

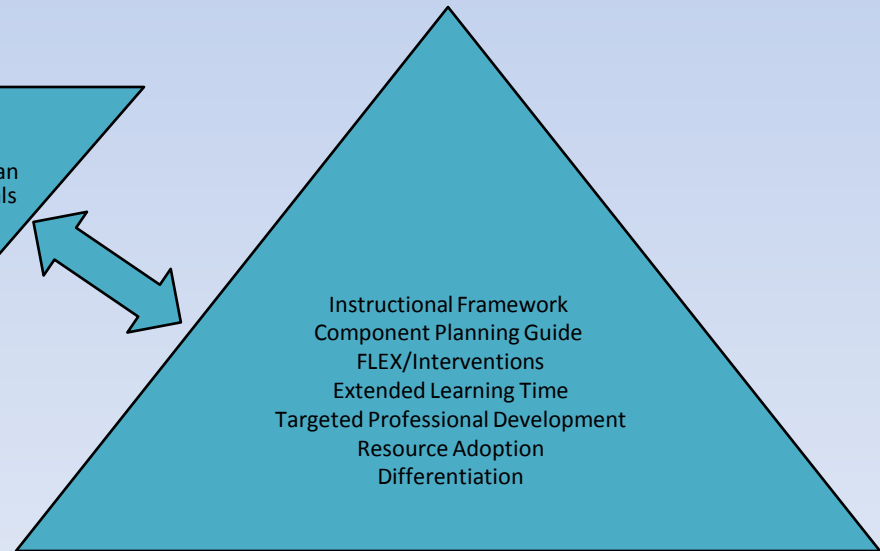
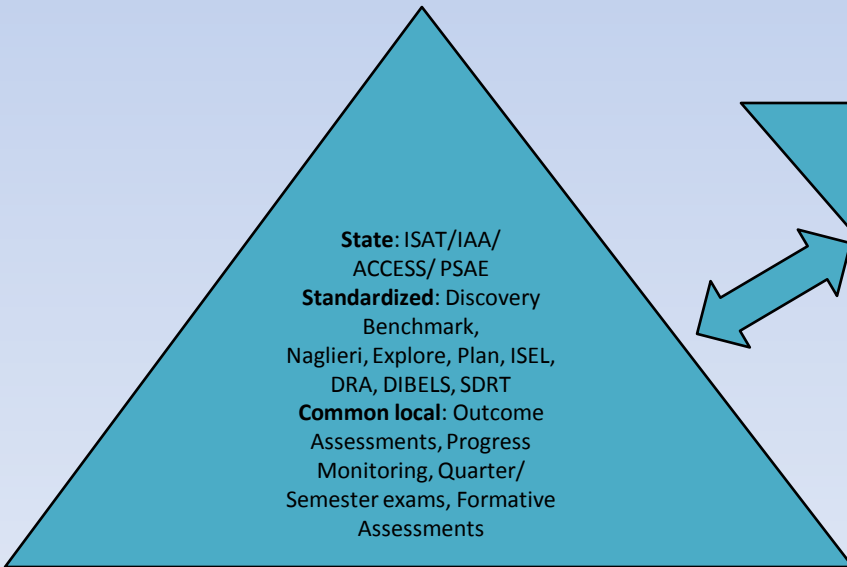
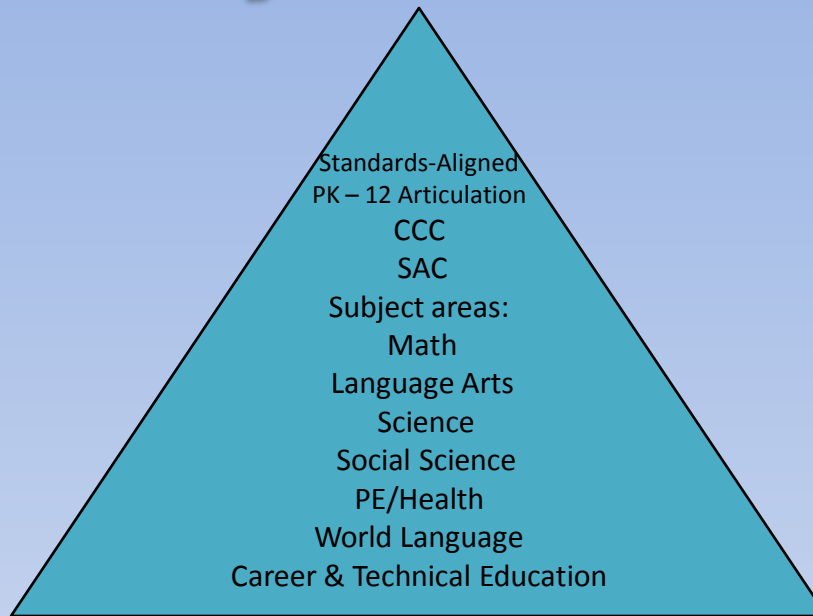
**Plainfield Community Consolidated School District 202**

**No Child Left Behind**

**August 27, 2009**

***Board of Education Report***

# Written



**Tested**

**Taught**

# Student Achievement

## ***Required Illinois Assessments***

- ***Illinois Standards Achievement Test (ISAT)***  
***Grades 3-8***
- ***Prairie State Achievement Examination (PSAE/ACT)***  
***Grade 11***
- ***Illinois Alternate Assessment (IAA) Special Education***  
***Grades 3-8 and 11***
- ***ACCESS (English Language Learners)***  
***Grades K-12***

## **No Child Left Behind (NCLB) Subgroups**

*White*

*Black*

*Hispanic*

*Asian/Pacific Islander*

*Alaskan/Native American*

*Multi-Racial*

*Limited English Proficient*

*Students with Disabilities (IEP)*

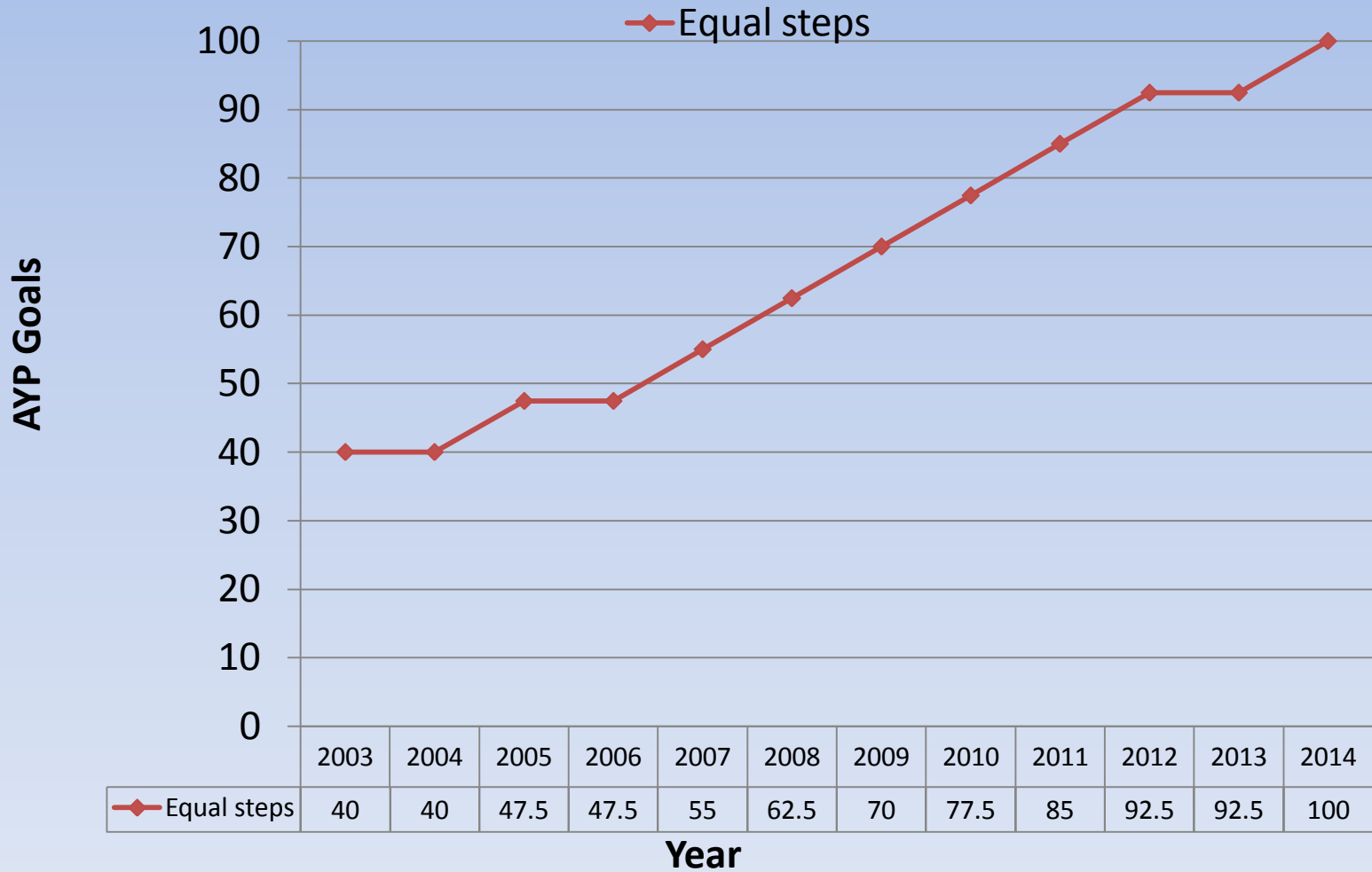
*Low Income*

# AYP (Adequate Yearly Progress)

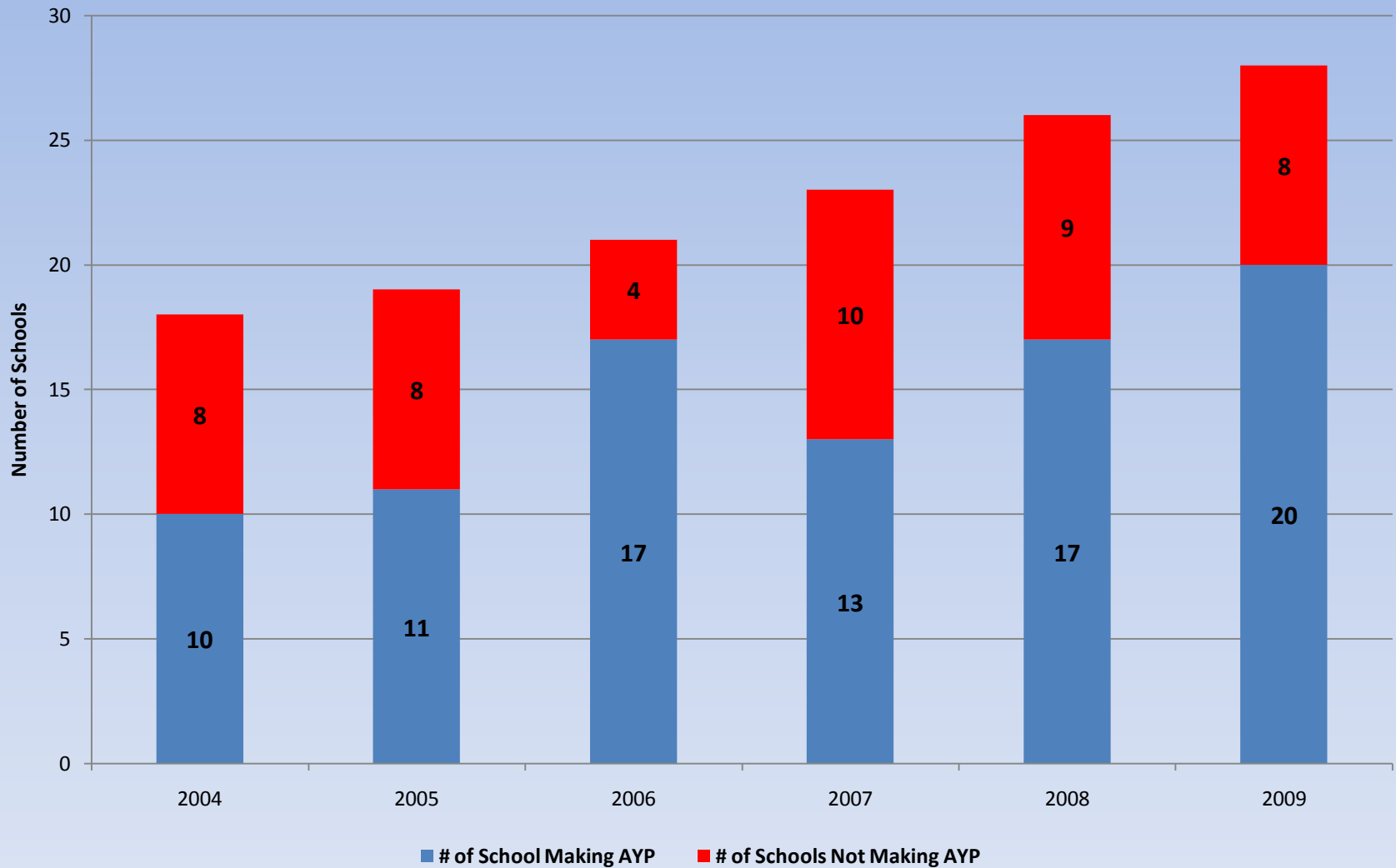
- *AYP is a state's measure of progress toward the goal of having 100% of all students achieving state standards in reading and math.*
- *Participation rate of 95% for all subgroups.*
- *Schools must show evidence that they are mastering the standards and consistently improving their scores on these tests annually.*

**Goal: 100% meeting state standards in reading/math by 2014**

# Equal Steps 7.5% Model



# Six Year History: Schools Making AYP

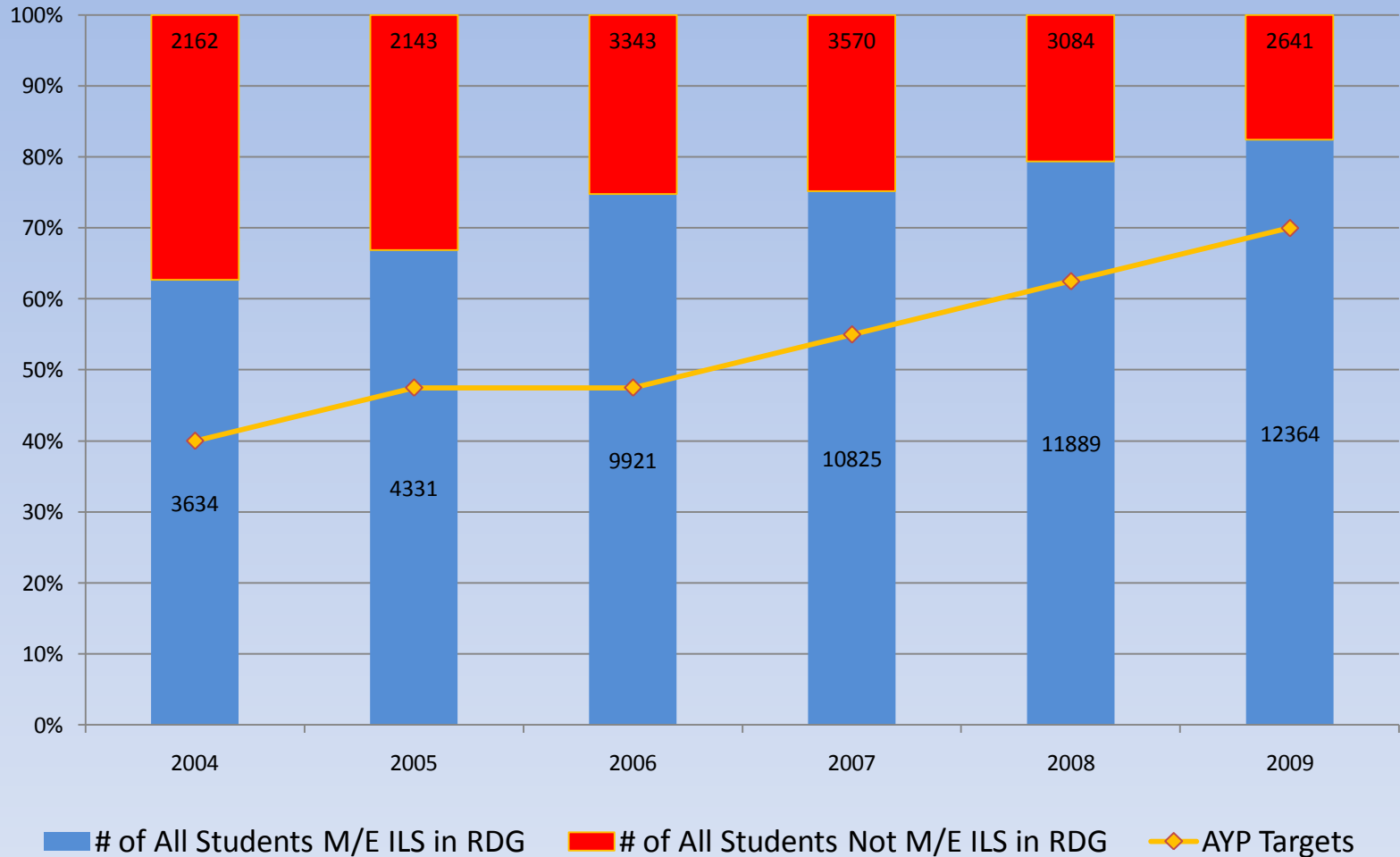


# Total Student Enrollment K-12



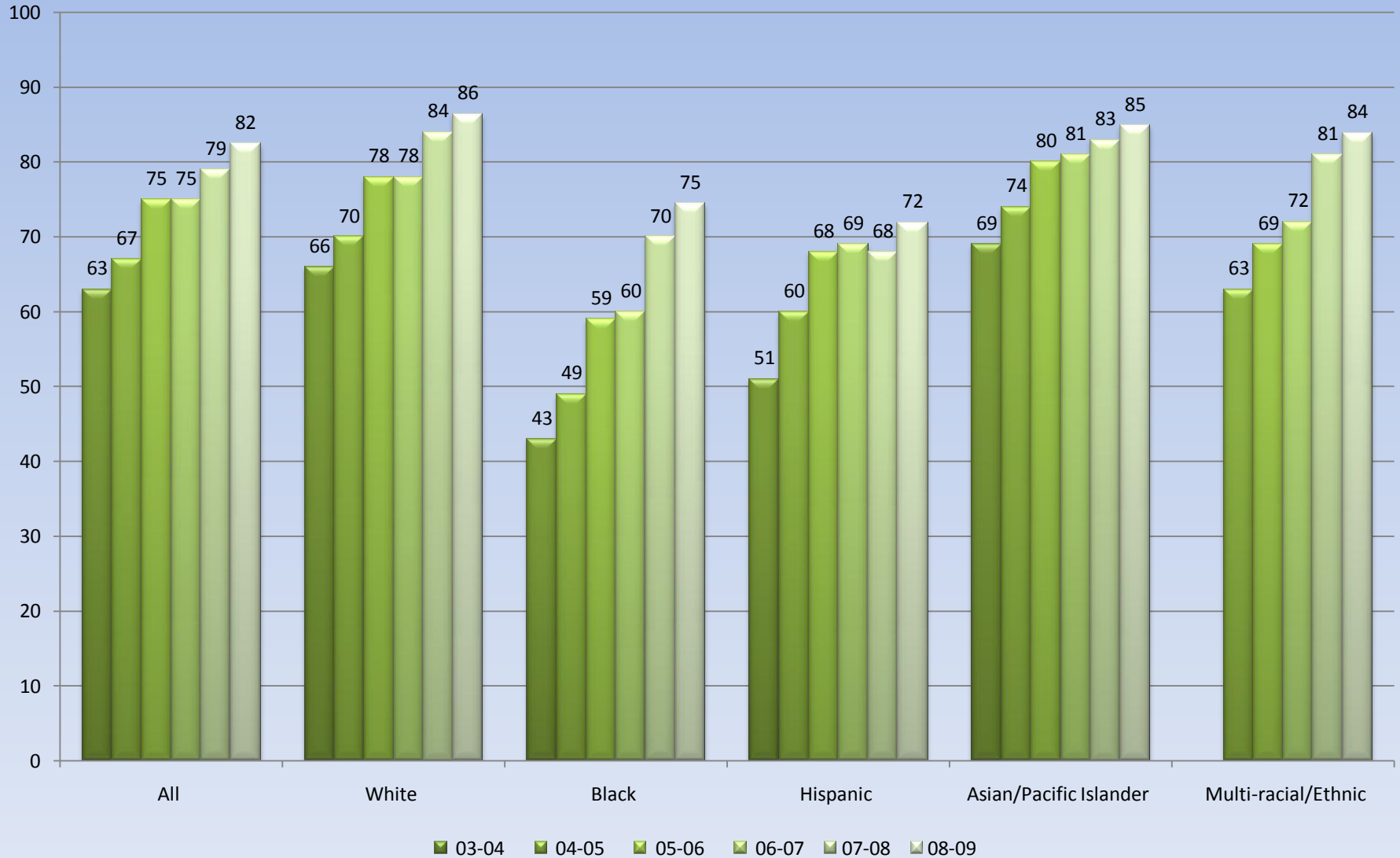
Data Source: ISBE Annual District Report Card

# Six Year Trend in Reading



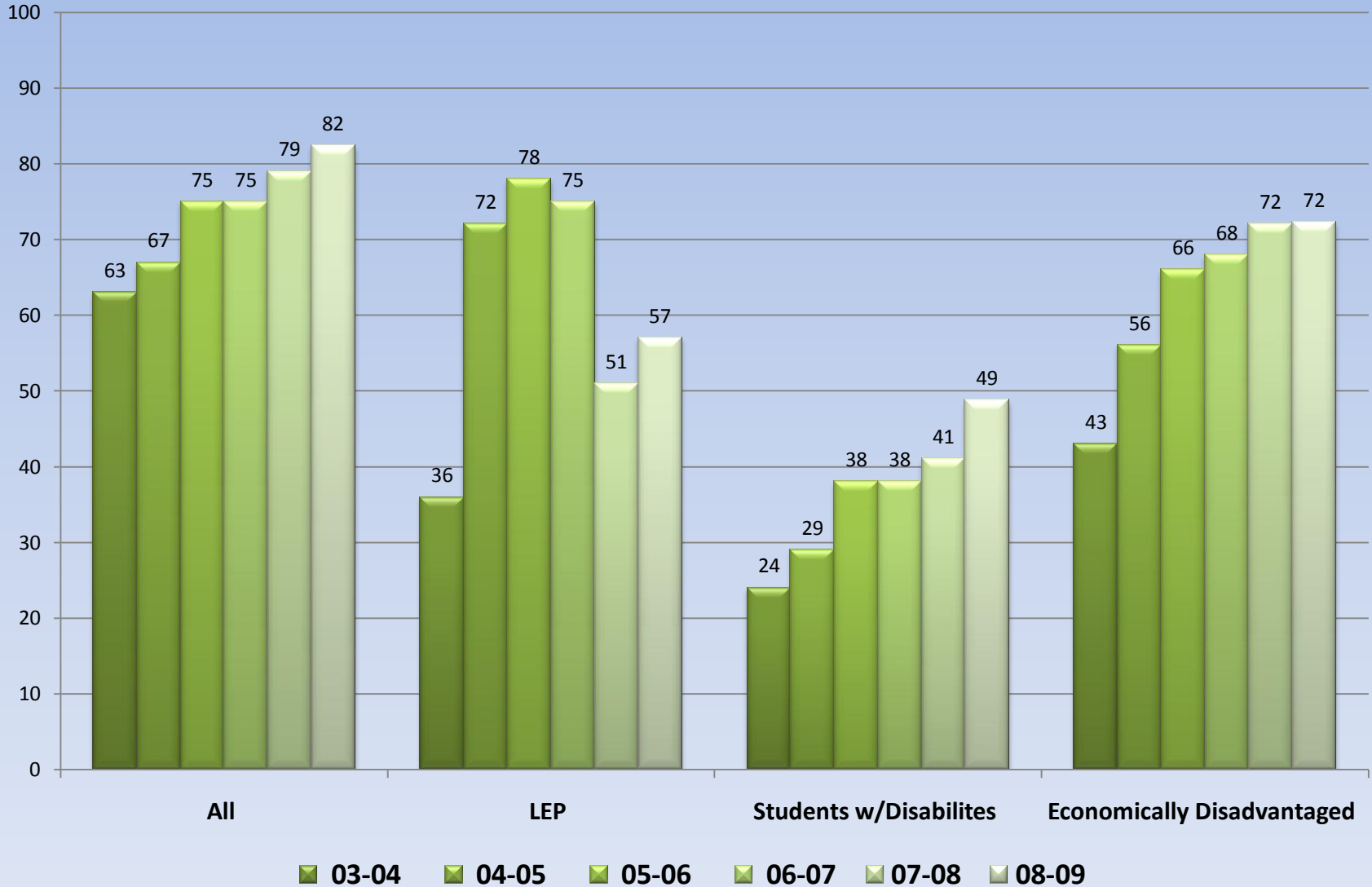
**In 2004 there was a total of 5796 students tested in grades 3-8 and 11. 62.7% met state standards in reading. In 2009 there was a total of 15,005 students tested in grades 3-8 and 11. 82.4% met state standards in reading.**

## Six Year Historical AYP Trend Data Reading by Ethnic Subgroup

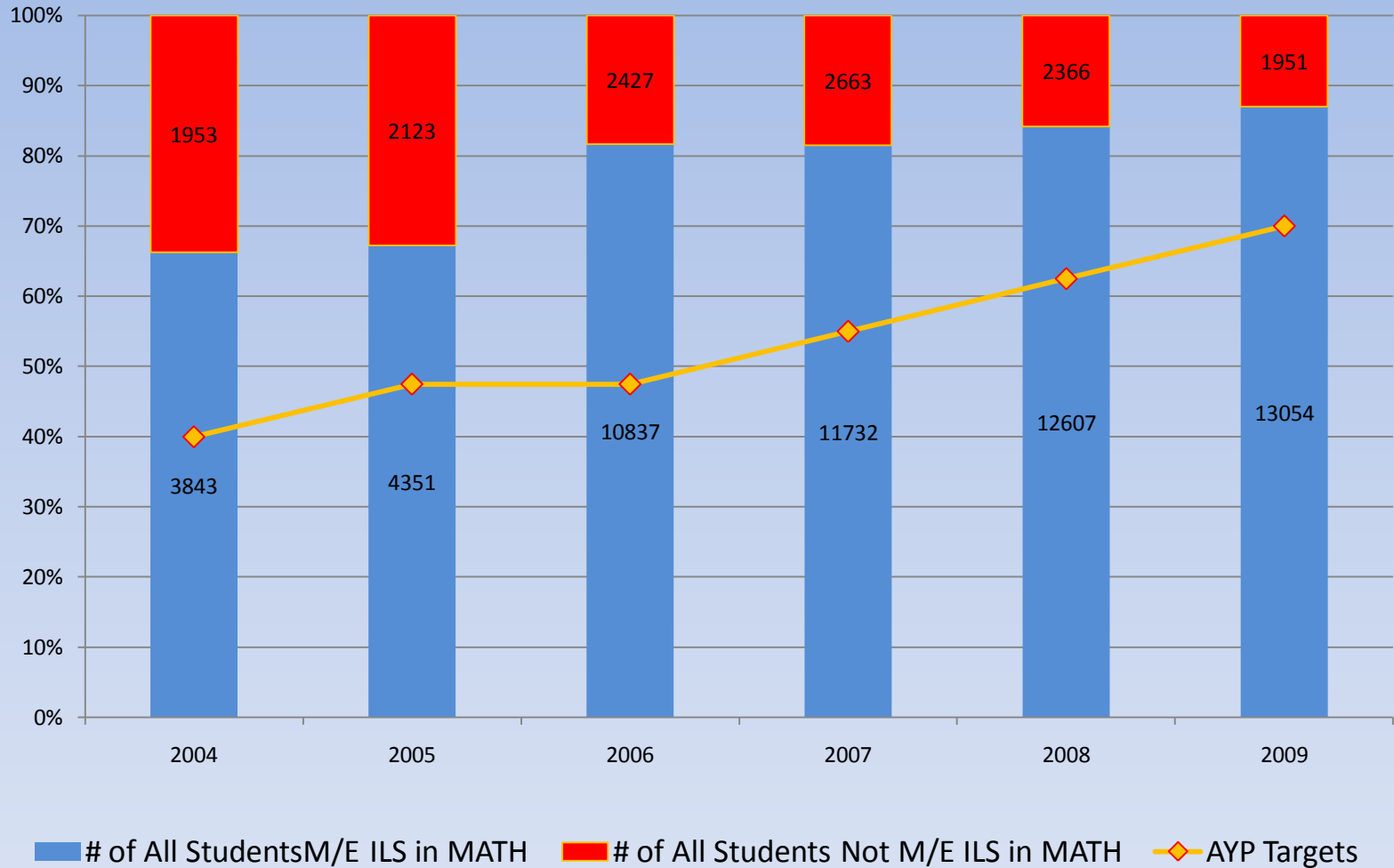


# Plainfield Community Consolidated School District 202

## Six Year Historical AYP Trend Data Reading Other Subgroups

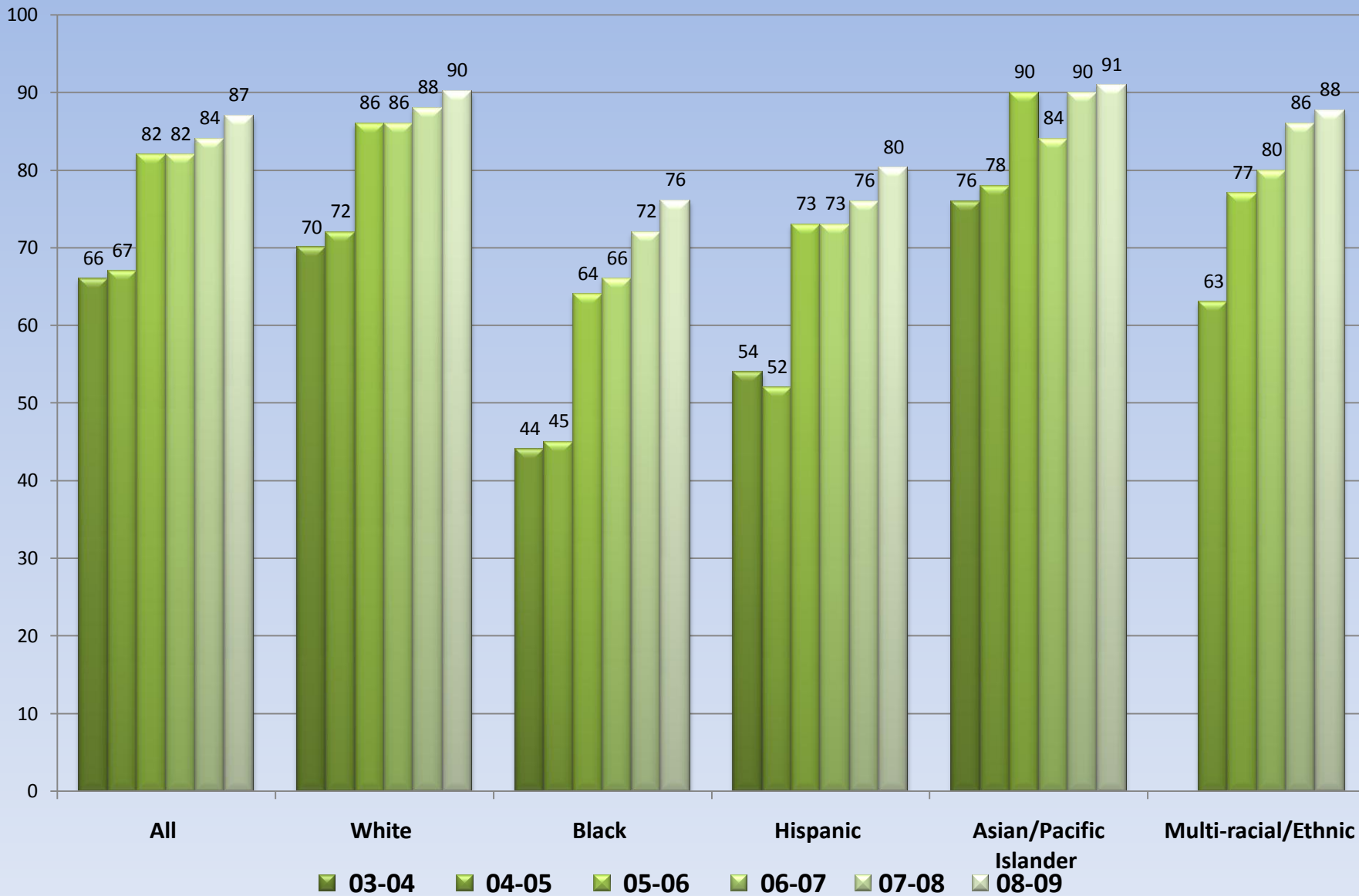


# Math Six Year Trend

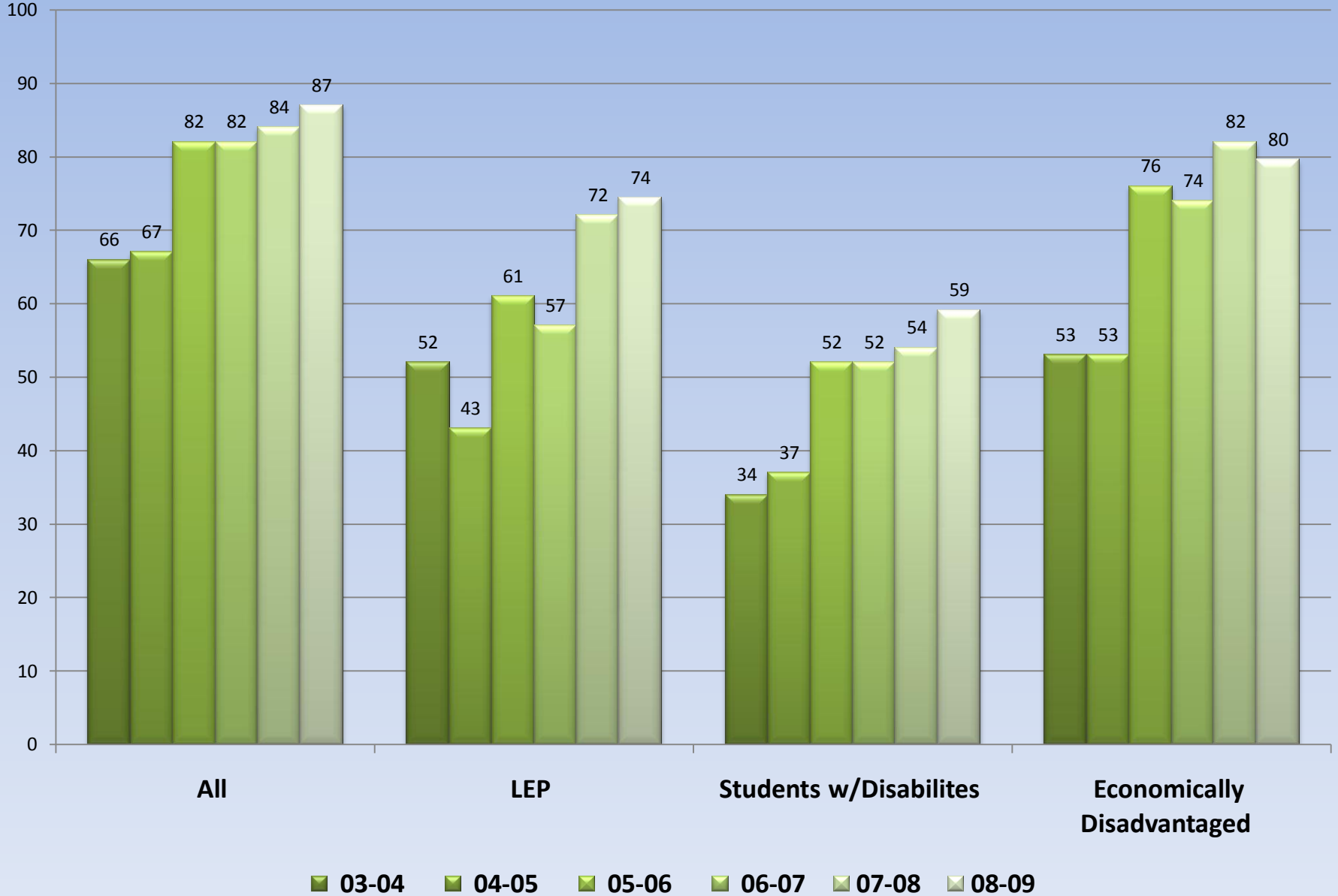


**In 2004 there was a total of 5796 students tested in grades 3-8 and 11. 66.3% met state standards in math. In 2009 there was a total of 15,005 students tested in grades 3-8 and 11. 87% met state standards in math.**

### Six Year Historical AYP Trend Data Math by Ethnic Subgroups



# Six Year Historical AYP Trend Data Math Other Subgroups



# Six Year Gains: Percent of Students Meeting or Exceeding Illinois State Standards

Reading				Math			
	2003-04	2008-09	6 Year Net Gain		2003-04	2008-09	6 Year Net Gain
All	63	82	+19	All	66	87	+21
White	66	86	+20	White	70	90	+20
Black	43	75	+32	Black	44	76	+32
Hispanic	51	72	+21	Hispanic	54	80	+26
Asian	69	85	+16	Asian	76	91	+15
Multiracial		84		Multiracial		88	
LEP	36	57	+21	LEP	52	74	+22
IEP	24	49	+25	IEP	34	59	+25
Economically Disadvantaged	43	72	+29	Economically Disadvantaged	53	80	+27

Data Source: Annual District AYP Report

# Six Year Gains: Schools Not Making AYP in 2009

School	Reading 2004 to 2009	Math 2004 to 2009
Central Elementary School	+19.6%	+10.8%
Lakewood Falls Elementary School	+18.6%	+10.5%
Creekside Elementary School	+24.2%	+8.6%
Thomas Jefferson Elementary School	*	*
Timber Ridge Middle School	+16.1%	+39.6%
Ira Jones Middle School	*	*
Drauden Point Middle School	+21.9%	+48.8%
South High School	+13.3%	+16.7%

\* Six years of data not available.

## **Curriculum and Instruction and Student Services**

### **Continuous Improvement (Professional Learning Communities)**

**What should all students know and be able to do?**

Common, consistent, articulated PK-12 curriculum

**How will we know when they have learned it?**

Common outcome assessments, identification/screening tools

**What will we do if they already know it?**

Differentiation, Gifted, Accelerated and Advanced Placement opportunities

**What will we do when they have not learned it?**

Response to Intervention

## **Curriculum and Instruction and Student Services Program of Work Initiatives**

- Systemic K-12 Curriculum Development Process
  - Mathematics – Full Implementation of curriculum, assessments and resources
  - Language Arts – Resource/Assessment development
  - Science — Full Implementation
  - Career and Technical Education – Validation of curriculum
  - PE/Health –Validation of curriculum
  - Social Science –Curriculum revision validation
  - World Language –Curriculum revision validation
- Continue Discussions on Grading and Progress Reporting: Grading Policy
- Continue with Data Walks with building level School Improvement Teams
- Math and Language Arts SAC subcommittee for interventions and HS courses
- Development of a therapeutic component for Plainfield Academy
- Implementation of a district wide Response to Intervention plan
- Implementation of a progress monitoring system in TieNet
- Development of assessments for functional curriculum for IEP students
- Implementation of K-12 Discovery benchmark assessment

## Identification & Screening

To identify students not meeting standards:

- Elementary uses Discovery benchmark assessment, DIBELS, DRA, ISAT, Outcome assessments, and Curriculum Based Measurements (CBMs)
- Middle School uses Discovery benchmark assessment, DRA, ISAT, Outcome assessments, and Curriculum Based Measurements (CBM)
- High School uses, Discovery benchmark assessment, Key Train, Plan, Explore, SDRT

## **Curriculum and Instruction and Student Services Program of Work Initiatives**

### ***Elementary School:***

- Continue with Balanced Literacy Instructional framework with an emphasis on professional development in the area of Guided Reading lessons.
- Implementation of Language Arts Connectors to focus on: the writing process, teaching literacy in the content area, balanced literacy and interventions
- Continue with implementation of outcome assessments and resources in math
- Continue Math Connectors with a focus on diagnostic assessment and differential instruction
- Full implementation of a 30 minute “walk to” period in order to provide students with additional support and interventions
- Continue the focus on diagnostic teaching at Tier 3.
- Continuation of Corrective Reading as an intensive reading intervention and pilot Corrective Math in selected schools
- Provide in-services for special education staff in reading/math analysis and continue to support and monitor program implementation.

## **Curriculum and Instruction and Student Services Program of Work Initiatives**

### ***Middle School:***

- *Continue support for the full implementation of Hybrid Block Schedule:*
  - *Double period for Math and LA*
  - *Enhancement/enrichment periods (extended instructional time)*
- *Recommendation for Encore offerings/schedule for 2010-2011 school year*
- *Use of Math and Language Arts Connectors for communication and professional development purposes.*
- *Implementation of new LA curriculum*
- *Increased number of accelerated classes in LA and Math*
- *Continue Reading analysis training*
- *Implement Math diagnostic and extended response training*
- *Provide Reading and Math consultation (with more help in buildings NOT making AYP)*
- *Implement Win-Win training (classroom behavior and management) in 3 buildings with largest enrollment*

## **Curriculum and Instruction and Student Services Program of Work Initiatives**

### ***High School:***

- Continue with High School Success Team in order to support improvement initiatives.
- Refine alignment of curriculum, instruction, and assessments to PSAE/ACT
- Continue test preparation interventions for Work Keys and ACT in all academic classes
- Provide more opportunities for faculty to collaborate about student performance using current data
- Continue training for teachers on instructional strategies to support literacy in academic classes
- Define targeted instruction for students based on data as part of the Response to Intervention (RtI) process
- Provide direct instruction, interventions, and/or additional time to all identified students in reading and math
- Provide training in math resources to faculty to support students in targeted interventions

## **Curriculum and Instruction and Student Services Program of Work Initiatives**

### ***English Language Learners:***

- Elementary focus on Balanced Literacy
  - Writers workshop
- Focus on native language support PK-12 in the core content areas with an emphasis on Spanish literacy in the primary grades
- Continuation of Middle and High school focus on sheltered English instruction
  - Year 1 for new teachers
  - Year 2 for previously trained teachers
- Increased collaboration with special education
  - Written process for serving ELLs with special needs
- Use of language proficiency data for instructional purposes
- Implement “Logramos” assessment K-12 for students receiving Spanish literacy instruction

## **Curriculum and Instruction and Student Services Program of Work Initiatives**

- Continue implementation of State approved 3-year District 202 Technology Plan
- Continue Full Release Mentor Pilot program alongside current Mentoring/Induction Program for new teachers
- Gifted/Accelerated/Advanced Placement:
  - Continue implementation of Accelerated 5th grade math
  - Continue implementation of Accelerated summer school math
  - Elementary and Middle School revision of identification matrix for students in grades 3-8 and provide staff development for differentiation
  - Continue implementation of Accelerated Math and Language Arts at middle school
  - Increase Advanced Placement courses at high school level and provide more opportunities for open enrollment
- Development of student data profile.

*“ The great thing in the world is not so much  
where we stand, as in what direction we are  
moving”*

Oliver Wendell Holmes

**Plainfield Consolidated Community School District 202**  
*is preparing our students for the future!*

***What we are doing is working and our  
achievement continues to climb!***