

North Elementary School
Sycamore CUSD 427
Sycamore, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	81.5	1.8	10.1	3.8	0.7	2.0	17.3	5.2		0.0	19.1	95.7	444
District	85.2	2.9	6.5	1.7	0.7	2.9	14.2	2.0		1.3	9.3	94.2	3,672
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	90.8
State	96.8

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.7	19.9	13.4	229.5
State	18.3	18.0	13.5	211.6

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	24.0	24.0	15.8	25.3	25.3	34.0				
District	22.0	21.7	19.4	23.7	25.6	27.3				
State	20.5	21.0	21.1	21.7	22.3	22.7				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	75			40			140			40		
District	75			40			140			40		
State	58			30			145			30		

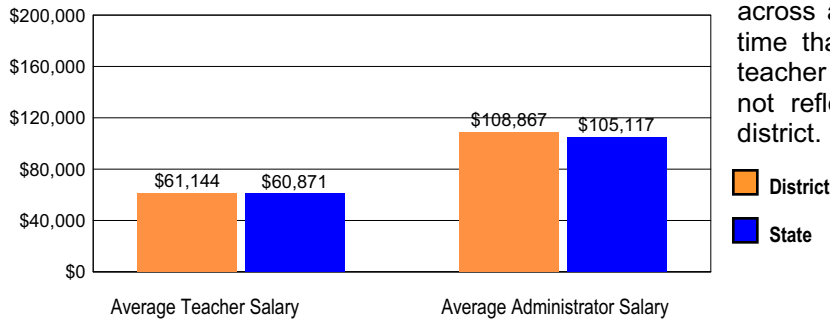
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.0	2.2	0.4	0.4	0.0	28.0	72.0	232
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.1	41.8	58.2	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

Some teacher/administrator data are not collected at the school level.

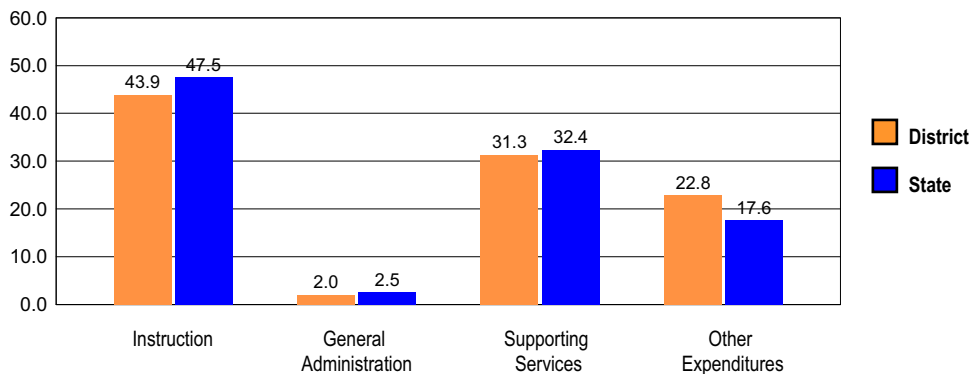
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$22,109,069	59.0	57.6	Education	\$25,599,286	65.2	72.6
Other Local Funding	\$3,962,005	10.6	7.3	Operations & Maintenance	\$6,952,224	17.7	8.5
General State Aid	\$7,393,185	19.7	18.1	Transportation	\$2,239,838	5.7	3.9
Other State Funding	\$3,331,272	8.9	9.7	Bond and Interest	\$3,115,706	7.9	6.7
Federal Funding	\$651,110	1.7	7.3	Rent	\$0	0.0	0.0
TOTAL	\$37,446,641			Municipal Retirement/ Social Security	\$960,498	2.4	1.8
				Fire Prevention & Safety	\$410,808	1.0	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	5.6
				TOTAL	\$39,278,360		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$121,431	5.16	\$5,232	\$9,603
State	**	**	\$5,808	\$9,907

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

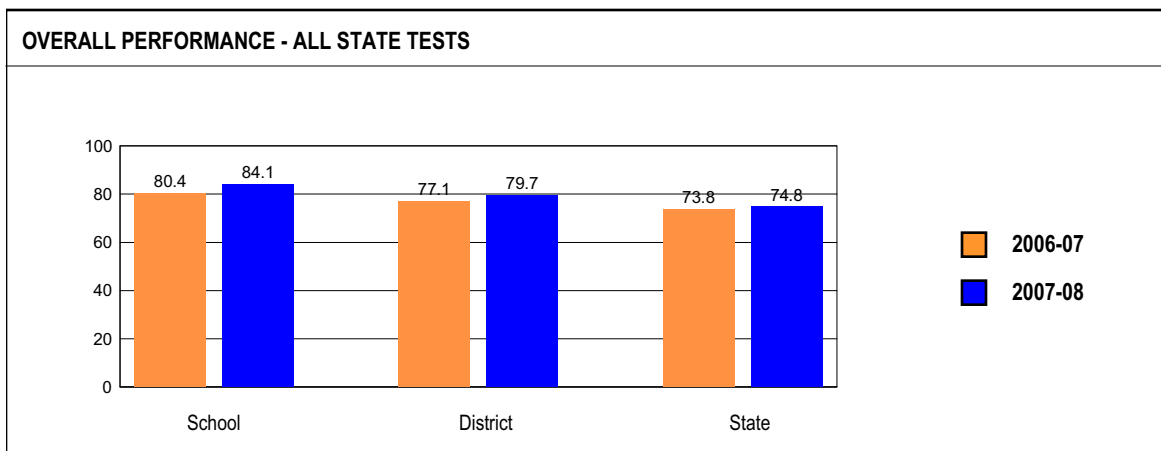
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

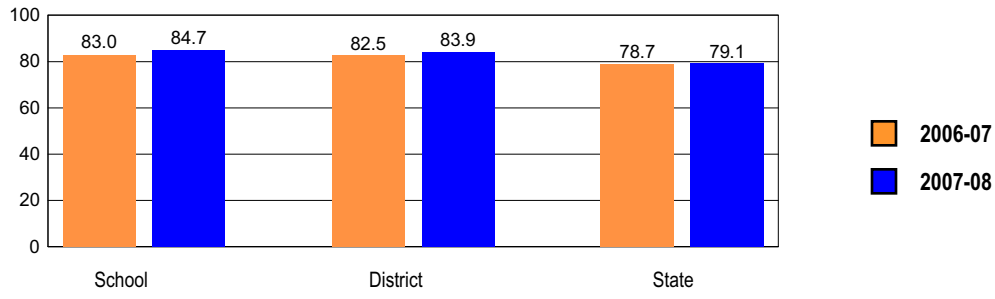
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

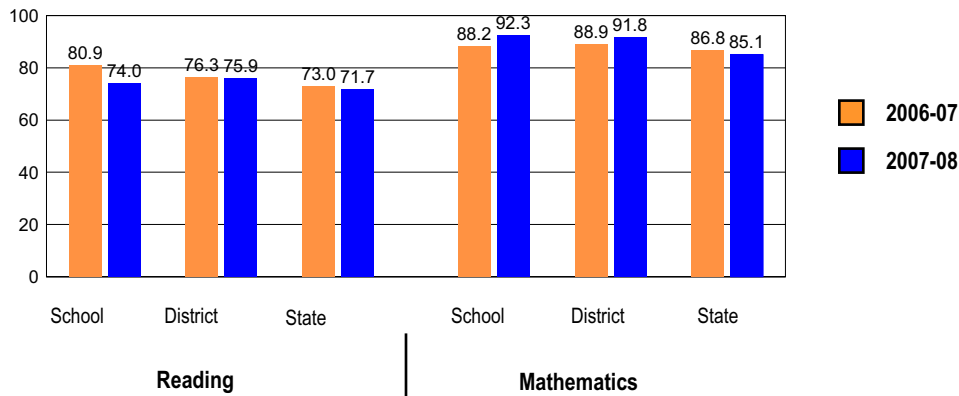


ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

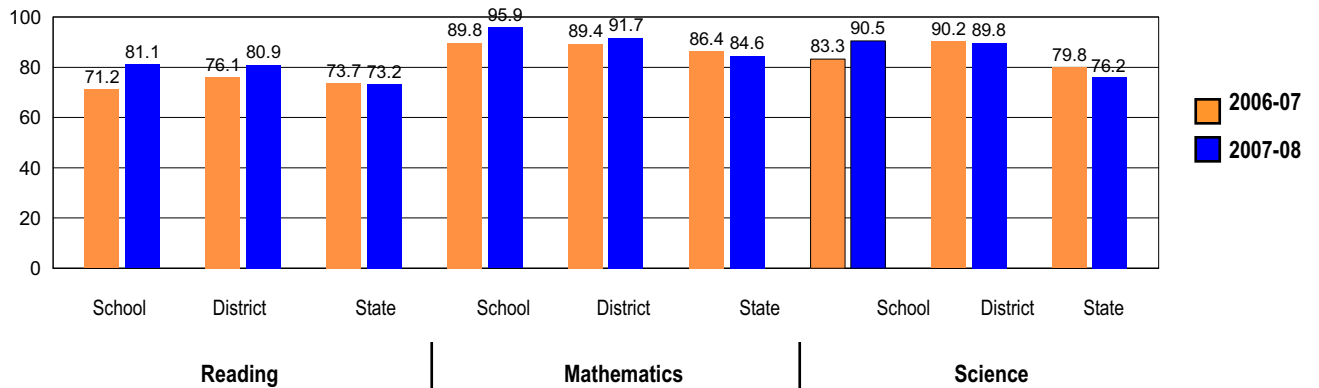
ISAT

Grade 3



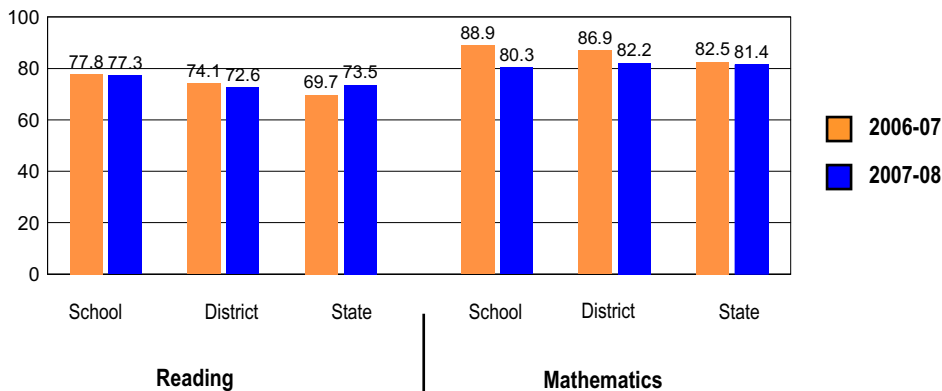
ISAT

Grade 4



ISAT

Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	221	98	123	183	4	24	5	2	3	7		18	49
	Reading	0.0	0.0	0.0	0.0		0.0						0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0		0.0						0.0	0.0
District	*Enrollment	1,967	1,013	954	1,658	65	147	31	14	52	35		152	384
	Reading	0.2	0.3	0.0	0.1	0.0	0.7	0.0	0.0	0.0	0.0		0.7	0.5
	Mathematics	0.2	0.3	0.0	0.1	0.0	0.7	0.0	0.0	0.0	0.0		0.7	0.5
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	76	36	40	67	1	5	1		2	1		5	11
	Science	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	852	437	415	733	27	56	13	3	20	9		48	159
	Science	0.2	0.5	0.0	0.1	0.0	1.8	0.0		0.0			2.1	1.3
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.6	23.4	53.2	20.8	1.3	6.4	51.3	41.0
District	4.7	19.4	50.0	25.9	0.7	7.5	47.1	44.6
State	6.8	21.5	47.6	24.2	3.5	11.4	44.1	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	5.9	17.6	52.9	23.5	0.0	11.8	38.2	50.0
	District	5.4	19.7	49.7	25.2	0.7	8.1	45.3	45.9
	State	8.5	23.8	46.4	21.3	4.0	11.2	42.3	42.5
Female	School	0.0	27.9	53.5	18.6	2.3	2.3	61.4	34.1
	District	3.8	19.1	50.4	26.7	0.8	6.8	49.2	43.2
	State	4.9	19.1	48.8	27.2	2.9	11.6	45.9	39.5

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.3	13.3	58.3	25.0	1.6	6.6	44.3	47.5
	District	4.8	14.3	50.4	30.4	0.4	6.9	43.1	49.6
	State	3.1	13.4	49.6	33.9	1.0	5.4	39.1	54.5
Black	School								
	District								
	State	12.6	32.2	44.4	10.9	9.4	22.3	49.4	18.9
Hispanic	School	0.0	72.7	27.3	0.0	0.0	9.1	90.9	0.0
	District	7.4	51.9	40.7	0.0	0.0	11.1	81.5	7.4
	State	11.4	33.5	45.4	9.8	4.6	17.4	53.5	24.6
Asian/Pacific Islander	School								
	District								
	State	2.0	10.8	46.8	40.4	0.6	3.5	28.9	67.0
Native American	School								
	District								
	State	5.5	18.9	54.2	21.4	1.7	6.3	43.9	48.1
Multiracial/Ethnic	School								
	District								
	State	5.2	19.4	49.9	25.5	2.1	10.2	47.2	40.5

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	45.0	45.0	10.0	0.0	5.0	85.0	10.0
	District	6.5	30.6	51.6	11.3	1.6	8.1	69.4	21.0
	State	11.4	31.8	46.1	10.7	6.2	18.6	51.3	23.9
Not Eligible	School	3.5	15.8	56.1	24.6	1.7	6.9	39.7	51.7
	District	4.2	16.2	49.5	30.1	0.5	7.3	40.8	51.4
	State	2.7	12.4	48.9	36.0	1.0	5.0	37.7	56.3

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
School		1.4	17.6	54.1	27.0	0.0	4.1	70.3	25.7	0.0	9.5	71.6	18.9
	District	0.4	18.8	48.4	32.5	0.0	8.3	62.7	29.0	0.0	10.2	69.1	20.7
	State	1.8	25.0	46.6	26.6	0.9	14.5	58.3	26.3	3.5	20.3	59.1	17.1

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	29.4	47.1	23.5	0.0	5.9	64.7	29.4	0.0	8.8	67.6	23.5
	District	0.0	28.8	43.2	28.1	0.0	11.6	56.5	31.9	0.0	10.9	68.6	20.4
	State	2.4	27.9	45.6	24.0	1.0	15.0	56.3	27.7	3.9	20.0	57.1	19.0
Female	School	2.5	7.5	60.0	30.0	0.0	2.5	75.0	22.5	0.0	10.0	75.0	15.0
	District	0.7	8.7	53.6	37.0	0.0	5.1	68.8	26.1	0.0	9.4	69.6	21.0
	State	1.2	21.9	47.7	29.3	0.7	14.0	60.4	24.9	3.1	20.6	61.2	15.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	15.2	59.1	25.8	0.0	3.0	71.2	25.8	0.0	9.1	72.7	18.2
	District	0.0	15.8	50.4	33.8	0.0	6.6	62.6	30.8	0.0	8.0	70.4	21.7
	State	0.8	15.4	47.2	36.6	0.3	7.2	56.0	36.5	0.9	9.7	63.8	25.5
Black	School												
	District												
	State	3.5	40.4	45.2	10.9	2.4	28.6	60.3	8.7	8.4	38.7	49.2	3.7
Hispanic	School												
	District	3.8	34.6	26.9	34.6	0.0	11.5	69.2	19.2	0.0	23.1	53.8	23.1
	State	3.0	37.7	46.9	12.5	1.1	22.1	64.2	12.6	6.0	32.3	55.8	5.9
Asian/Pacific Islander	School												
	District												
	State	0.5	11.9	43.5	44.1	0.4	4.5	44.9	50.2	1.6	10.3	59.3	28.8
Native American	School												
	District												
	State	2.6	23.8	49.4	24.2	0.9	14.8	62.4	21.8	3.0	19.2	62.4	15.4
Multiracial/Ethnic	School												
	District	0.0	40.0	40.0	20.0	0.0	30.0	50.0	20.0	0.0	20.0	70.0	10.0
	State	1.8	22.5	47.7	28.0	0.7	12.8	61.5	25.1	2.2	17.9	62.4	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	10.0	30.0	30.0	30.0	0.0	10.0	60.0	30.0	0.0	20.0	60.0	20.0
	District	1.6	26.6	48.4	23.4	0.0	15.9	63.5	20.6	0.0	17.5	63.5	19.0
	State	3.2	38.1	46.6	12.1	1.6	23.8	62.8	11.8	6.4	33.0	54.6	6.0
Not Eligible	School	0.0	15.6	57.8	26.6	0.0	3.1	71.9	25.0	0.0	7.8	73.4	18.8
	District	0.0	16.4	48.4	35.2	0.0	6.1	62.4	31.5	0.0	8.0	70.8	21.2
	State	0.7	14.2	46.7	38.5	0.3	6.8	54.6	38.3	1.1	9.9	62.8	26.2

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	22.7	56.1	21.2	0.0	19.7	69.7	10.6
District	0.0	27.4	52.6	20.0	0.4	17.4	67.4	14.8
State	0.5	25.9	46.3	27.3	0.5	18.1	64.2	17.1

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	25.9	63.0	11.1	0.0	11.1	85.2	3.7
	District	0.0	27.6	55.1	17.3	0.0	16.5	69.3	14.2
	State	0.7	29.2	45.7	24.4	0.7	19.0	62.4	17.9
Female	School	0.0	20.5	51.3	28.2	0.0	25.6	59.0	15.4
	District	0.0	27.3	50.3	22.4	0.7	18.2	65.7	15.4
	State	0.3	22.5	46.9	30.2	0.4	17.2	66.1	16.3

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	16.7	57.4	25.9	0.0	18.5	68.5	13.0
	District	0.0	24.1	53.6	22.3	0.4	15.2	67.9	16.5
	State	0.2	15.1	47.5	37.3	0.2	10.0	66.5	23.3
Black	School								
	District								
	State	1.0	43.2	43.9	11.9	1.4	35.5	57.8	5.3
Hispanic	School								
	District	0.0	56.5	34.8	8.7	0.0	39.1	60.9	0.0
	State	0.8	41.1	45.9	12.3	0.7	25.3	66.4	7.6
Asian/Pacific Islander	School								
	District								
	State	0.2	12.2	43.7	43.9	0.2	5.4	53.8	40.7
Native American	School								
	District								
	State	0.0	26.9	47.4	25.6	0.0	19.1	68.1	12.8
Multiracial/Ethnic	School								
	District								
	State	0.7	23.1	47.6	28.5	0.5	17.7	64.8	17.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	47.1	35.3	17.6	0.0	35.3	52.9	11.8
	District	0.0	47.6	42.9	9.5	1.6	31.7	60.3	6.3
	State	0.9	41.1	45.6	12.4	1.0	29.0	63.1	6.9
Not Eligible	School	0.0	14.3	63.3	22.4	0.0	14.3	75.5	10.2
	District	0.0	21.3	55.6	23.2	0.0	13.0	69.6	17.4
	State	0.2	13.9	46.8	39.1	0.2	9.3	65.1	25.4

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	77.1		Yes	89.5		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	83.4		Yes	90.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	53.2		Yes	80.9		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

AREAS OF SUCCESS:

Student Learning and Instruction:

- The district hired an additional literacy facilitator to provide support for students in grades three through five.
- Staff was trained on the new science curriculum goals throughout the year including institute days, SIP days, and after school planning.
- An area for guided reading text was expanded and organized by staff members with support from the building budget, PTO, and Sycamore Education Foundation.
- Training of "Reading Coaches" to assist our emerging readers were given and increased in order to provide our students with as much support as needed.
- Grants from Target and the Sycamore Education Foundation were written and awarded to provide reading materials in English and Spanish and evening sessions for parents with strategies to enhance student learning,
- Training was provided to primary teachers on Jolly Phonics.

School Climate and Community:

- Opportunities for parent involvement included Curriculum Night, Fall Festival, November conferences, Book Fair Family Nights, PTO, School Community Council, Fun Fair, and other numerous opportunities to volunteer within the school community.

PLANNED IMPROVEMENTS:

The District's Strategic Design plan will provide the foundation for all decisions. To succeed in their world, students will need the strategies and skills to read a variety of media effectively. In the economic sphere of their world, as well as in other spheres, students will need to be effective communicators. Through writing, students communicate their knowledge, needs, and dreams.

- In the area of reading, continued support and collaboration time will be offered teachers to fully utilize the data received by AIMSweb, the ISEL in grades K-2 along with the First Steps Reading Continuums and running records to guide instruction. The district's literacy facilitators will collaborate with staff to enhance reading instruction. A universal screener was purchased and a team of district representatives were trained on how to administer and interpret by the data to provide a strong foundation for reading instruction. Building staff development will focus on continued integration of Character Counts throughout all grade levels in conjunction with creating monthly building activities focused around the Strategic Design core values. Books for guided reading will be added to the bookroom along with ELL materials to support our growing population. Family nights will be held throughout the year with focuses on reading and sharing information about Response to Intervention and its implications for parents and students. The building will host a Reading week which will include author visits, daily school and home activities, along with a parent night.
- Kindergarten and first grade students will receive training in the STARS program which will provide in class support on the five areas of reading. Flexible grouping will be used within each classroom to meet the needs of the students at his/her ability level.
- In the area of RtI, staff will continue to receive training on data analysis along with leveled tier interventions that will enhance and support student learning. A building problem solving committee will meet two times a month to discuss student needs with classroom teachers and other appropriate people.
- Staff will be given the opportunity to network with building peers utilizing the Daily Five reading book and its implications for the classroom and student and success.

In the district's Strategic Plan, the exit learner outcomes denote the characteristics that will enable students to succeed in their world. A safe, secure learning environment is necessary for students to develop the knowledge and skills they will need to succeed.

- The school social worker, along with classroom teachers, will continue to implement Character Counts throughout the building at various grade levels.
- Monthly activities, aligned to the strategic design plan, were created by the North School Community Council and staff to coordinate with the school improvement goals such as author visits, Family Reading nights, Fifth Grade Luncheon, and Community Readers.
- Reading Rocks included the visit from two authors and were held throughout the week along with a parent night to support parents in teaching reading strategies at home and an additional author visit at night for families.