U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter   [**X**] Title I [] Magnet [] Choice

Name of Principal: Mrs. Karen Osmanski

Official School Name: Ira Rupley Elementary School

School Mailing Address:
    305 East Oakton Street
    Elk Grove Village, IL 60007-1727

County: Cook   State School Code Number*: 171377001723

Telephone: (847) 593-4353   Fax: (847) 593-4405

Web site/URL: http://www.ccsd59.org/rupley/new_site/index.htm   E-mail: osmanski.karen@ccsd59.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

                                                                Date

(Principal's Signature)

Name of Superintendent*: Dr. Daniel Schweers

District Name: Comm Cons SD 59   Tel: (847) 593-4300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

                                                                Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Barbara Somogyi

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

                                                                Date

(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

11	Elementary schools
3	Middle schools
	Junior high schools
	High schools
	Other
14	**TOTAL**

2. District Per Pupil Expenditure: 12705

   Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [   ] Suburban
   [   ] Small city or town in a rural area
   [   ] Rural

4. 8 Number of years the principal has been in her/his position at this school.

   ____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	48	40	88	8			0
1	45	44	89	9			0
2	51	44	95	10			0
3	23	26	49	11			0
4	36	21	57	12			0
5	22	25	47	Other			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					425

6. Racial/ethnic composition of the school:

      0 % American Indian or Alaska Native

      4 % Asian

      3 % Black or African American

    46 % Hispanic or Latino

      0 % Native Hawaiian or Other Pacific Islander

    40 % White

      7 % Two or more races

  100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	5
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	425
(5)	Total transferred students in row (3) divided by total students in row (4).	0.042
(6)	Amount in row (5) multiplied by 100.	4.235

8. Limited English proficient students in the school: 31 %

    Total number limited English proficient 130

    Number of languages represented: 12
    Specify languages:

Albanian, Arabic, Bosnian, Bulgarian, Czech, Gujarati, Japanese, Malayalam, Tagalog, Polish, Portuguese, Spanish

9. Students eligible for free/reduced-priced meals: __55__ %

        Total number students who qualify: __235__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __19__ %

    Total Number of Students Served: __80__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

25	Autism	0	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
1	Emotional Disturbance	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
12	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	6	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	21	2
Special resource teachers/specialists	10	1
Paraprofessionals	18	0
Support staff	0	10
Total number	51	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**19**__ **:1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	0%	1%	0%	0%	0%

Please provide all explanations below.

Daily Student Attendance: Three main factors adversly affect student attendance rates.

- Special Education students may receive private therapy outside of the school day and may be charged a 1/2 day absence, in compliance with Illinois School Attendance Code.
- A high percentage of special needs students are medically fragile and tend to be absent for consecutive days.
- A high percentage of low income students reside in the adjunct community (Oasis Mobile Home Park) and do not have alternative transportation if students miss the bus.

Daily Teacher Attendance: Currently District 59 does not have a system in place to track teacher attendance. The data provided are estimates.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

The vision and mission of Rupley School drive the work of the school. In 2001, the vision and mission were developed through input from all stakeholder groups: community members, parents, staff and students. From these, goals were established. In 2005 the mission was revisited and validated in its current state. The vision was reaffirmed in 2007 and core values were developed as part of the School Improvement process.

Our vision, "to foster a community that shares values and believes that everyone can be successful" and our mission, "to promote high achievement in a safe, nurturing environment through continuous improvement" ensures that work aligns to the diverse and changing needs of students, families and community. The vision and mission are communicated frequently to all stakeholders through the school's monthly newsletter and website. Each August, parents view a video during Parent Information Night that highlights the structure behind the work of the school: vision, mission, core values, goals and management. Also, each trimester an overview of the Management Plan, including vision, mission, core values and goals, is sent home to parents with Progress Reports. Each day begins with students reciting the Rupley School Pledge which is based upon the 6 Pillars of Character. The pledge sets the expectations for learning and behavior.

Rupley School works under one written School Improvement Plan. School goals are clear, measurable and align to the district's goals. Goals are monitored on a monthly basis through School Improvement goal committees. Results are analyzed on a trimester basis and improvements are developed and implemented as needed. This process follows the plan, do, study, act cycle of improvement.

The School Improvement Plan identifies the shared values, vision, mission and goals. As a Professional Learning Community, teams of staff provide leadership to the school via long-term committees (School Improvement Committees) and short-term task forces (Family events, Homework policy revisions, etc). A school administrator sits on each committee and task force to provide instructional leadership/direction, to ensure alignment to our mission and to share in the work of the school. Shared decision-making through these communication vehicles ensures that all staff are empowered to set the direction and develop processes to address the needs of students and the school community.

The School's demographics are reflective of the ethnic and socio-economically diverse community we serve. January 2009 statistics show that 46% of students are Hispanic, 40% are white with 56% of students eligible for free and/or reduced lunch. In addition to serving families within the residential boundary, Rupley is home to students in an adjunct community, Oasis Mobile Home Park. Rupley also houses the District's Educational Life Skills Program (ELSP) that provides appropriate instruction for students with a wide range of low incident disabilities. In addition to ELSP, programming at Rupley includes a Spanish bilingual program for English Language Learners (ELL) in grades kindergarten through second grade. To address the needs of this fast growing population, the ELL program will grow one grade level each year through fifth grade.

Shared beliefs and values form the basis of the collaboration and teamwork that drives the work of staff, across all programs and grade levels. At the beginning of the 2008-2009 school year, Rupley School was designated as one of the District's Title One schools. With these additional resources we can better address the needs of struggling readers. A professional learning community philosophy allows staff to collaboratively address the needs of students through the analysis of data, and the use of research based instructional strategies within a rich curriculum. Instruction is aligned to needs through the analysis of benchmarking and progress monitoring achievement results in the core content areas of reading and mathematics.

In 2006 Rupley School received the Academic Improvement Award under the Illinois Honor Roll recognition system. This Award recognized our increase in the percentage of students scoring meets and exceeds and the upward trend on the ISAT assessment. Highly qualified certified staff, most holding advanced degrees, work

hand-in-hand with support professionals, administrators and parents to foster a school culture where learning is the focus.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results:**

Rupley School participates in the Illinois Standards Achievement Test (ISAT). ISAT assessments measure individual student achievement relative to the Illinois Learning Standards in the areas of reading, math, science and writing. Students in the Education Life Skills Program may participate in the Illinois Alternate Assessment (IAA). The IAA is used to measure the learning of students with significant cognitive disabilities. Students with severe disabilities take the IAA if participation in the state's regular assessment is not appropriate, even with accommodations. For further information regarding these assessments and school performance, please visit http://www.isbe.state.il.us.

Reading and mathematics ISAT trend data shows that overall school performance results have exceeded state targets by nearly 30% as outlined in the Illini trajectory in order to meet the NCLB goal of 100% meeting or exceeding state standards by the year 2014.   The five-year trend data shows a significant decrease in third grade reading and mathematics in 2006-2007. Following our processes, instructional teams analyzed student data and identified students in need of intensive intervention. Using ISAT and district performance indicators, instructional methodologies and curriculum were changed to address individual student needs. These interventions resulted in a 10% increase in the number of students who exceeding or met 2007-2008 Illinois Learning Standards. The processes used to address the decrease in test scores during the 2006-2007 school year are used to address individual needs of every student and the school at large to ensure the mission of "high achievement".

When reading data is disaggregated according to school subgroups and we look to analyze any performance discrepancies between low-income students and non low-income students we find there is as much as a twenty-percentage point discrepancy in some grade levels. School processes have allowed us to monitor students who have not met benchmarks and allocate both human and curricular resources to target tiered instruction for all students. This year we are pleased to have the addition of Title I services which provide us the opportunity to better service students of low income with additional support personnel as well as provide students with additional time to master the necessary skills to progress successfully towards mastery of the Illinois Learning Standards.

In the area of mathematics, students in grades three and four are both meeting and exceeding at a similar rate. Discrepancies are evident when we examine the number of students who have exceeded standards. Non low-income students out perform low-income students in this area. In fifth grade non low-income students out perform in both the number that meet and exceed standards. Our goal is to continue to target resources to close the achievement gap between low-income and non low-income students.

There was little discrepancy between Hispanic and white ethnicity groups in the number of students who meet or exceed in reading. More often than not, Hispanic students out performed white students in this combined category. Fifth grade scores in years 2004/2005 through 2007/2008 demonstrate that white students exceeded standards at a ratio of nearly two to one. This is an area of growth, one which our instructional resource team and school administrators will continue to analyze.

In the area of mathematics third grade Hispanic students out performed white students two out of three years reported in the exceeds category. The opposite holds true in fifth grade where white students surpass Hispanic students in the number who have exceeded standards.

An upward trend in the number of students meeting and exceeding in fifth grade demonstrate the achievement

gap between students with an Individual Education Plan (IEP) and non IEP students has been closing. This can be attributed to a curricular changes that was implemented to better meet instructional needs.

2. **Using Assessment Results:**

The assessment process at Rupley School is comprehensive, repeatable and predictable. Following the District's Assessment Calendar, all students in kindergarten complete benchmark assessments three times per school year in the area of literacy. Students in grades one through five are benchmarked three times per year in the areas of literacy and mathematics. The analysis and use of assessment data is also repeatable and predictable. Results are used to develop student and school goals, to address student learning needs, drive instruction, and target resources.

Following benchmarking, results are analyzed through a collaborative team approach. Multiple assessment indicators are used to assist staff in making the best instructional decisions. Classroom teachers, resource staff (reading teacher, Title One teachers, Learning Behavior Specialist and Educational Support Professionals) and administrators, review and analyze results to make instructional and program decisions for each child. Children are placed in a tiered literacy curriculum that aligns to their current instructional level. To assist in addressing needs, students who perform in the "exceeds" and "does not meet" levels are provided additional support services. Decisions are made regarding what the support services look like. Options include, but are not limited to: alternate curriculum to remediate or enrich, small group instructional setting, or additional instructional time.

Students who fall in the "does not meet" achievement level are progress monitored on a bi-weekly basis. Progress monitoring results are reviewed every six weeks through a collaborative team approach. The learning trajectory based upon these results allow staff (classroom, resource teachers and administrators) to determine if adequate progress is being made. If progress is adequate, the instructional program remains the same. If it is not, staff collaborate to change and/or add additional intervention. Once a student reaches the expected benchmark established through Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Aimsweb, progress monitoring ceases.

This process ensures that student progress is evaluated on a consistent basis and the instructional plan is agile in order to address the changing needs of students.

3. **Communicating Assessment Results:**

Performance results are shared on several levels: individual student, classroom and school-wide. Results are communicated to the following stakeholders: students, staff, parents, and through our website, to the community at large.

Individual results are shared with students immediately following the assessment. Students across grades two through five track their own progress by charting or graphing results in their individual data binders. Parents receive benchmarking results through letters sent home by the classroom and/or resource teacher, and parent/student/teacher goal setting and portfolio sharing conferences. Classroom results are posted in each classroom, thereby communicating to students and all who enter the room what is important and how well students are performing toward achieving grade level goals.

Building-wide results are shared with parents and staff on a trimester basis through Rupley Results, a document that communicates progress towards reaching school improvement goal key indicators of success. Rupley Results, the monthly newsletter and the school's Report Card highlight academic achievement towards goals. These documents are posted on the school's website. Results are also shared and successes celebrated with members of students, staff, and parents.

Benchmarking results, school-wide as well as disaggregated results by grade level and teacher, are shared with members of the reading and mathematics School Improvement Committee and the Building Leadership Team. Each committee looks for common trends and makes recommendations for improvement across the grades and across the school. In an effort to be transparent to all stakeholders, school-wide and grade level results are visible, posted in the main hallway of the school along our "data wall." This "data wall" is a daily reminder that Rupley School focuses on its mission: "high achievement".

4. **Sharing Success:**

Rupley School and District 59 are committed to working under continuous improvement principles and using improvement practices. This commitment encourages schools to share successes as well as ask for assistance in order to learn from each other. Several District-wide venues allow for sharing to occur: Building Leadership Teams, Core Quality Committee, and the Reading and Mathematics Resource Job-Alike meetings.

Building Leadership Teams work together to learn improvement practices and share processes across the schools in the district. Results drive the discussions as schools celebrate what is working well and identify areas for improvement.

The Core Quality Committee is comprised of two staff members from each school in the District. Its purpose is to foster improvement in learning at the classroom level through a systematic approach. Schools share processes that are positively impacting achievement as well as school culture and the social emotional growth of students. Since the District embraces a "bottom up" philosophy of improvement, Core Quality team members are highly regarded for their risk-taking approach to improvement.

Sharing success stories also take place during job-alike meetings for reading and math resource teachers. Instructional practices are discussed, data is reviewed and processes for addressing District goals are shared.

School results, awards and recognitions are also shared via our school's monthly newsletter. This newsletter is distributed to the Board of Education, parents and schools within the District.

Two external organizations provide the vehicle for communication and sharing with other Districts that are using the same continuous improvement framework as District 59. The Compact for Quality and the Consortium for Educational Change are two organizations comprised of districts willing to share successful practices and learn from each other as we all continue on our journey of leaving no child behind.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Rupley School offers a comprehensive curriculum in language arts, mathematics, science, social science, health, fine arts and physical development. These core curriculums are adopted and supported from the district level. Curriculum is aligned to the Illinois State Standards (adopted 1985) throughout all grades. In 1998, District 59 developed local standards, which set the learning expectations for each curricula area, at all grades. Scope and sequences were adopted to assist staff in pacing instruction throughout the school year.

The local standards were further synthesized as grade level outcomes. These end of the year outcomes helped students and parents understand the learning expectations for the school year. They assisted in the development of student goals and ensured alignment between goals, curriculum and learning outcomes.

In an effort to build better understanding of the grade level outcomes, I CAN statements were developed in all above-mentioned curricular areas. In the fall of 2008, I CAN statements were introduced to students, staff and parents. I CAN's communicate specific learning expectations across all content and across all grades. There is tight alignment between these end of the year learning expectations, curriculum and assessment. In addition, staff use a Focus of Study to guide instruction in the core content areas. The Focus of Study aligns skills in the Standards to skills in the core curriculum. Following this focus eliminates teaching skills in the core curriculum that are not addressed in the Standards.

Reading strategies, grammar, and writing are infused in all content area instruction. Focusing on these skills in a rich and rigorous curriculum helps to provide a balanced instructional program.

Reading is the major focus of instruction, curriculum, human and financial resources.
Key processes in reading involve students, parents and staff in setting oral reading fluency and comprehension goals that are aligned to the trimester benchmarks at each grade level. A tiered core and supplemental curriculum are instructional tools used to address the Standards through a balanced literacy approach. A focus on reading strategies, as well as phonemic awareness skills help students become established readers.

The mathematics curriculum incorporates the seven strands defined in the National Council of Teachers of Mathematics Standards. Two core curriculums are available to support instruction as well as a wealth of manipulatives to assist in the development of number sense at the concrete level of cognition. Investigations is one core program that details instructional lesson planning with a "hands-on" approach to learning through problem solving. At Rupley, we also focus on basic computation skills. Students track their performance on math fact assessments in the four basic operations. Goals are set and aligned to the trimester benchmark at the grade level.

Life, Physical and Earth sciences form the foundation of the rigorous science curriculum that is aligned to State Standards. An investigation approach is used at all levels to help students synthesize new information as they investigate the properties and principles of the sciences using a wealth of hands-on materials. The scientific method is used across all grades and assists us in standardizing the instructional methodology. Themes at each grade level support the three branches of the sciences.

The social science framework is aligned to the Illinois Learning Standards. Key concepts throughout the curriculum at all grades include a study of community, cultural differences, historical events, people and places. These themes spiral through the grades, adding additional information each year, as students become more sophisticated learners. The integration of reading and writing activities enrich learning as literacy skills are reinforced.

The newly adopted fine arts curriculum provides opportunities for students to actively engage in the visual and performing arts. Performance experiences through the Fine Arts Festival and chorus provide opportunities for students to demonstrate what they have learned. In addition, the district supports band and orchestra experiences for students in fifth grade. Instruction is provided during the school day and various performances provide the vehicle for students to entertain others with their musical talents.

The physical education curriculum focuses on personal health and fitness. Students set fitness goals and track their progress using technology. Fitness results are used to guide students' personal goals and the tracking system will allow for results to follow students through junior high. Physical education I CAN statements set clear year-end performance and fitness expectations.

2a. **(Elementary Schools) Reading:**

Rupley School uses a balanced literacy approach in reading as we strive to address student needs in the areas of reading, writing, listening and speaking. A three-tiered program provides a comprehensive basal curriculum for students who perform two years below grade level, one year below grade level and on grade level. The on grade level curriculum is also tiered, providing materials for students who perform at high, average, and below levels. This curriculum is District adopted and supported.

In the primary grades, phonemic awareness is the overarching area of skill concentration. Phonemic segmentation, nonsense word fluency, letter naming fluency and oral reading fluency spiral through grades kindergarten through second grade. As students become established readers in grades three, four and five, the concentration focuses on reading comprehension and fluency. Assessment data is used to monitor progress in all areas. In addition to benchmark results gained through DIBELS, Aimsweb, STAR and MAP, students in grades two through five monitor their progress in reading comprehension through the Accelerated Reader Program (AR). Students read books targeted to their reading level and take computerized comprehension tests. Grade level targets are established and students track their own progress towards reaching these goals.

In addition to the above mentioned District adopted reading curriculum, Rupley School uses additional research based resources to address the literacy needs of students. This curriculum is used to provide additional support for students performing in the three tiers of intervention.

Our balanced literacy approach and the instructional strategies used are "best practices" in teaching. Instruction is delivered through large group shared reading where key concepts and skills are introduced. When students work in small-guided reading groups, instruction is geared to their instructional and specific skill level. Students also participate in literacy centers where they practice skills taught independently during shared and guided reading instruction. Resource and classroom staff work together to address student literacy needs through this structure. Student performance results across multiple indicators are used to differentiate instruction.

2b. **(Secondary Schools) English:**

   This question is for secondary schools only

3. **Additional Curriculum Area:**

Mathematics:
The School's mission "promotes high achievement" in the areas of reading and mathematics. The Math

School Improvement Committee identifies key measures of success and designs the school-wide processes to help us address the goal that "all students will meet or exceed the Illinois Standards and Curriculum Based Measurement (CBM) benchmarks." Benchmarking using CBM and progress monitoring in the basic facts assist both students and the school in addressing computation. MAP is used in grades three, four and five to assess students' mathematic competency in measurement, geometry, algebra, data analysis, probability and number sense.

Two District adopted curriculum are used to provide a comprehensive and balanced instructional program in the area of mathematics. The basal text uses a variety of instructional techniques to address the seven strands in math. Reading and writing are integrated key processes as students explain how they solve problems in a step-by-step process which also requires them to verify and evaluate their own work. A "hands-on" approach to internalizing number sense is provided through an investigative and problem solving approach. Manipulatives are used to provide students with concrete models of math processes. Concrete models, writing, charting and graphing progress, integrated use of technology and an emphasis not only on basic skills but on problem solving, provide a comprehensive math curriculum that addresses the diverse learning styles of students.

Students in the District's "gifted and talented" program receive enrichment in mathematics, in addition to the core curriculum. Algebra and problem solving are the two main strands of mathematics addressed through this program. Students scoring at or above the 85th percentile on MAP and on the Cognitive Abilities Test (CogAT) may be formally placed in the gifted program at grades three, four and five.

4. **Instructional Methods:**

Assessment results assist in the alignment of curriculum to the needs of the learner. In the same fashion, assessment results and the curriculum guide the instructional methodologies used to differentiate teaching to maximize learning. The collaborative analysis of both formative and summative results strengthens the dialog centered on best practices. The implementation of a variety of instructional strategies is delivered with agility.

Successful students are engaged in their own learning, participate in collecting and analyzing performance results and develop action plans for improvement. In order to maximize learning for our struggling students, information is presented using a direct instruction approach. Learning objectives are specific and repetitive. This approach provides students with strategies and visual cues to help them learn through modeling and practice. Auditory cues are provided to assist students in pacing their responses, which helps them maintain focus on the task at hand.

Staff at Rupley School provide straightforward strategies to help meet the academic, linguistic and cultural needs of our English Language Learners (ELL). These strategies are extensions of approaches that work well with all learners. Staff use these supports consistently to engage students in instruction.
    Keep the language simple, model correct language usage and correct errors
    Use actions, visual aids and illustrations to reinforce verbal information
Technology supports differentiating instructional methodologies for the diverse needs of all learners. One example is the use of software than translates text to speech, which provides students with both visual and auditory sensory input.

Peer tutoring strategies that are used throughout grades one through five incorporate four learning modalities: visual, kinesthetic, auditory, and speaking. As students practice skills they are writing, speaking and listening to each other's responses. Self-correcting materials allow for the peer tutor to provide immediate, correct feedback. Student engagement is high and learning is targeted to clear and specific skills.

It is our belief that "all students can learn." The implementation of differentiated curriculum and the use of a

wide range of instructional strategies engage students in their learning which impacts achievement in positive ways.

5. **Professional Development:**

Professional development is aligned to State, District and School improvement goals, as well as the School's mission. This alignment ensures that staff strengthens their skills and knowledge in priority areas.

As a professional learning community, staff at Rupley learn and grow together. This is critical in ensuring that staff work hand in hand to address the needs of all learners across multiple programs. Once a month, through an early release schedule, staff work together for an extended period of time on topics of high priority for our school community. Topics during the 2008-2009 school year have included the integrated use of technology to enhance learning, data analysis and its link to instructional methodology, the use of effective instructional strategies for English Language Learners, and an on-going study of the needs of our economically disadvantaged students and families. The direct link to instruction and high achievement is in addressing these factors with fidelity.

A variety of professional development "short shots" are provided to Rupley staff outside of the school day. Topics are aligned to the instructional priorities of the school as we strive to address our mission of "high achievement." As we integrate technology into the classroom learning system, staff participated in in-services in the use of the Smart board and Safari Montage. With each software upgrade a need for professional development presents itself. To support literacy for both monolingual and bilingual students, the Accelerated Reader program was upgraded. Staff development centered on how to access and use reports to impact achievement in reading.

On a district level, Building Leadership Teams participate in professional development three times during the year. The focus of these activities are on the use of data to impact instruction, strengthening our knowledge and skills in using continuous improvement principles and practices in school improvement efforts, and creating and sustaining professional learning communities. In addition, an internal University 59 offers after school workshops in a variety of topics: content, assessment, pedagogy and continuous improvement.

Aligning our work to the vision, mission and goals of the school and operating within a continuous improvement framework has helped us keep the focus on "high achievement".

6. **School Leadership:**

The leadership structure models shared decision-making and collaboration throughout the school. In order to align the work of the school across all programs an administrator sits on every committee, task force, leadership team and key process (such as ELL and ELSP mainstreaming processes). The principal and assistant principal are committed to working with all stakeholder groups to focus on our vision, ensure that core values define how we do our work and our work addresses the mission and goals of Rupley School.

The Building Leadership Team (BLT) is comprised of staff, (with representation across employee groups and school programs) parents and administrators. This team monitors school improvement in the seven key areas of the Baldrige framework for improvement through the use of the System's Check tool. The BLT designs processes for stakeholder input in developing, revising, and reaffirming the vision, mission, core values and goals of the school. The team reviews school-wide data and recommends improvements at the school level. All staff members on this team also serve on School Improvement Goal committees. This duplication of service forms a bridge between the work of two leadership teams and helps to keep the focus on the mission and goals of the school.

School Improvement Goal Committees monitor progress in three key areas: Reading, Mathematics and Safe, Nurturing Environment. Committees meet monthly to review results, monitor key goal processes and drive changes in improvement. Short term Task Forces address specific activities or events such as: Family Nights (reading, math, science), Read Across America Week, and our annual Holiday Basket project which provides food for many Rupley families in need. Staff and/or administrators facilitate goal committees and task forces.

Core Instructional and Student Services Teams are in place in both the general education and the ELS programs. To ensure communication and the alignment of services, one or both administrators meet weekly with teams. This alignment of services and support has created a school community where staff, students and parents feel a part of the school community.

A student leadership team entitled "House of Voices" allows staff and administrators to hear the voice of students as they recommend improvements to school processes, plan activities for the student body or raise money for the school and community. "House of Voices" is a key process in monitoring student satisfaction under the school aim of "safe, nurturing environment."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Illinois Standards Achievment Test

Edition/Publication Year: 2003-2008   Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	98	86	98	95	92
Exceeds	60	56	59	50	41
Number of students tested	47	46	54	60	61
Percent of total students tested	100	93	94	97	97
Number of students alternatively assessed	0	3	3	2	2
Percent of students alternatively assessed	0	7	6	3	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets plus Exceeds	100	72	90	89	88
Exceeds	39	28	40	26	38
Number of students tested	18	18	10	19	16
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets plus Exceeds		82	92	90	
% Advanced		46	67	70	
Number of students tested		11	12	10	
3. (specify subgroup): IEP					
Meets plus Exceeds				80	
Exceeds				30	
Number of students tested				10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Racial/Ethnic Group: In years, 2007-08 and 2003-04, Hispanic did not constitute as a subgroup.

IEP: In years 2007-08, 2006-07, 2005-06 and 2003-04, IEP did not constitute as a subgroup.

Subject: Reading   Grade: 3 Test: Illinois Standards Achievment Test
Edition/Publication Year: 2003-2008   Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	93	76	96	79	75
Exceeds	40	30	39	24	41
Number of students tested	47	46	54	60	61
Percent of total students tested	100	93	94	97	97
Number of students alternatively assessed	0	3	3	2	2
Percent of students alternatively assessed	0	7	6	3	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets plus Exceeds	84	61	80	63	63
Exceeds	17	17	10	16	44
Number of students tested	18	18	10	19	16
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets plus Exceeds	82	84	80		
Exceeds	9	42	20		
Number of students tested	11	12	10		
3. (specify subgroup): IEP					
Meets plus Exceeds			50		
Exceeds			20		
Number of students tested			10		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Racial/Ethnic Group: In years 2004-05 and 2003-04, Hispanic did not constitute a subgroup.

IEP: in years 2007-08, 2006-07, 2004-05 and 2003-04, IEP did not constitute a subgroup.

Subject: Mathematics　　　　　　　　Grade: 4　　Test: Illinois Standards Achievment Test
Edition/Publication Year: 2006-2008　　　　Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets plus Exceeds	97	98	100		
Exceeds	46	48	51		
Number of students tested	39	67	61		
Percent of total students tested	100	87	93		
Number of students alternatively assessed	0	9	4		
Percent of students alternatively assessed	0	13	7		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets plus Exceeds	95	95	100		
Exceeds	39	32	18		
Number of students tested	18	19	17		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets plus Exceeds		100			
Exceeds		44			
Number of students tested		16			
3. (specify subgroup): IEP					
Meets plus Exceeds		93			
% Advanced		31			
Number of students tested		13			
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Mathematics was not assessed at fourth grade prior to the 2005-2006 school year.

Racial/Ethnic Group and IEP: In years 2007-08 and 2005-06, Hispanic and IEP did not constitute as subgroups.

Subject: Reading   Grade: 4   Test: Illinois Standards Achievment Test

Edition/Publication Year: 2005-2008   Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets plus Exceeds	86	89	87		
Exceeds	48	34	40		
Number of students tested	40	67	61		
Percent of total students tested	100	87	95		
Number of students alternatively assessed	0	9	4		
Percent of students alternatively assessed	0	13	5		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets plus Exceeds	72	79	77		
Exceeds	44	26	24		
Number of students tested	18	19	17		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets plus Exceeds		94			
Exceeds		38			
Number of students tested		16			
3. (specify subgroup): IEP					
Meets plus Exceeds		61			
% Advanced		15			
Number of students tested		13			
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Reading was not assessed at fourth grade prior to the 2005-2006 school year.

Racial/Ethnic Group and IEP: In years 2007-08 and 2005-06, Hispanic and IEP did not constitute as subgroups.

Subject: Mathematics   Grade: 5 Test: Illinois Standards Achievment Test
Edition/Publication Year: 2003-2008   Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	95	92	91	79	80
Exceeds	37	29	9	12	14
Number of students tested	58	71	57	55	66
Percent of total students tested	98	92	95	95	98
Number of students alternatively assessed	1	6	3	3	1
Percent of students alternatively assessed	2	8	5	5	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets plus Exceeds	85	91	94	54	73
Exceeds	25	12	12	8	23
Number of students tested	20	24	17	13	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets plus Exceeds	94	89	87	73	
Exceeds	29	21	6	0	
Number of students tested	17	19	16	11	
3. (specify subgroup): IEP					
Meets plus Exceeds	84				46
Exceeds	15				0
Number of students tested	13				13
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Racial/Ethnic Group: In 2003-04, Hispanic did not constitute as a subgroup.

IEP: In years 2006-07, 2005-06, and 2004-05, IEP did not constitute as a subgroup.

Subject: Reading   Grade: 5 Test: Illinois Standards Achievment Test
Edition/Publication Year: 2003-2008 Publisher: Harcourt/Peason

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	91	82	85	69	70
Exceeds	48	28	17	23	36
Number of students tested	58	71	57	55	65
Percent of total students tested	98	92	95	95	98
Number of students alternatively assessed	1	6	3	3	1
Percent of students alternatively assessed	2	8	5	5	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets plus Exceeds	90	75	83	23	68
Exceeds	25	17	12	8	27
Number of students tested	20	24	17	13	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets plus Exceeds	88	95	81	36	
Exceeds	29	21	12	9	
Number of students tested	17	19	16	11	
3. (specify subgroup): IEP					
Meets plus Exceeds	69				23
Exceeds	23				0
Number of students tested	13				13
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Racial/Ethnic Groups: In 2003-04, Hispanic did not constitute as a subgroup.

IEP: In years 2006-07, 2005-06, 2004-05, IEP did not constitute as a subgroup.

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