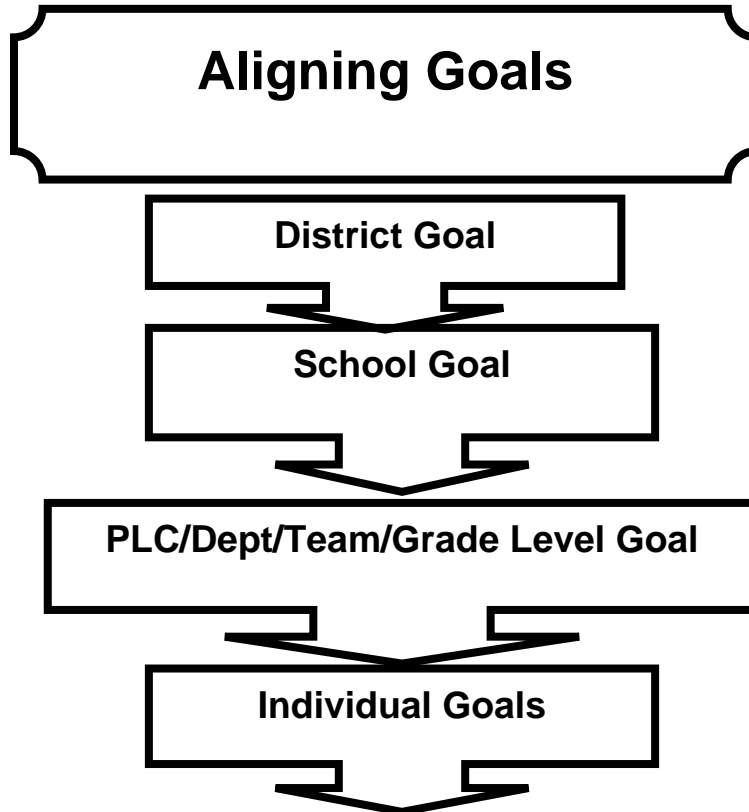
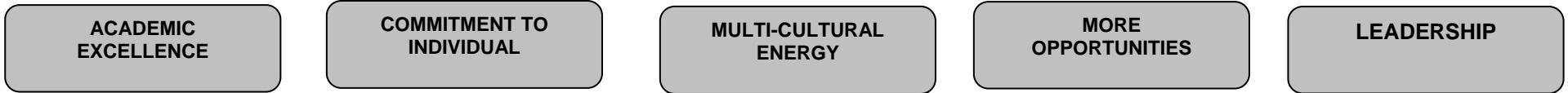


Site Plan Visits: Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	Staff Mtg. Reviews: Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	<h2 style="text-align: center;">2008-09 District 742 School Improvement Plan</h2> <p style="text-align: center;">School: Oak Hill Elementary</p> <p style="text-align: center;">Our mission is to prepare all learners, in partnership with their families and community, to live and contribute within a changing and diverse world.</p>	Leadership Team Members: Tina Lahr, Dale Freese, Amy Dvorak, Tina Piper, Jane Hall, Angie O'Neil, Deb Forstner, Kelley Miller
Principal Mtg. Review Sept. <input checked="" type="checkbox"/> Nov. <input type="checkbox"/> Jan. <input type="checkbox"/> March <input type="checkbox"/> Oct. <input type="checkbox"/> Dec. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>			

The foundation of District 742's effectiveness is based on the following core values:



GOAL #1 & 2
Excellence and Equity
 With academic excellence and equity held as our district standard, make significant improvement in student learning of reading and mathematics.



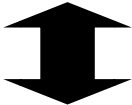
School: Oak Hill Elementary
District Supports

- Learning Bridges Software
- Vertical Teaming for ALL
- Integrated Service Delivery Model (ISDM)
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

School Goal

SMART Goal: Oak Hill will work to raise student achievement scores in math. We will particularly concentrate on LEP Black students who took the MTELL last year at Oak Hill, working to narrow the 13.16 difference between the Index rate and Index target at the ELL level for blacks not of Hispanic origin.

Oak Hill will also work to raise achievement levels in reading for LEP Black students, not of Hispanic origin, to narrow the 12.74 difference between the Index rate and the Index target rate, and to narrow the .04 difference between the Index rate and Index target for special education students.



Evidence of Need: LEP and Black Non-Hispanic MTELL Scores; All students MCA II math and reading scores below level three

ACTION STEPS (Goal #1 & 2)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
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ACTION STEPS (Goal #1 & 2)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Site will encourage PLC and teacher-student math and reading focus using best practice strategies based on data.</p> <p>How Often: monthly</p> <p>Who Involved: All teachers, administration, Academic Achievement Facilitators, District Math Coach, PIF's</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<p>PLC participation; Staff development re-math and reading/data; Action research re-math and reading; Viewpoint resources; Viewpoint data examination; Admin. eval.- Three Minute Walk Throughs; Examination of the math and reading standards; Differentiated instruction; Programming in enrichment and accelerated academic achievement, special educational services, and English Language Learning; Targeted Services after school programming; Vertical Teaming; Americorp support; Target learning math facts to provide foundation for thinking more abstractly; and Non-fiction/fiction use that supports mathematical thinking and reading comprehension; PBIS support for learning expectations and environments in classrooms conducive to learning. Interactive technology to support math and reading using Smart Boards and Study Island. 3rd and 5th grade will continue to use E2T2 Technology to support math and reading. Learning RTI Techniques.</p>	<p>Viewpoint instruction; MCA II Individualized Data Study and Strand Study for Grades 3-6 teachers; Professional Learning Communities Promoted; Smart Board technology; Initiate RTI training; PBIS</p>	<p>Half day subs allocated for mini data retreats in October and November for Grades 3-6, special education, and ELL teachers; Smart Board Technology; PBIS Materials; Jona Deavel; Algebra refresher course; RTI Training</p>

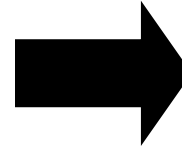
ACTION STEPS (Goal #1 & 2)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Create Opportunities for Targeted Services Math and Reading, Flexible Grouping, Viewpoint tools/Perspective, and Integrated Service Delivery Model</p> <p>How Often: weekly</p> <p>Who Involved: Teachers, Paras, Student Teachers, High School Assistants, and Volunteers</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<p>Targeted Services Learning Academies after School; Flexible math and reading grouping in Grades 5-6; Viewpoint tools/Perspective Sessions; Study Island; NWEA-MAP; and, the Initiation of R2I.</p>	<p>Data examination; and Integrated Services Delivery Model Staff Development</p>	<p>Targeted Services Budget Creation, Hiring of Staff to Support; Time; Space</p>
<p>What:</p> <p>How Often:</p> <p>Who Involved:</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>			
<p>Successful Outcome: (Goal #1&2)</p>	<p>Increased achievement as evidenced by math probes, math and reading unit tests, daily observations, assignments, and MCA II/MTELL data</p>		
<p>Evidenced by:</p>	<p>Formal and informal student achievement data will be studied to determine proficiency (Unit Tests, Authentic Assessments, Formal Teacher Observations, Probes, General Outcome Measures, MCA II's, etc.); Continuous review of students' progress and participation levels in programming; Staff implementation of data to provide instruction as evidenced by SPRE and Q-Comp evaluations</p>		

GOAL #3

Excellence and Equity by Increasing Assessment Strategies

How will we increase assessment strategies to be more competent in:

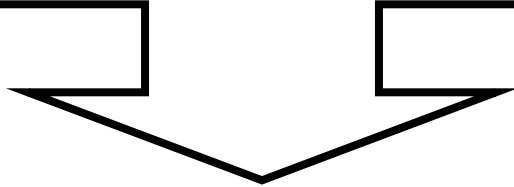
- Consistency in testing administration, testing environment, etc.?
- Data Driven Decision Making (DDDM)?
- Putting Data in the hand of our teachers by integrating technology to better analyze data? (AIMS Web, Viewpoint, etc.)
- Interpreting data regularly
- Changing instructional strategies due to the analysis of data?
- Grading practices?



School:

District Supports

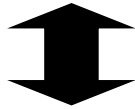
- Learning Bridges Software
- Viewpoint
- Progress Monitoring in AIMS web
- NWEA
- EXPLORE
- PLAN
- Data Retreats
- District Media Personnel
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds



School Goal

SMART Goal: Increase frequency of math and reading data interpretation in Grades K-6, particularly concentrating on providing monthly school wide opportunities for data study. Initiation of NWEA-MAP grades 4-6.

Evidence of Need: LEP and Black Non-Hispanic MTELL Scores; All students MCA II math and reading scores below level three



ACTION STEPS (Goal #3)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Assess students using a variety of techniques How Often: Formally monthly; Informally weekly Who Involved: Teachers, Paras, Student Teachers, Volunteers Report In November: Report In February: Report In April:</p>	<p>Curriculum Use; Differentiated Instruction; Flexible Grouping; AIMSWEB Data Use, Viewpoint Data Use; Student Work Sampling and Homework Assignments; Math and Reading Unit Tests; General Outcome Measures; Rigby Benchmarks; NWEA; Study Island</p>	<p>District Math Coach-review/improve Strategies for ESL; PLC's; Half Day Data Retreats for Grades 3-6, Special Education, and ELL Teachers to Study, Interpret, and Use Data in Making Math and Reading Instructional Decisions; Staff Meetings to Examine Assessment Techniques and Student Progress; NWEA</p>	<p>Half Day Subs, Space, Time, Viewpoint, Laptops, MCA Test Specs., Grade Level Overall Data and Individualized Strand Data for Current Grade and Entry-Exit Grades (Vertical Teaming)</p>

ACTION STEPS (Goal #3)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
What: Review student math and reading data. How Often: Monthly at a staff meeting Who Involved: Teachers Report In November: Report In February: Report In April:	Data Driven Decision Making; Flexible Grouping; Targeted Services Referrals; AIMSWEB Data Use, Viewpoint Data Use; Student Work Sampling and Homework Assignments; Math and Reading Unit Tests; NWEA-MAP; Rigby Benchmarks; GOM's; Study Island	Mini Data Retreats for Study; PLC's; staff meeting data sharing.	Half Day Subs, Space, Time, Viewpoint, Laptops, MCA Test Specs., Grade Level Overall Data and Individualized Strand Data for Current Grade and Entry-Exit Grades (Vertical Teaming)
What: Use student data to guide instruction. How Often: Daily-Weekly, varying upon grade level Who Involved: teachers Report In November: Report In February: Report In April:	Lesson plans designed to meet levels of need; Inclusive environment for Black LEP students	Vertical Teaming, Viewpoint, Math technology; NWEA-MAP; Study Island; SMART BOARD	Staff Development; Technology
Successful Outcome: (Goal #3)	Regular data use to drive decision making when instructing; Differentiated instruction		
Evidenced by:	Daily lessons/activities planned according to math and reading data; daily instruction differentiated to student needs.		

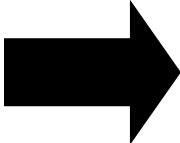
GOAL #4

Demonstrate to the community at large how you practice excellence and equity

- Close the gap?
- Show our Cultural Competencies?
- Improve Racial Balance

How will we:

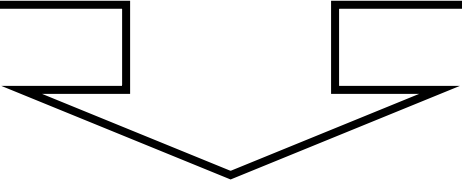
- Create parental and community partnerships?
- Spotlight our district/site Achievement or assessment goals?
- Increase our student enrollment?



School:

District Supports

- Service Learning
- Junior Achievement
- Career Investigations Support
- Business Partnerships
- Chamber Activities
- Vertical Teaming for ALL
- Communications Team
- District Media
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds



School Goal



SMART Goal: Continue work with business/community/higher education partnerships; initiate 5 new community contact opportunities; continue to build rapport within the community.

Evidence of Need: High student/teacher ratio; lack of resources

ACTION STEPS (Goal #4)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
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ACTION STEPS (Goal #4)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
What: Utilize connections within staff and school community to establish positive public relations. How Often: Frequently, until need is fulfilled. Who Involved: Administration, staff, PTSA Report In November: Report In February: Report In April:	PTSA and School Sponsored Events such as Fall Cultural Festival, Spring Picnic, and Family Fun Night; Open House invitations to Center for International Studies, Tech High School Activities, Minnesota School of Business partnership, Community Ed., YMCA, Kidstop, etc., PBIS Support for promoting positive relationships both within the building and outside the building; Conferences; Concerts; Art Displays; Book Events such as "Read and Feed" and Community Pen Pals	PTSA and School Sponsored Activity Involvement-Domain Four of Charlotte Danielson's Framework for Teaching: Professional Responsibilities; Service Learning; PBIS	Human; Time; Org. Efforts for Needs: PBIS Support Materials
What: Build connections through community service. How Often: Monthly Who Involved: Staff, Administration, Students, PTSA Report In November: Report In February: Report In April:	United Way Participation; Food Drives; Clothing Drives; Toy Drive; Rotary Park and Meals on Wheels; Junior Achievement; Bell Ringing for Salvation Army; Grade Six Retirement Home Visits, etc.	Service Learning	Human; Time; Org. Efforts for Needs
What: How Often: Who Involved: Report In November: Report In February: Report In April:			
Successful Outcome: (Goal #4)	Development of partnerships within community.		
Evidenced by:	Strong and caring relationships that support students and community; Involvement in Service Learning.		