



Three Oaks Elementary

Superintendent: Robert Schroeder
Principal: Garry Lange

2008-09 Board of Education

President: William Farhat
Secretary: J.C. German
Trustee: Fred Knutel
Trustee: Vickie Wagner

Vice President: Mike Ehlert
Treasurer: Ronald Petro
Trustee: Vickie Pfauth

I. Overview of School

Accreditation Status & Education YES! Grades

The chart below identifies our building's accreditation status and grades as determined by Education YES!

Education Yes! Report Card	2007 – 2008		2008 - 2009	
	Score	Grade	Score	Grade
Mathematics	91	B	92.9	A
English Language Arts	88.6	B	88.6	B
Science	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA
Achievement Subtotal	89.8	A	90.8	A
Indicators of School Performance	100	A	100	A
Preliminary	92	A	93	A
AYP Status	Met AYP? YES		Met AYP? YES	
Composite Grade	A		A	
Michigan Accreditation Status *	YES		YES	
Other Accreditation Status (if applicable)				

* Schools continue to be accredited unless they receive a D Alert grade, at which point they become designated as unaccredited for the state of Michigan.

School Overview

Three Oaks Elementary is a preschool-5 building that, along with its sister school Chikaming Elementary, consistently produces some of the top test scores in the county. Located just off of the main street in the village of Three Oaks, Three Oaks Elementary is part of the River Valley School District.

Students receive sound instruction in the core areas, and there is a strong commitment to early literacy skills. A phonetic/tactile approach is accompanied by whole language instruction to provide a great base for the teaching of reading. Three Oaks Elementary committed to fulfilling Michigan's Integrated Behavior and Support Initiative (MiBLSi). This state supported initiative supports the implementation of a school wide Positive Behavior Support (PBS) and school wide reading intervention. The purpose of MiBLSi is to develop support systems and sustained implementation of a data-driven, problem solving model in our school so we can help students become better readers with appropriate behavior, resulting in increased success in the school and community. River Valley Elementary Schools have completed one year of this three-year implementation process.

At the upper grades, the Accelerated Reader program is embraced, and reading scores are consistently among the highest in the county.

Students also receive weekly instruction in music, art, and gym. Keyboarding and research skills are developed in our computer lab, and all children create power point presentations, participate in distance learning activities, and learn other software applications, embracing the tool of technology. The staff is implementing the use of the Promethean Board during the 09-10 school year.

The school has a strong volunteer base in the community, and takes advantage of the generosity of the town for special field trips. The school has a welcoming staff that is dedicated to educating the whole child, while always improving student achievement.

II. School Improvement Plan

English/Language Arts	
<i>If you have separate reading and writing goals, include both in this box.</i>	
Goal:	All students will improve their reading and writing skills in all subject areas.
Data to support goal selection:	MEAP scores, Dibels, Star Reading, Slosson Oral Reading Test, MLPP Letter/Sound ID, grade level writing assessments
Planned Strategies and Interventions:	Evaluate MEAP scores and other assessments; Students will receive direct instruction in the writing process and will use that knowledge and software to produce a writing portfolio and share with an audience. After school and Summer School programs; Begin to develop interdisciplinary projects at each grade level; Increase use of technology, multi-media, and interdisciplinary collaboration. Continue implementation of MiBLSi initiative.
Accomplishments:	Implemented year one of MiBLSi grant. All staff received training on the Promethian Board as a tool to deliver curriculum. Grade level writing prompts established and placed on the RV Elementary Assessment Calendar. Met AYP
Implications for next year:	Continue to review and implement our plan.
Goal:	All students will improve their ability to comprehend and analyze informational text
Data to support goal selection:	MEAP scores, alternate assessments, report cards
Planned Strategies and Interventions:	Evaluate MEAP scores and other alternate assessments. Students will receive direct reading instruction including Project Read and thematic instruction. Students are assessed and interventions implemented accordingly.
Accomplishments:	Met AYP.
Implications for next year:	Continue to implement and review our plan.

Math

Goal:	All students will improve their ability to solve problems involving patterns, relationships and functions
Data to support goal selection:	MEAP scores, Star Math test, alternate assessments, report cards
Planned Strategies and Interventions:	Evaluate MEAP scores and other alternate assessments; Students will receive direct instruction in Math. Students are assessed and interventions implemented accordingly. Summer School and After School programs to help with math skills. Begin to develop interdisciplinary projects at each grade level; Increase use of technology, multi-media, and interdisciplinary collaboration.
Accomplishments:	Purchased new math materials (k-2) New Everyday Math; (3-5) McGraw Hill. Met AYP
Implications for next year:	Continue to implement and review our plan.

Science

Goal:	All students will apply systematic methods of individual and group problem solving in scientific investigations
Data to support goal selection:	MEAP scores, alternate assessments, report cards
Planned Strategies and Interventions:	Evaluate MEAP scores and other alternate assessments. Students will receive direct instruction in Science. Students are assessed and interventions implemented accordingly. Begin to develop interdisciplinary projects at each grade level; Increase use of technology, multi-media, and interdisciplinary collaboration.
Accomplishments:	Met AYP; MEAP scores increased; held Science Fair
Implications for next year:	Continue to implement and review our plan.

Social Studies

Goal:	All students will develop an understanding of the state Social Studies Grade Level Content Expectations.
Data to support goal selection:	MEAP scores, alternate assessments, report cards
Planned Strategies and Interventions:	Evaluate MEAP scores and other alternate assessments; Implement the Michigan Citizenship Collaborative Curriculum. Students will receive direct instruction in Social Studies. Students are assessed and interventions implemented accordingly. Begin to develop interdisciplinary projects at each grade level; Increase use of technology, multi-media, and interdisciplinary collaboration.
Accomplishments:	Met AYP; Scores increased over last year's scores.
Implications for next year:	Continue to implement and review our plan.

III. Student Assessment Data

Three Oaks Elementary School administers state assessments in the content areas and grades as identified in the charts that follow. These data assist us in setting our goals and developing our curriculum ...

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)									
<u>Student Group</u> Grade: 3	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ___	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	81	85	81	All tested	25	60	13	2
	2008-09	77	79	83	All tested	15	64	19	2
African American	2007-08			2					
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	90	84	85		25	60	13	2
	2008-09	76	77	87		14	64	20	2
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	80	83	71		8	75	17	0
	2008-09	70	65	74		15	30	30	5
Migrant	2007-08								
	2008-09								
Male	2007-08	81	86	78		21	64	11	4
	2008-09	81	76	81		16	60	20	4
Female	2007-08	82	83	84		29	54	17	0
	2008-09	70	82	86		14	68	18	0

*_No sub group large enough to report

SUBJECT: MATH

<u>Student Group</u> Grade: 3	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	100	89	90	RV Tested all	40	49	9	2
	2008-09	92	96	91	Tested all	51	45	4	0
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	100	90	94		40	50	8	2
	2008-09	92	95	95		50	45	5	0
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	100	76	84		24	52	20	4
	2008-09	80	90	86		35	55	10	0
Migrant	2007-08								
	2008-09								
Male	2007-08	100	93	90		46	46	7	0
	2008-09	94	96	92		56	40	4	0
Female	2007-08	100	84	90		32	52	12	4
	2008-09	90	95	91		45	50	50	0

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

<u>Student Group</u> Grade: 4	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	85	78	76	All tested	17	62	15	7
	2008-09	81	80	77	All tested	21	71	8	0
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	89	81	82		17	65	11	7
	2008-09	81	79	83		15	64	21	0
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	82	72	63		16	56	20	8
	2008-09	92	75	64		4	71	25	0
Migrant	2007-08								
	2008-09								
Male	2007-08	82	67	73		13	54	25	8
	2008-09	81	87	74		13	74	13	0
Female	2007-08	86	86	80		19	67	8	6
	2008-09	81	74	79		15	59	26	0

SUBJECT: MATH

<u>Student Group</u> Grade: 4	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	88	89	86	RV Tested All	47	42	8	3
	2008-09	100	96	88	Tested All	62	34	4	0
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	89	91	91		47	44	7	2
	2008-09	100	98	92		64	34	2	0
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	83	85	77		48	37	7	7
	2008-09	100	92	80		50	42	8	0
Migrant	2007-08								
	2008-09								
Male	2007-08	94	88	86		36	52	8	4
	2008-09	100	96	88		61	35	4	0
Female	2007-08	83	89	86		54	35	8	3
	2008-09	100	96	88		63	33	4	0

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

<u>Student Group</u> Grade: 5	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	86	89	78	RV Tested All	24	65	9	2
	2008-09	78	77	78	All Tested	19	58	21	2
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	86	90	84		25	66	8	2
	2008-09	83	81	84		19	65	17	2
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	70	81	65		16	66	16	3
	2008-09	76	72	66		16	56	28	0
Migrant	2007-08								
	2008-09								
Male	2007-08	91	87	75		21	67	10	3
	2008-09	69	65	76		15	50	30	5
Female	2007-08	80	93	81		30	63	7	0
	2008-09	84	84	81		22	63	16	0

SUBJECT: MATH

<u>Student Group</u> Grade: 5	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	81	85	74	RV Tested All	42	42	14	2
	2008-09	88	85	77	Tested All	50	35	10	6
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	81	85	81		49	48	2	2
	2008-09	90	85	83		53	32	9	6
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	60	72	60		28	44	25	3
	2008-09	82	76	64		40	36	16	8
Migrant	2007-08								
	2008-09								
Male	2007-08	91	85	75		44	41	13	3
	2008-09	92	90	78		40	50	10	0
Female	2007-08	70	85	73		41	44	15	0
	2008-09	84	81	76		56	25	9	9

SUBJECT: SCIENCE

<u>Student Group</u> Grade: 5	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	100	97	82	RV Tested All	48	48	2	2
	2008-09	91	90	83	All Tested	46	44	6	4
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	100	87	89		48	48	2	2
	2008-09	93	91	89		49	43	4	4
Students with Disabilities	2007-08	*	*						
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	100	97	70		34	63	3	0
	2008-09	82	84	72		36	48	8	8
Migrant	2007-08								
	2008-09								
Male	2007-08	100	95	82		46	49	3	3
	2008-09	85	90	83		35	55	5	5
Female	2007-08	100	100	82		52	48	0	0
	2008-09	95	91	83		53	38	6	3

Local and Norm Referenced Achievement Data

At River Valley Elementary, in addition to the MEAP, we have scheduled assessments that include STAR Math, STAR Reading, Grade Level Writing Prompts and corresponding rubrics, MLPP Letter/Sound identification, Slosson Oral Reading Test, and DiBels. We also use a number of alternate assessments which include: teacher made tests, unit tests, math assessment checklist, life science test, math individual progress report, accelerated reader, SRA, thematic unit tests, USA weekly, student surveys, and other writing prompts.

Part III. Program Development

C: Analyze Your Data

We reviewed our Education YES! School Self-Assessment indicators. “Collaborative Inquiry” needs to move from “partially implemented” to “implemented”. We have identified how this will be addressed as part of our school improvement plan strategies.

- Monthly staff meetings will feature time for grade level collaboration.
- Monthly staff meetings will allow time for grade levels to grade writing prompts as a team, using the grade level designated rubric, and to plan strategy to improve the writing of all students. (3 times/year)
- Monthly staff meetings will be used to share information gathered from trainings and inservices attended by team members.
- Quarterly grade level ½ days will be used for collaboration and training with our technology facilitator.
- Three times each year grade levels will meet with our MiBLSi coaches and review DiBEL and SWISS data, and to plan intervention strategies as needed.
- Our River Valley Elementary MiBLSi Core Team meets monthly. This team is comprised of staff from both district elementary schools, and some staff who work at both district elementary campuses. It’s goal is to fully implement the MiBLSi program over a three year period, and to make it an integral part of the school culture.

IV. Adequate Yearly Progress (AYP) Data

Achievement Targets in Relation to AYP Targets and Attendance Rate

Student Group (if N ≥ 30) School 3 rd grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 61 %		Goal: 100%		Goal: 65 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
All Students	100	na	77	83	100		92	91					95	94.6	96.2	
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			76	87			95	95								
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			80	71			90	86								

If information is not listed withere there is not a sub group large enough to be statistically sound or the State has not yet provided the information.

Student Group (if N ≥ 30) School 4 th grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 59 %		Goal: 100%		Goal: 65 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	District	State	School	State	District	State	School	State	District	State	District	State	School	State	School	State
All Students	100		81	77			100	88					95	94.6	96.2	
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			81	83			100	92								
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			92	64			100	92								

Student Group (if N ≥ 30) School 5 th grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 59 %		Goal: 100%		Goal: 65 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	District	State	school	State	school	State	school	State	school	State	school	State	school	State	school	State
All Students	100		78	78	100		88	77	100		90	83	95	94.6	96.2	
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			83	84			90	83			91	89				
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			76	66			82	64			84	72				

Student Group (if N ≥ 30) District 6 th grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 48 %		Goal: 100%		Goal: 56 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
All Students	100		91	80	100		92	80					93	94.6	96.8	
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			90	85			92	85								
Students with Disabilities			31	41												
Limited English Proficient																
Economically Disadvantaged			86	68			93	69								

V. Parent Involvement

Parent Teacher Conference

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2008-09			100%	100%
2007-08			100%	100%

The number of people attending conferences was not recorded. Quite often both parents attend, so the number attending is greater than the actual student enrollment.

Parent Involvement Policy

The River Valley School Board supports all organizations and parent(s) groups whose objective(s) are to promote the educational experiences of River Valley students.

VI. Core Curriculum

The curriculum implemented in our school is based on the Michigan Curriculum Framework. We teach the standards and benchmarks, and work toward the Grade Level Content Expectations for each level.

To help determine continued needs in regard to its implementation, the following information can help to support the teaching and learning in the district.

For the core curricular areas of math, science, social studies and english language arts, the district has a curriculum council comprised of grade level representatives and department heads. Each core area is studied on a rotation cycle. River Valley has partnered with the Berrien RESA in the study of these core areas. Staff members from various school districts meet to evaluate and write the goals for the studied curricular area. Test results are studied and the Michigan Frameworks are studied during this process.

Materials are purchased only after goals are written and approved by the council. These goals go along with the state objectives and there are no known variances from the State suggested curriculum benchmarks.

All students are given the opportunity to participate in and receive appropriate instruction in the core curriculum. Our special education staff is also involved in the curriculum development and purchase of materials. It is their goal to have the students be involved with the regular curriculum as much as possible.

VII. Teacher Qualification

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects...

	B.A.	B.A. + 15 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	2	3	5	0	4	
Percentage of Teachers in the School who are Highly Qualified	100%					
Percentage of Teachers in the School with Emergency Credentials						
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers						

Highly Qualified Progress Plan

It is the intent of the school district to hire only highly qualified staff as described by NCLB. When jobs are posted through the Michigan Talent Bank or anywhere else qualifications are posted. If a person were to be hired that is not considered HQ, funds could be provided to help that person meet requirements as quickly as possible.

Parent Notification and Point of Contact

River Valley School District has a requirement to inform parents/guardians that they are entitled to request and receive information in regards to the qualifications of their child's teacher(s). Parents/guardians have a right to know whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subjects being taught or whether the teacher can teach in a classroom without being licensed or qualified under special circumstances. Requested information may include the teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degree. A parent/guardian can also ask whether any teacher assistants, or similar paraprofessionals, provide any services to the child and, if the do, their qualification. If parents would like to receive any of this information they should place the request in writing and direct it to the building administrator.