and progress monitoring tools to identify candidates for multi-tiered interventions and to ensure that students are benefiting from the interventions that are provided to them. In addition, CBM will form the basis for special education IEP goals and to determine response to intervention as part of the SLD entitlement. A key component to the RtI process is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. AIMSweb is a 3-tier Progress Monitoring System based on direct, frequent and continuous student assessment via a web based data management and reporting system.

District 123 began phasing in the use of AIMSweb during the 2007-2008 school year. During the 2008-2009 school year, students in kindergarten through fifth grade were benchmarked with AIMSweb (winter and spring). Beginning in the 2009-2010 school year, AIMSweb benchmarking will be administered to each student in grades kindergarten through fifth three times each year (fall, winter, spring). More severe achievement problems and/or more response intensive programs may require more frequent progress monitoring (1-2 times per week). The goal of implementing the AIMSweb system will be to improve instruction, increase achievement, and report improvement to all stakeholders.

Building Intervention Teams will examine grade level data to evaluate the effects of core and intervention curricula. For behavior and social-emotional development, the District will begin to use the Systematic Screening for Behavior Disorders (SSBD) and the School-Wide Information System (SWIS) for purposes of universal and individual screening. This objective will require robust professional development, as well as methods of communicating data and its interpretation with parents.

This objective addresses the following areas of AYP deficiency:

1 Students with disabilities are deficient in Reading Meets and Exceeds

No Deficiencies have been identified from your most recent AMAO report.
This district is not accountable for AMAO this year

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

Objective 5 Title :

Building Scientifically Based Assessment Systems for Universal and Individual Screening and Progress Monitoring for Academics and Behavior.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Beginning Spring, 2009, IEP goals will be written using scientifically based progress monitoring tools (CBM).	03/03/2009	06/08/2011	During School	Other	0
2	Fall 2009, all behavioral IEP goals will be written and monitored in specific, measurable, observable, and reliable data collection techniques.	09/01/2009	06/08/2011	During School	Other	0
3	Fall 2009, CBM universal screening for Tier 1 and progress monitoring system for Tiers 2 and 3 will be in place for grades K-8. For screening, students will be assessed three times per year using CBM.	09/01/2009	06/08/2011	During School	Other	0
4	The District has chosen AIMSweb for universal screening and progress monitoring based on the standards provided by the National Center on Student Progress Monitoring (www.studentprogress.org) and District 123 will specify universal screening criteria for Tier 2 and Tier 3 intervention.	09/01/2009	06/08/2011	During School	Other	0
5	By Winter 2009, based on universal screening data, the District will identify K-5 students at risk and provide them with coordinated scientifically-based interventions.	09/01/2009	06/08/2011	During School	Other	0
6	By Fall 2009, based on universal screening data, the District will identify grade 6-8 students at risk and provide them with coordinated scientifically-based interventions.	09/01/2009	06/08/2011	During School	Other	0
7	Starting Fall 2009, all students receiving Tier 2 and Tier 3 interventions will be progress monitoring with appropriate frequency.	09/01/2009	06/08/2011	During School	Other	0
8	The Administrative Leadership Team will evaluate all relevant and appropriate data (e.g., MAP, AIMSweb, CBM, PBIS, ISAT) to determine if the core curriculum is meeting the needs of most students.	09/01/2009	06/08/2011	During School	Other	0

9	To facilitate application of data analysis skills, schools will schedule time for staff to review data following universal screening.	09/01/2009	06/08/2011	During School	Other	0
---	---	------------	------------	---------------	-------	---

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

Objective 5 Title :

Building Scientifically Based Assessment Systems for Universal and Individual Screening and Progress Monitoring for Academics and Behavior.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Intervention Teams and the District Leadership Team will be trained on AIMSweb universal screening and progress monitoring.	09/01/2009	06/08/2011	During School	Other	0
2	All appropriate staff will be trained to collect, organize and interpret universal screening data to make instructional decisions for K-8 students.	09/01/2009	06/08/2011	During School	Other	0
3	All appropriate staff will be trained to use progress monitoring data to write measurable and observable scientifically-based goals and objectives for students in Tier 2, Tier 3 and those with IEP's.	09/01/2009	06/08/2011	During School	Other	0
4	Rtl and the Three-Tier Model and CBM monitoring will be incorporated into all new hire training.	08/11/2009	06/08/2011	During School	Other	0

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

Objective 5 Title :

Building Scientifically Based Assessment Systems for Universal and Individual Screening and Progress Monitoring for Academics and Behavior.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Starting with our first AIMSweb Universal Screening and Progress Monitoring assessment, data will be shared with parents 3 times per year, along with information on how to interpret the data and recommendations for activities at home.	09/01/2009	06/08/2011	During School	Other	0

2	By Fall 2009, District 123 will develop a Three-Tier Model of Service Delivery.	09/01/2009	06/08/2011	During School	Other	0
3	By Fall 2009, District will create a Three-Tiered Model webpage link and resources on the District's website.	09/01/2009	06/08/2011	During School	Other	0
4	AIMSweb universal screening and progress monitoring system will be presented at Superintendent Coffees, Open Session Board Meetings, Curriculum Nights and PTA/PTO meetings.	09/01/2009	06/08/2011	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 5 Title :

Building Scientifically Based Assessment Systems for Universal and Individual Screening and Progress Monitoring for Academics and Behavior.

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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Progress on each objective will be measured according to the specific standard set and will be reported on at each District RtI Leadership Meeting. District and School Leadership Teams, including parents, will maintain on-going documentation, including refinement of action plans, for all strategies and activities. Specific Leadership Team members will be charged with collecting and reporting on specific objectives. This has been accomplished through the creation of sub-committees such as the Building Intervention Team, the Problem-Solving Team, and the PBIS teams. These teams meet at least bi-monthly to update progress via the use of local data.

The superintendent of District 123 is responsible for overseeing this process. The District Leadership Team oversees the implementation of the Three-Tier Model, as well as strategies and activities outlined in the objective. Individual school principals are responsible for coordinating professional development of their respective staffs.

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	Kathleen McCord	Superintendent of Schools
2	Leanne DeHaan	Director of Student Services
3	A. Donovan, M. Miller, G. Robuck	School Psychologists

Section II-A Action Plan - Objectives**Objective 6 Title :**

Ensure the use of scientifically based Instructional Practices and Interventions at all 3 tiers in literacy in prekindergarten through 8th grade.

Objective 6 Description :

The District will identify and implement scientifically based instruction and interventions to ensure that the core curriculum meets the needs of most students. At the elementary level this includes building proactive and preventative systems of intervention (Tier 1) for academics (literacy) and behavior.

Response to Intervention (RtI) is a general education initiative that requires collaborative efforts from all district staff, general educators, special educators, ELL staff and parents. RtI is a multi-step process of providing educational support and instruction to children who are struggling learners. Individual progress is monitored and results are used to make decisions about further instruction and intervention.

For students who need more of what is presented in the core curriculum or the most intensive support that the District can offer, District 123 will provide scientifically based instructional strategies and/or interventions of increasing intensity. Training in and supervision of the core program and supplemental interventions and instructional strategies will insure implementation with integrity at all Tiers.

This objective addresses the following areas of AYP deficiency:

1 Students with disabilities are deficient in Reading Meets and Exceeds

No Deficiencies have been identified from your most recent AMAO report.

This district is not accountable for AMAO this year

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

Objective 6 Title :

Ensure the use of scientifically based Instructional Practices and Interventions at all 3 tiers in literacy in prekindergarten through 8th grade.

	Strategies and Activities	TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Each school will complete the Self Study for Scientifically-Based Interventions.	09/01/2009	06/08/2011	During School	Other	0
2	The District Leadership Team will review result of the self-study and develop a plan for addressing identified gaps in expected versus actual instructional practices and interventions at Tiers 1,2, and 3.	09/01/2009	06/08/2011	During School	Other	0
3	The District Leadership Team will review the results and establish a district intervention hierarchy for pre-Kindergarten through 8th grade that uses scientifically research based interventions and instructional practices.	09/01/2009	06/08/2011	During School	Other	0
4	The District Leadership Team will establish policies for the delivery of Tier 2 services.	09/01/2009	06/08/2011	During School	Other	0
5	Students receiving increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core literacy curriculum and instruction.	09/01/2009	06/08/2011	During School	Title I	500
6	A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place.	09/01/2009	06/08/2011	During School	Other	0
7	A system utilizing progress monitoring is in place to move students among tiers as needed (e.g., students making acceptable progress in Tier 2 return to Tier 1, students not making acceptable progress may be transitioned to Tier 3).	09/01/2009	06/08/2011	During School	Other	0
8	A system is in place to continually verify that interventions are implemented with fidelity.	09/01/2009	06/08/2011	During School	Other	0

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

Objective 6 Title :

Ensure the use of scientifically based Instructional Practices and Interventions at all 3 tiers in literacy in prekindergarten through 8th grade.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Staff are allocated, utilized and supported in a way that optimizes their capacity to provide tiered interventions.	09/01/2009	06/08/2011	During School	Other	0
2	All staff involved in the implementation of RtI have received an overview of the RtI framework and its implications for changes in curriculum, instruction and assessment practices to implement a district-wide RtI process to support overall district planning.	09/01/2009	06/08/2011	During School	Other	0
3	All elementary administrators and staff will be given instruction on best practices in the teaching and supervision of reading (GLM, Workshops, Conferences, Training/Coaching).	09/01/2009	06/08/2011	During School	Title I	5000

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

Objective 6 Title :

Ensure the use of scientifically based Instructional Practices and Interventions at all 3 tiers in literacy in prekindergarten through 8th grade.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	District 123 will develop a Three-Tier Model of Service Delivery brochure and send it home to all parents. This will provide information regarding Tier 2 and Tier 3 literacy interventions.	09/01/2009	06/08/2011	After School	Local Funds	1000
2	District 123 will provide an information page on the District website on the Three-Tier Model of Service Delivery.	09/01/2009	06/08/2011	During School	Other	0
3	Parents will continue to be encouraged to attend and be active participants in their child's Domain, Eligibility, and IEP meetings.	09/01/2009	06/08/2011	During School	Other	0

Section II-E Action Plan - Monitoring

Objective 6 Title :

Ensure the use of scientifically based Instructional Practices and Interventions at all 3 tiers in literacy in prekindergarten through 8th 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 for this objective. (How will district personnel monitor the effectiveness of the strategies and activities?)

Progress on each objective will be measured according to the specific standard set and will be reported on at each District Leadership Team meeting. District and School Leadership teams, including parents, will maintain on-going documentation, including refinement of action plans, for all strategies and activities. Specific Leadership Team members will be charged with collecting and reporting on specific objectives. This has been accomplished through the creation of sub-committees such as the Building Intervention Team, the Problem Solving Team, and the PBIS Intervention Team. These teams will meet bi-monthly to update progress via the use of local assessment data (MAP, AIMSweb, PBIS).

The District 123 Superintendent of Schools is responsible for overseeing this process. The District Intervention Leadership Team will oversee implementation of the Three-Tier Model across the District, as well as strategies and activities outlined for the objective. Individual school principals will be responsible for coordinating professional development of their respective staff.

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	Kathleen McCord	Superintendent of Schools
2	Andrea Anderson	Assistant Superintendent
3	P. Enderle, L. Gloodt, A. McGovern, A. Schultz, J. Carr, S. Alimi, K. Zimmerman	Building Principals

Section III - Development, Review and Implementation

A. 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 district improvement team or plan developers are identified here.

Oak Lawn-Hometown School District 123 district improvement team was responsible for the development of this plan. A collaborative model which solicits input from and facilitates discussions among all district stakeholders is used to build consensus. District stakeholders (e.g., teacher, paraprofessional and parent organizations) are included in the plan development, implementation and fidelity monitoring. The members of the team include: Kathleen McCord (Superintendent), Andrea Anderson (Assistant Superintendent), Lauri Calabrese (Assistant Superintendent - Business), Leanne DeHaan (Director of Student Services), Lori Gloodt (Building Principal), Beth Elliott (Program Supervisor), Melissa Miller

(School Psychologist), Anne Donovan (School Psychologist), Gerry Krull (Literacy Coordinator), Michelle Glass (Literacy Support Teacher), Tammie Lagioia (Parent), Mary Giovanazzi (Curriculum & Differentiation Support Teacher).

Outside experts consulted in the development of this plan include Mark Shinn, PhD., ASPIRE Project Director; Judy Hackett, PhD., Northern Region I-ASPIRE; A.E.R.O. Cooperative Academy for Excellence (Professional Development).

Section III - Development, Review and Implementation

B. 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 responsibilities include providing technical assistance to the schools including data analysis, identification of the district'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 district's budget to ensure that funds provided under Title I and Title III supplement, not supplant, non federal funds, and that services provided with these funds are comparable with the services in schools that are not receiving funds under Title I (NCLB, Section 1116 and 1120A).

- All students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and regularly (ongoing progress monitoring).
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (AIMSweb, MAP, DRA2, ISAT).
- Technical assistance provided by the district serving its school is founded on scientifically based research.
- Allocate state, local and federal funds (e.g., Title I, Title II, Title IV, IDEA Subpart B) for assessment tools, professional development, and research-based materials.
- Shared responsibility among all educators (e.g., general education, special education, related service personnel, ELL, Title I) for the academic progress of all students.
- Allocate funds (e.g., Title I) to facilitate a specialist to train staff and administrators on best practices in teaching and supervision or reading.
- PBIS Coaches and Training will be identified to provide on-going training and support for the implementation with high treatment integrity.
- Encourage increased parental involvement in the RtI process.

The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.

Section III - Development, Review and Implementation

C. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the district 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 district, if requested, to develop and implement the district plan and work with schools needing improvement. Such technical assistance shall be supported by effective methods and instructional strategies based on scientifically based research. The technical assistance shall address problems, if any, implementing the parental involvement activities described in NCLB, Section 1118, and the professional development activities described in NCLB, Section 1119. [NCLB, Section 1116(c)(9)(B)].

ISBE has provided technical services and resources to Oak Lawn-Hometown School District 123 during the development and review of the District's RtI plan. The initial steps of our District's RtI Plan began with the ISBE Self-Study, which provided the foundation for the development of our District RtI Plan. Additional ISBE services included:

- Professional Development
- District Improvement Plan Template
- Web-Based Training and Coaching

District 123 also participated with the Ridgeland School District 122 I-ASPIRE Grant recipient for their staff development opportunities.

The District will also spend 10% of the funds made available under Title I, Part A subpart 2 of the NCLB and 15% of Part B, in addition to local funds, for the purpose of providing high-quality professional development.

The District plans on continuing to access the ISBE technical assistance in the implementation of the District RtI Plan, especially in the area of professional development (NCLB, Section 110. [NCLB, Section 1116(c)(9)(B)]. The District will also need to access the ISBE technical assistance for the District's implementation of the Positive Behavior Interventions and Supports system (PBIS).

Section IV-A Local Board Action

DATE APPROVED by Local Board: 9/28/2009

A.Assurances

1. 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).
2. Technical assistance provided by the district serving its school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B.Superintendent's Certification

By submitting the plan on behalf of the district, 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 plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

Section IV-B ISBE Monitoring

Note: The items marked with a [C] are compliance items the ISBE readers will review for those district improvement plans that are required to be submitted based on the district's academic status as reported in the 2009 Report Card. These district improvement plans are to span a two year period: 2009-2011.

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 DIP 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 data, provide clear direction for the selection of the objectives, strategies, and activities?[C]

LOCAL ASSESSMENT DATA

 Yes No

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

 Yes No

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

OTHER DATA

 Yes No

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

 Yes No

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 DIP team stated measurable objectives that promote continuous and substantial progress to ensure that students in each subgroup meet the State's target (e.g., in delivering tiered services or differentiated instruction)?

Yes No

Has the DIP 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 and AMAO deficiency?[C]

Yes No N/A

Do the objectives address the areas of special education compliance?

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?

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 special education non-compliance?

Yes No N/A

Do the parent involvement strategies and activities clearly align with the strategies and activities for students?[C]

Yes No 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?

Yes No Are timelines reasonable and resources coordinated to achieve the objectives?[C]

MONITORING

Yes No Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?[C]

Yes 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

METHODS OF PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

Yes No Does the plan describe how stakeholders have been consulted?[C]

Yes No Does the DIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that best effect necessary changes?[C]

DISTRICT RESPONSIBILITIES

Yes No Is it clear what support the district will provide to ensure the success of the plan?[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]

APPROVAL DATE OF LOCAL BOARD

Yes No

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

PART II - COMMENTS