

# Results with

# SRA *Imagine It!* TODAY'S OPEN COURT

Case studies  
demonstrating the  
positive effects on  
reading achievement  
with SRA/McGraw-Hill's  
*Imagine It!* PreK-6  
literacy program



# Table of Contents

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|  |    |
|--|----|
| <b>Charlotte-Mecklenburg Schools</b>                               |    |
| Charlotte, North Carolina.....                                     | 2  |
| <b>Alum Rock Union Elementary School District</b>                  |    |
| San Jose, California.....  | 4  |
| <b>Emporia Public Schools</b>                                      |    |
| Emporia, Kansas.....   | 6  |
| <b>Barry Elementary School</b>                                     |    |
| Clovis, New Mexico.....  | 8  |
| <b>Chippewa Hills School District</b>                              |    |
| Remus, Michigan.....   | 10 |
| <b>View Park Preparatory Accelerated Charter Elementary School</b> |    |
| Los Angeles, California.....                                       | 12 |
| <b>Bonneville Elementary School</b>                                |    |
| Orlando, Florida.....  | 14 |
| <b>Chicago Public Schools</b>                                      |    |
| Chicago, Illinois.....   | 16 |

# Results.

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Giving today's children a solid foundation in literacy is the first step in ensuring they are prepared for success in the 21<sup>st</sup> century job environment. As the world flattens, they must be ready to compete for jobs on a global level. Mastering reading, writing, and critical-thinking skills beginning as early as Kindergarten paves the way for higher-level learning.

To ensure each child is on the right track, data is increasingly used to drive instruction. Data shows what a child knows and areas that need improvement, culminating in achievement as evident by high-stakes state assessments.

Schools are more accountable than ever to prove what is happening in the classroom works.

This report tells the stories of eight districts and individual schools and how they have incorporated research-based, standards-driven curriculum into the classroom with a comprehensive progress monitoring component, allowing for data-driven instruction.

These schools and districts serve children with a range of socio-economic, ethnic, and geographic traits, but they share a commitment to results. They show impressive maintenance of high-test scores and dramatic turnarounds of struggling students.

Along with a shared dedication to producing results and relying on a sound, explicit curriculum, these schools and districts share these characteristics:

- Implemented ongoing professional development and staff support programs
- Used assessments of student progress during the school year to ensure effective instruction
- Demonstrated the importance of administrators—from principals to superintendents—as instructional leaders
- Created exciting climates within their classrooms to encourage learning

Most importantly, they believe all children can achieve and they demonstrate the impact of setting high expectations for all students, including those who are struggling or underprivileged.

These school teachers, reading coaches, building principals, instructional specialists, and district superintendents are ready to share what they have learned and to see their practices and experiences spread to other schools. As a learning community, we must borrow the best practices from those who have successfully increased and maintained student achievement.

***Together, every child can achieve.***

## Large Urban District Celebrates Decade of Success with SRA

**Charlotte-Mecklenburg Schools has relied upon SRA's research-based reading and language arts curricula for the last decade, and continues to be an "urban district to watch" for its considerable student achievements.**

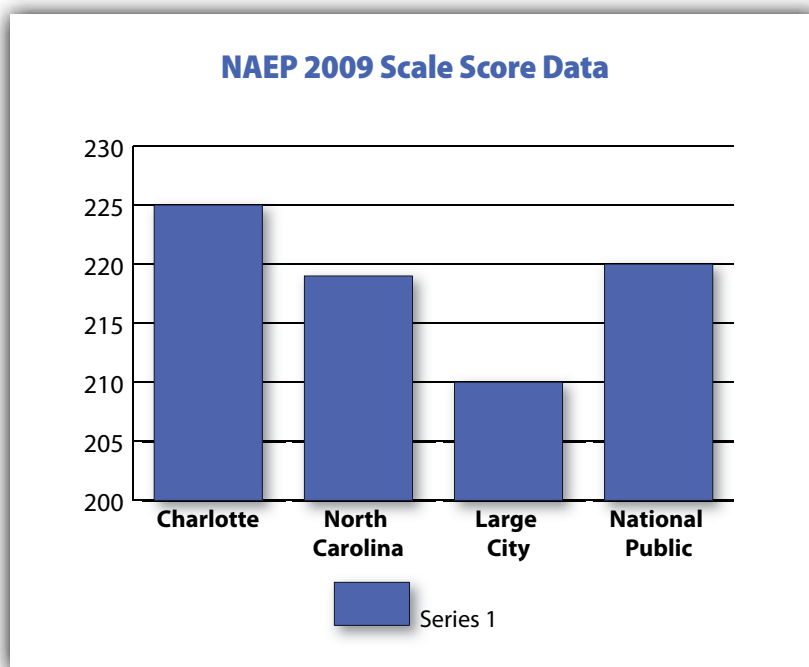
In 1999, Charlotte-Mecklenburg Schools' administrators prepared a five-year action plan designed to eliminate racial disparities and increase student achievement across the board. The reform efforts focused on aligning district curricula with state standards, adopting a uniform and prescriptive reading program for the early elementary grades, increasing minority participation in Advanced Placement and International Baccalaureate courses, and building an extensive preschool development program.

Before the plan, many district elementary schools were using different strategies to teach reading. In order to alleviate any instructional discrepancies, and to assure consistent progress in all classrooms, the plan called for a district-wide program. Educators chose SRA/McGraw-Hill's *Open Court Reading*, and teachers quickly found it to be a useful tool that defined exactly what was expected of them and of students.

*Open Court Reading* was officially adopted district-wide by Charlotte-Mecklenburg Schools at the start of the 2001-2002 school year. During the years that Charlotte-Mecklenburg used *Open Court Reading*, the district's overall End-of-Grade (EOG) reading test scores improved in Grades 3, 4, and 5 each year.

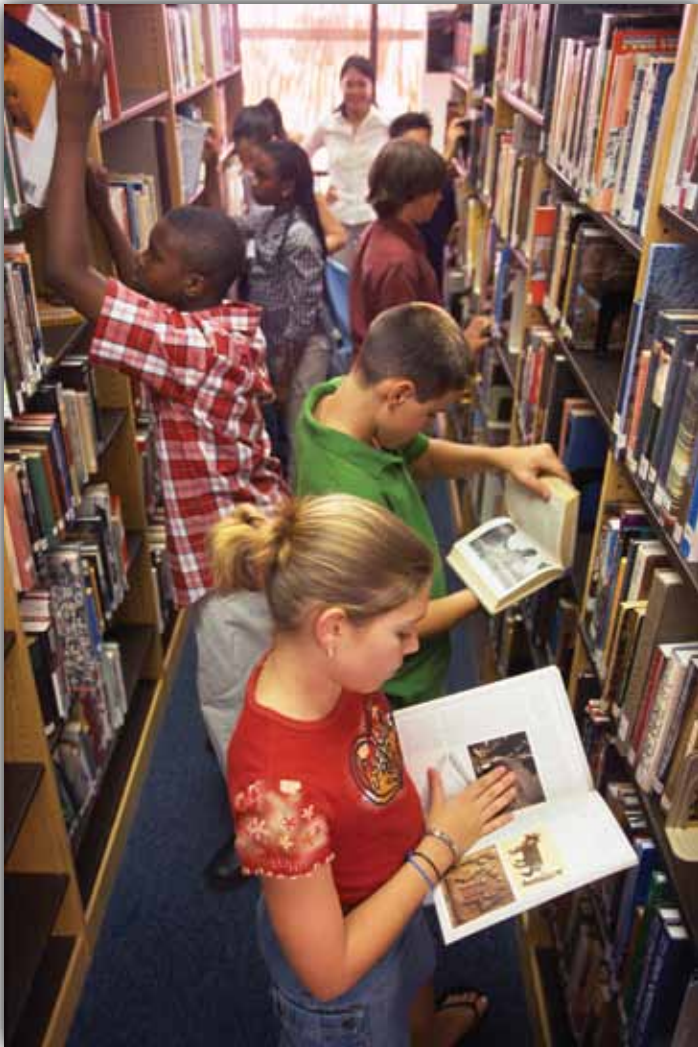
### National Leader for Student Achievement

In 2005, Charlotte-Mecklenburg Schools rolled over to SRA's *Imagine It!* reading program, and they continue to be a model for student achievement.



*Charlotte-Mecklenburg Schools' Grade 4 students scored higher on the 2009 National Assessment of Education Program than the average scores for Grade 4 students nationally, in urban districts and in North Carolina.*

In fact, Grade 4 students in Charlotte-Mecklenburg Schools scored higher than fourth-graders across the nation and in North Carolina on the 2009 National Assessment of Educational Progress (NAEP). CMS Grade 4 students averaged a score of 225 in reading, compared to 220 for the nation, 210 for large cities and 219 for North Carolina.



Charlotte-Mecklenburg Schools' Grade 4 students also outperformed their peers when the results are compared for subgroups of students. CMS Grade 4 students led in every subgroup but one when compared to both the nation and large cities. White, African-American, Hispanic, economically disadvantaged and non-economically disadvantaged students in CMS scored above their peers elsewhere.

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## About Charlotte-Mecklenburg Schools

As the second largest school system in North Carolina and the 18th largest in the United States, Charlotte-Mecklenburg Schools serve more than 136,889 students, employ about 9,363 teachers, and operate 176 schools. Currently, the district's multicultural student base is 41% African American, 34% Caucasian, 16% Hispanic, 5% Asian, and 4% Native American or multicultural. About 50.9% of the children qualify for free or reduced-price lunches.

## California District Scores All-Time High After One Year With *SRA Imagine It!*

Alum Rock Union Elementary School District, a culturally diverse community in San Jose, California, scored an all-time high on state reading assessments after its first year with *SRA Imagine It!* In 2009, 40% of students in Grades 2-5 scored Proficient or Advanced on the English Language Arts portion of the California Standards Test (CST ELA), six percentage points higher than the previous year.

Alum Rock Union Elementary School District has shown a long-term commitment to SRA/McGraw-Hill's literacy curricula. In 2001, the district adopted *Open Court Reading* district-wide in Grades K-5. Improvements were so impressive that the district implemented *Imagine It!* in 2008.

Before the SRA program was implemented, only 13% of students in Grades 2-5 scored Proficient or Advanced on the CST ELA. Each year that percentage increased and grew to 40% after just the first year with *Imagine It!*

Nora Guerra, the district's assistant superintendent of instructional services, said there was no doubt the increased scores were because of *Imagine It!*

"We're very happy with the program," she said. "We have found that teachers who implement the program fully and with fidelity have the best success in their classrooms. When I visit our schools, I see teachers following the curriculum very carefully and re-teaching concepts when necessary. Their students are definitely engaged. The students' scores have definitely improved since implementing *Imagine It!*"

### Focus on Phonics Increases State Scores

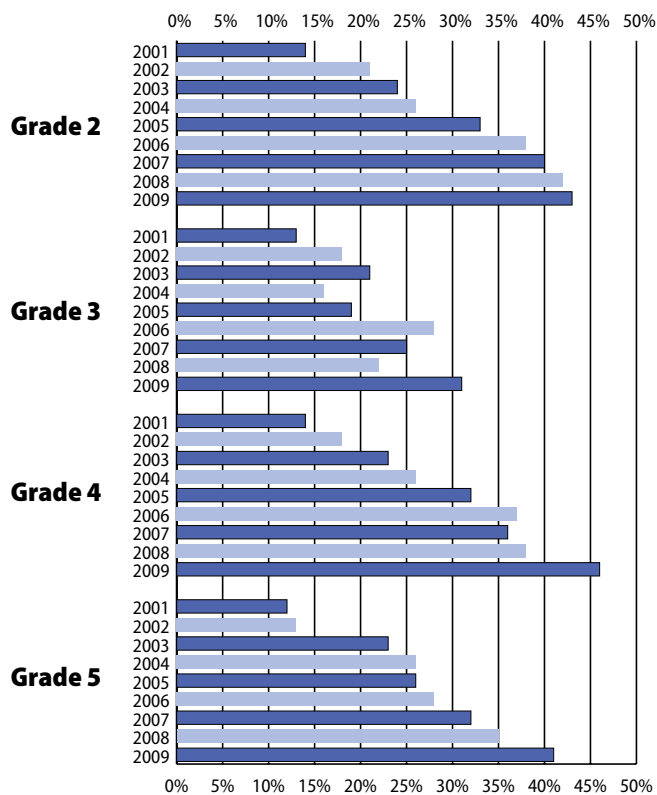
Guerra said one particular component of *Imagine It!* has made a big difference in all schools, especially those previously labeled "Under-Performing": its focus on phonemic awareness.

"The program really helps children understand phonemes. They learn the sounds, decode words, and apply their phonemic awareness to reading. They aren't just memorizing words. They are learning to read, which makes them feel really good about themselves," she said.

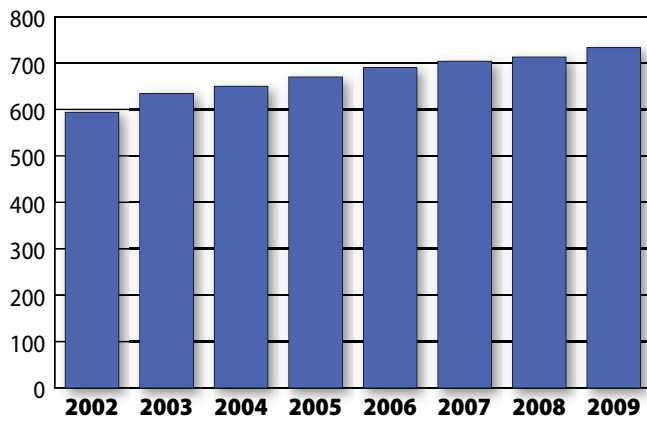
In addition to higher test scores, the district's Academic Performance

**Percentage of Alum Rock Union Elementary School District Students Scoring Proficient or Advanced**

Source: CST English Languages Arts



## Alum Rock Union Elementary School District API Scores



Alum Rock Elementary Union Elementary School District first adopted SRA's reading program in 2001 and later implemented SRA Imagine It! at the beginning of the 2008-2009 school year.



Index (API) has increased since SRA's reading program began. The API measures academic performance and progress of California schools and is a numeric index that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools is 800. The program began in 2001, but districts did not receive API scores until 2002. From 2002 onward, Alum Rock's API scores have increased each year, reaching an all-time high of 733 in 2009.

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## About Alum Rock Union Elementary School District

Serving more than 13,800 students in Grades PreK-8, this district's student population is 78% Hispanic, 10% Asian, 7% Filipino, 2% Caucasian, 2% African American, and 1% Pacific Islander. Ninety percent of the students qualify for free and reduced-price lunch, and 64% are English Language Learners.

## SRA *Imagine It!* Helps Kansas District Increase Reading Proficiency

Emporia Public Schools in rural Kansas has experienced shifting demographics. The manufacturing community has been struck by job loss creating more low socioeconomic students while also welcoming more Hispanic families and English Language Learners to the area. Yet the district has found a way to reach all types of learners. After three years with SRA/McGraw-Hill’s literacy programs, the average growth on the state test has been 19 percentage points – from 68% passing in 2006 to 87% in 2009.

The district first adopted SRA’s *Open Court Phonics* program for Grades K–3 in 2006 and expanded to *SRA Imagine It!* for Grades K–6 the following year.

“The adoption of *Imagine It!* has created a consistency of teaching the full range of literacy across all classrooms in the district,” said George Abel, assistant superintendent of teaching and learning at Emporia Public Schools. “Teachers now address all five areas of literacy.”

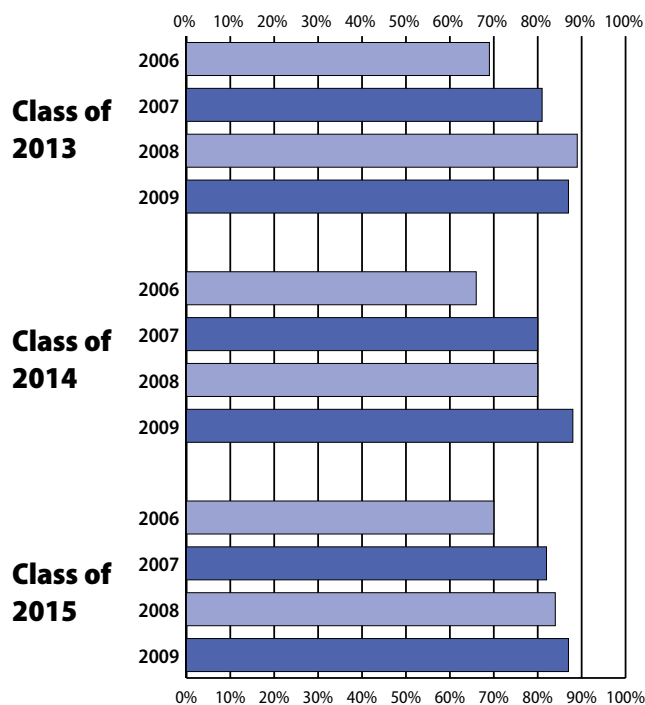
To begin the implementation of the *Imagine It!* program, Emporia Public Schools partnered with SRA/McGraw-Hill to provide professional development for its entire staff. This included two full days of training at each grade level during the summer before implementation. Each summer since, the district has provided a full day of additional professional development for new teachers and any returning teachers.

This commitment has ensured a strong understanding of the program’s underlying philosophies and practices.

Abel says teachers now feel better about teaching students the reading process. “It provides structure for new teachers. The framework and pacing guides ensure consistency across grade level,” he added.

**Percentage of Emporia Students Scoring Proficient or Above in Reading**

Source: Kansas Reading Assessment



Emporia Public Schools first adopted *Imagine It!* in 2007. As students moved up a grade each year, the percentage of students passing reading rose.



## Individualization Closes Achievement Gap

Thanks to the phonics base, additional English Language Learner support, and Intervention guides for struggling students, *Imagine It!* has helped Emporia Public Schools increase reading proficiency across subgroups of students, helping them to close the achievement gap.

Students' overall reading proficiency has improved as well. As students progress, each year, more of them pass the Kansas Reading Assessment. For example, in 2006, 70% of Grade 4 students scored Proficient or Above. Among Grade 4 students in 2008, 82% were Proficient, and as Grade 5 students in 2009 87% passed. Meanwhile, 66% of Grade 4 students scored Proficient in 2006, 80% in 2007, 80% in 2008, and 88% in 2009. Lastly, 69% of Grade 5 students scored Proficient in 2006, and as Grade 8 students three years later, 87% passed the state reading assessment.

Beyond improved test scores, teachers at Emporia Public Schools appreciate the real-world skills the students are learning through the Inquiry strand in *Imagine It!* because the active student participation helps to build critical thinking, Abel said.

"*Imagine It!* is an effective program that has helped our district's students achieve remarkable results on our state reading assessment," said Superintendent John Heim. "It has provided our teachers with the materials to address all areas of the reading process in a manner that is closing the achievement gap for our traditionally underperforming subgroups. *Imagine It!* is helping us meet the reading needs of our students."

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## About Emporia Public Schools

Emporia, Kansas, is a rural community of about 26,000 located between Kansas City and Wichita. The district serves more than 4,600 students in Grades K–6 with a student population that is 47% Caucasian, 42% Hispanic, 3% African American, 2% Asian, and 4% multi-cultural. Sixty-five percent of the students qualify for free and reduced-price lunch, and 31% are English Language Learners.

## New Mexico Elementary Takes *SRA Imagine It!* District-Wide

Barry Elementary School went on a mission to find the best way to teach students reading and language arts skills, which led them directly to *SRA Imagine It!* reading series. After just one year, the school's scores became stronger. Now the whole district is following its example.

"After a yearlong study of best practices in reading, *Imagine It!* really stood out as the only option," said Principal Carrie Bunce of Barry Elementary School in Clovis, New Mexico.

Principal Bunce led a team that researched how to best teach reading focusing on the "Big Five" – Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with text, Vocabulary, and Comprehension. They looked at research from the University of Oregon and results in successful districts such as Kennewick, Washington, and compared results in California's schools using SRA's reading programs. This all led to *Imagine It!* as the clear choice.

During the 2008-2009 school year, Barry Elementary received a grant to pilot *Imagine It!* and Principal Bunce has been impressed with the results.

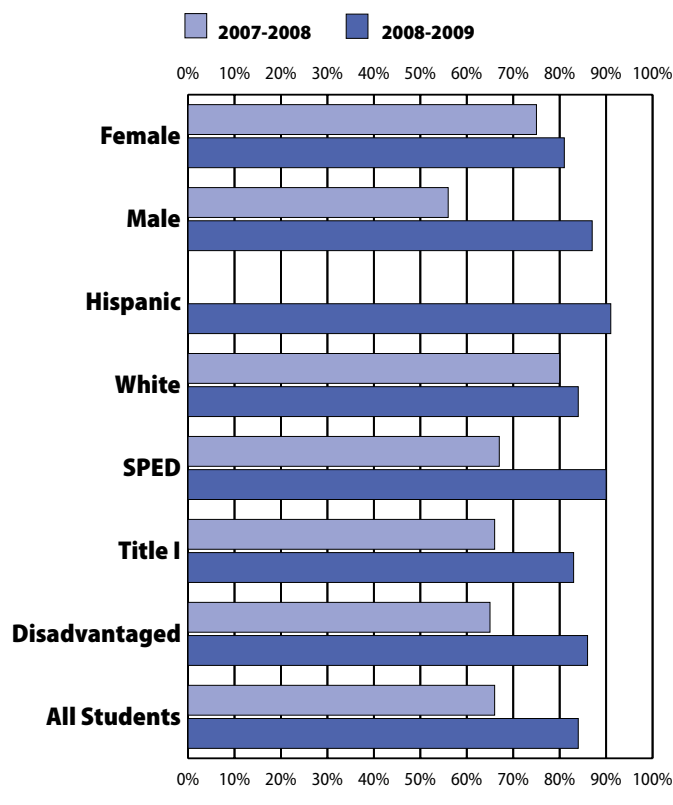
"Not only does *Imagine It!* cover the 'Big Five,' but we were blown away by the writing instruction. It's woven into the program in such a way that students don't even realize they're being taught writing, but they are learning valuable skills," she said. "Our students have become phenomenal writers and because they've gotten so much better at it, they're enjoying it!"

Principal Bunce also points to the phonics base in the early grades. "It is the strongest phonics program I have ever seen," she said.

"I also love how *Imagine It!* is so integrated," she added. "Everything is connected so that it has meaning. When students see meaning in what they're learning, it aids in retention."

Percentage of Barry Elementary Grade 4 Students Scoring Proficient or Above in Reading

Source: NMBSA



Barry Elementary School first adopted *SRA Imagine It!* at the beginning of the 2008-2009 school year.



## From Good to Great Scores

As a result, reading scores on the New Mexico Standards-Based Assessment (NMSBA) increased after just the first year with *Imagine It!* – from 69.8 percent passing in reading in 2007-2008 to 76.6 in 2008-2009.

Grade 4 scores particularly showed marked improvement. Overall, the percentage of Grade 4 students that scored Proficient or higher in reading on NMSBA went from 66% before *Imagine It!* to 84% after. That improvement also is true for every subgroup, as noted in the chart.

Principal Bunce looks forward to the results on the 2009-2010 NMSBA as well.

Because of the impressive results, the district has received a grant allowing them to implement *Imagine It!* district-wide for the 2010-2011 school year, and Principal Bunce will lead the professional development.

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*“When students see meaning in what they’re learning, it aids in retention.”*

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## About Barry Elementary School

Serving more than 296 students in Grades K–6, this school’s student population is 54% Caucasian, 27% Hispanic, 16% African American, 2% Asian/Pacific Islander, and 1% multicultural. Sixty-one percent of the students qualify for free and reduced-price lunch.

## High-Poverty, Rural Michigan District Committed to *SRA Imagine It!*

Chippewa Hills School District has relied on SRA/McGraw-Hill's literacy curricula since the early 1970s. The structured, phonics-based programs benefit the students, many of whom are high-risk and come to school with limited background knowledge, according to Superintendent Shirley Howard. In fact, more than half of the students qualify for free or reduced-price lunch. After its first year of using *SRA Imagine It!* in Grades K–5 in 2008–2009, the school maintained its consistently high reading scores – with around 90 percent passing.

Howard has been with the school district, which serves a rural community spread across four towns, since 1973 where she started as a teacher and used *Open Court Reading*, also from SRA. In the early 2000s, two of the district's four elementary schools used a competing program, but test scores showed the *Open Court Reading* students performed better, and in 2008–2009, Howard led the district-wide implementation of *SRA Imagine It!*

Becky Elias, a Grade 4 teacher is pleased with the selection. "*Imagine It!* is a complete, cohesive, integrated Language Arts program. The early foundation that children receive from the program gives them the tools that they need to become fluent, comprehensive readers. *Imagine It!* clearly surpasses any reading program that I have experienced in the past 28 years! I love it!" she said.

Teachers like Elias have a lot more to love, too, with scores on the rise. After the first year with *Imagine It!*, the percentage of Grade 3 students scoring Proficient or Above on the Michigan Educational Assessment Program (MEAP) grew from 92% to 95% while Grade 5 also made a gain from 85% to 86%. In addition, the 2008–2009 scores continued to be higher than the state average. The percentage of Grade 3 students at Chippewa Hills School District who passed reading was nine percentage points higher, while Grades 4 and 5 were both four percentage points higher.

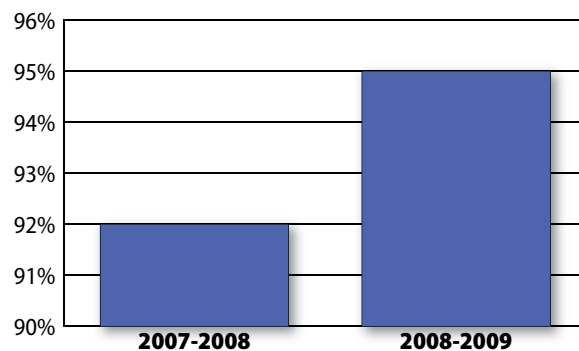
### Fidelity Leads to Results

"At Chippewa Hills School District, we contribute our success to *SRA Imagine It!* and *SRA Open Court Reading*, along with the fact that all teachers use the program as it is intended to be used," Howard said.

"It is important to note that between 55% and 65% of our students are economically disadvantaged. If you look at our scores, you will see

Percentage of Chippewa Hills Grade 3 Students Scoring Proficient or Above in Reading

Source: MEAP



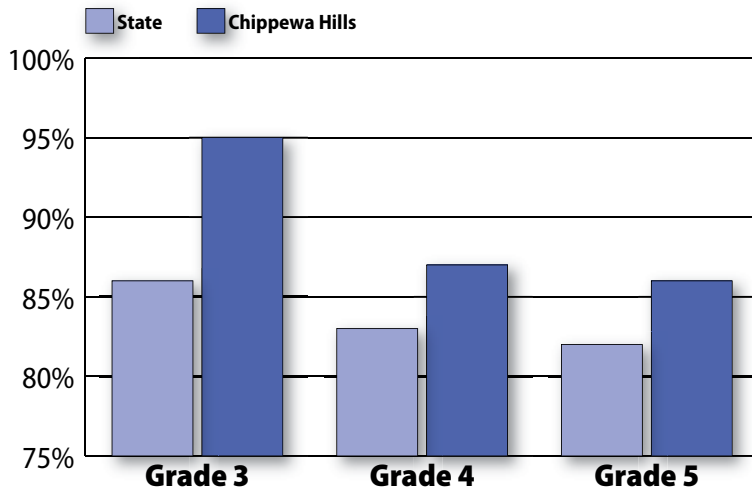
that *Imagine It!* works for this population. *Imagine It!* works with at-risk students. I maintain that for those in which reading comes naturally, they will learn to read in spite of what we as educators do. For everyone else, you need a program that works for your most at-risk students and that is *Imagine It!*"

Beyond the results on test scores, Howard appreciates that the curriculum is fun for the children.

"Our students really love the online *Imagine It!* eGames. All of our classrooms have computers, and I've seen these activities really engage the kids," Howard said.

## Percentage of Students Scoring Proficient or Above in Reading in 2008-2009

Source: MEAP



Chippewa Hills School District has maintained strong reading scores after more than 30 years with SRA's reading programs. After the first year with Imagine It! in 2008-2009, scores continued to outpace the state average.

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## About Chippewa Hills School District

Chippewa Hills School District serves approximately 2,317 students in Grades K-12 with a student population that is 88% Caucasian, 7% American Indian, 3% African American, and 2% multicultural. Currently, 52% percent of the students qualify for free and reduced-price lunch.



## ***SRA Imagine It!* Helps California Charter School Meet State API Goal**

**After just two years using *SRA Imagine It!*, View Park Preparatory Accelerated Charter Elementary School in Los Angeles improved its Academic Performance Index (API) score from below the state target of 800 at 788 in 2007 to above target at 853 in 2009. Meanwhile the percent of Grades 2-5 students who scored Proficient or Advanced on the English Language Arts portion of the California Standards Test (CST ELA) improved from 51% to 67%!**

The View Park Preparatory Accelerated Charter Elementary School, located in northern Los Angeles, serves a predominantly African-American community in which the parents are highly involved in school decision making.

Their involvement leads to a culture of achievement and, combined with the school's outstanding leadership and teaching staff – which committed to the staff development involved with *Imagine It!* – results in students who are indeed making great strides.

The school had used *SRA's Open Court Reading* literacy program since 2000 and, when Principal Robin Harris joined the school, she was excited to roll over to the new *SRA Imagine It!* program with its abundance of materials and options.

"It's a one-stop shop," Harris said. "It allows us to address so many of our academic needs."

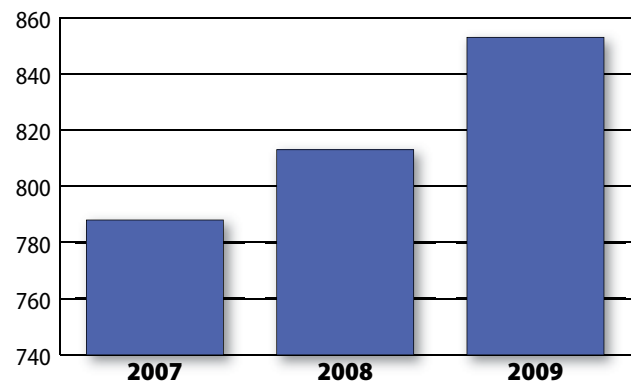
For example, the Cross-Curricular Components allow the school to bring Science and Social Studies lessons into the reading period. "For a school with a tight budget that's not able to update Social Studies materials frequently, this is a valuable solution," explained Principal Harris.

The comprehensive nature of the program also allows teachers to differentiate instruction for individual needs. "Teachers can pick and choose which elements of *Imagine It!* will work best for each student rather than spending their time gathering materials on their own."

The ongoing assessment portion of *Imagine It!* allows teachers to use data to drive instruction and personalize lessons for each child.

While teachers are impressed with the many teaching components within *Imagine It!*, Principal Harris says students love the variety – from Individual Work Time to collaborative projects. "Also, the combi-

**View Park Accelerated Charter Elementary School API Scores**



nation of great literature with the cutting-edge eSuite online support offers the best of both worlds," she said.

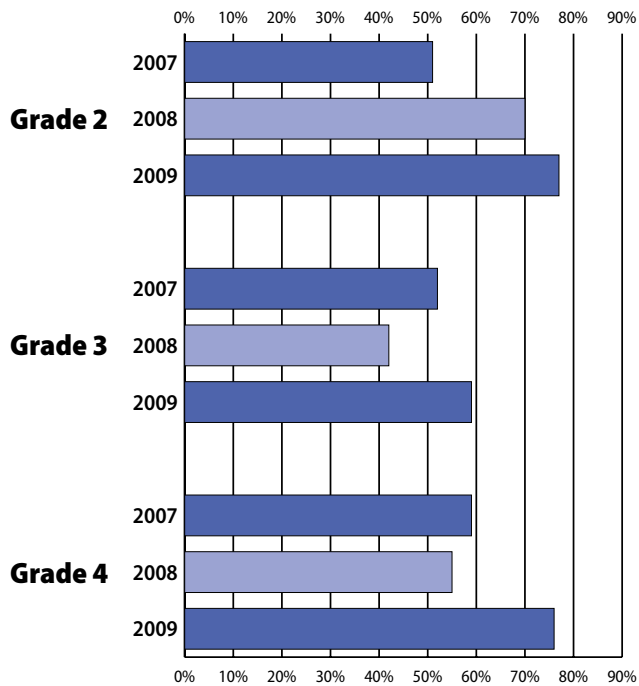
The bottom line, however, is the program's roots in phonics-based instruction, which makes it successful with View Park students. "We have Kindergartners reading," Principal Harris said. "Even better, they're comprehending what they read!"

### **Comprehensive Teacher and Student Materials Increase Achievement**

Principal Harris and teachers at View Park Preparatory Accelerated Charter Elementary School are pleased with their results.

## Percentage of View Park Accelerated Charter Elementary Students Scoring Proficient or Advanced

Source: CST English Language Arts



Imagine It! was implemented at the beginning of the 2007-2008 school year.

*“Imagine It! has been a true catalyst for our success. You can’t make the gains without an effective program.”*

After the first year with the program, 52% of Grade 2 students scored Proficient or Advanced on the CST ELA, which increased to 77% in 2009. Meanwhile, the percentage of Grade 5 students scoring Proficient or Advanced jumped by 17 points between 2007 and 2009.

These scores have helped increase the school’s API score as well. In 2007, the year *Imagine It!* was first implemented, the school scored 788 on the API. In 2009, that score jumped 65 points to 853. On a scale of 200 to 1000, the state has set 800 as the benchmark. Thanks in part to this research-based program, View Park Preparatory Accelerated Charter Elementary School is now ahead of the state goal.

*“Imagine It! has been a true catalyst for our success,”* Harris said. *“You can’t make the gains without an effective program.”*

## For more information

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## About View Park Preparatory Accelerated Charter Elementary School

Serving approximately 450 students in Grades K–5, this school’s student population is 99% African American and 1% Hispanic. Fifty-three percent of the students qualify for free and reduced-price lunch.

## ***SRA Imagine It!* Helps Orlando Students with Disabilities Outperform State Average**

After seven years with SRA/McGraw-Hill's reading and language arts programs, Bonneville Elementary School continues to shine. After the first year of instruction with *SRA Imagine It!*, students in the Orlando school outperformed the Florida state average in reading. Additionally, students qualifying for exceptional student education (ESE), which is nearly one-quarter of the school's population, have achieved reading proficiency levels as measured by Adequate Yearly Progress since 2005.

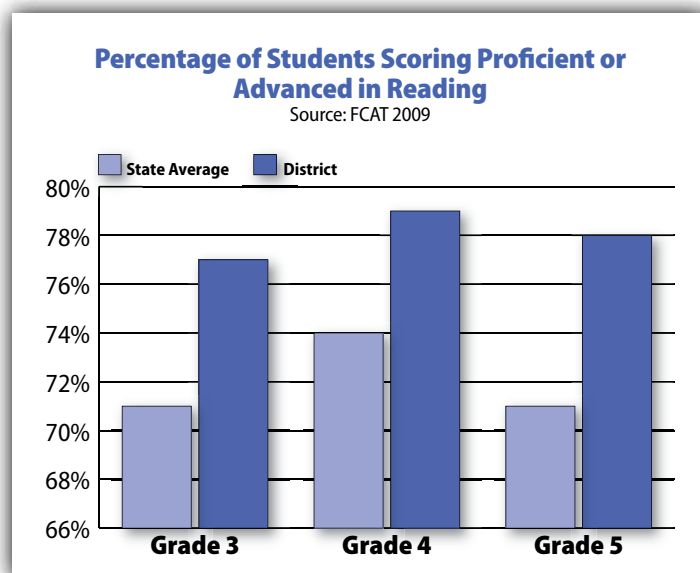
Bonneville Elementary School's implementation of *SRA Imagine It!* began in fall of 2008 in Grades 3–5. *Imagine It!* replaced an earlier edition of an SRA core reading program formerly adopted for all students in Grades PreK–5 in fall of 2002.

Amy Klaber is the curriculum resource teacher at Bonneville Elementary School where the school's student population includes a high mobility rate of 36%. Klaber said the structured, systematic program is key for student success.

### **Progress Monitoring Overcomes High Mobility Rates**

Because the school frequently registers new students with varying background knowledge, the key is to rapidly determine their academic ability and monitor their progress. Immediately following the enrollment process students are given a FAIR (previously DIBELS) assessment. Based on the results, a placement test is given to prescribe specific academic programs to meet each student's individual needs.

"There is a sense of urgency here at Bonneville Elementary and we maximize every opportunity for learning without a single moment to spare," Klaber said. "Progress monitoring helps drive instructional decisions for all students. Strategic and Intensive interventions are in place to meet their learning needs. We know the SRA's programs will reach all types of learners for academic success."



Bonneville Elementary School first adopted SRA's reading program in 2002 and later implemented *SRA Imagine It!* at the beginning of the 2008-2009 school year.

Before adopting SRA's reading program, only 58% of students in Grades 3-5 scored at Proficient or Advanced in reading based on the Florida Comprehensive Assessment Test (FCAT). In 2009, the success rate of students increased to 88%. In addition, each grade level individually outscored the state average for reading.

Another point of pride is the "A" grade the state of Florida has continuously awarded the school since the adoption.

The administration at the school credits the success of all students to SRA/McGraw-Hill's reading programs, the focused efforts of its "Dream Team" staff, its hard-working students, and the involved parents.



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*In 2009,  
each grade level  
individually outscored the  
state average for  
reading.*

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## About Bonneville Elementary School

Bonneville Elementary School is part of Orange County Public Schools. It serves approximately 550 students in Grades PreK-5. The school's population is 51% Caucasian, 36% Hispanic, 6% multicultural, and 7% African American. About 62% qualify for free or reduced-price lunch, 19% classify as English Language Learners, and 22% are eligible for exceptional student education services.

# Chicago Elementary Schools Take the Lead with *Imagine It!*

Many elementary schools in Chicago Public Schools have relied on SRA reading programs for decades. Edgebrook Elementary School and the Ogden International School of Chicago are just two examples of Chicago schools that leverage SRA's *Imagine It!* reading and language series to give their students a lifelong love of reading.

## Edgebrook Elementary School Differentiates Instruction with *Imagine It!*

As principal for Edgebrook Elementary School, Janice Kepka appreciates SRA's *Imagine It!* for its consistency and scaffolding lessons. "With so many other programs, lessons are a 'hodge podge,'" but *Imagine It!* is well-planned from lesson to lesson and grade to grade," Principal Kepka explained.

The school implemented *Imagine It!* in Grades K-5 during the 2007-2008 school year after using SRA's *Open Court Reading* previously in the lower grades.

Principal Kepka points to the personalization within the curriculum as a key to their success. "*Imagine It!* helps us identify students who are excelling and provide them with more Challenge lessons as well as struggling students who need more support," she said.

"In addition, even though our English-language learner population is not that high, it does an excellent job with the "Re-teach" portion to ensure this student group also excels," Principal Kepka said.

"The Leveled Readers also give our students lots of practice – at school and at home, and I also like that lessons provide not only reading, but also spelling and writing support," she explained.

As a result, Edgebrook Elementary School's students outperformed the 2009 state average on the *Illinois Standards Achievement Test* in reading with 93% of Edgebrook's Grade 3-5 students scoring Proficient or Above compared to 73% statewide.

## The Ogden International School of Chicago

Meanwhile, the Ogden International School of Chicago has also been pleased with the outcomes after implementing *Imagine It!* in Grades K-5 during the 2008-2009 school year after using another program in past years.

Assistant Principal Mary Gray explained that the Ogden International School of Chicago selected *Imagine It!* after a selection process that included a committee of teachers from each grade level and criteria of 1) grade level mastery, 2) cross-curricular integration, and 3) differentiated instruction.

"We chose *Imagine It!* because teachers don't have to go elsewhere to get the materials they need," Assistant Principal Gray said.

The Ogden International School of Chicago also incorporates the *Imagine It!* eSuite technology which allows parents and students to access material online.

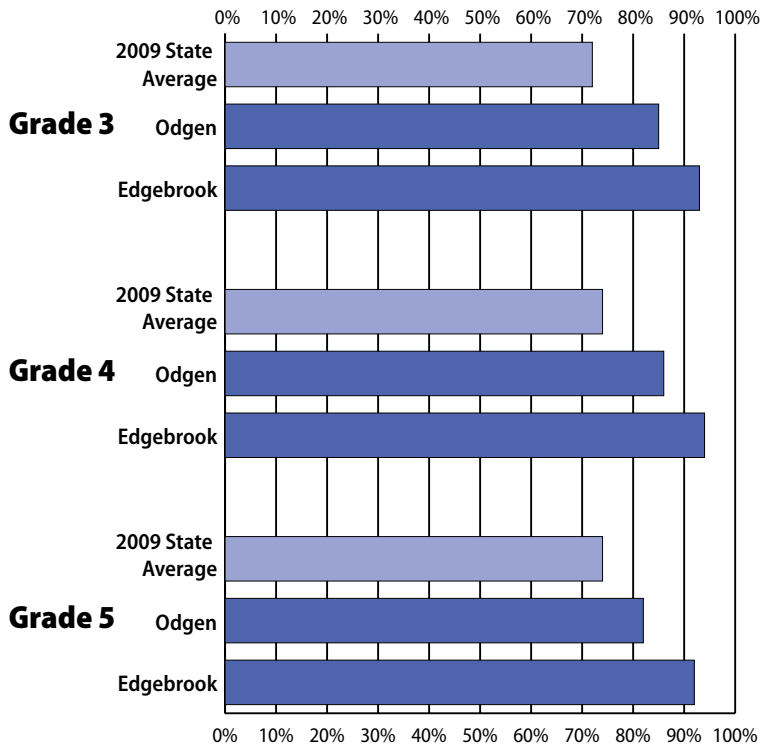
"Success is a three-way street – teachers, students and parents," Assistant Principal Gray said.

"The eSuite makes this partnership seamless."

Like Edgebrook Elementary School, the Ogden International School of Chicago also performs above the state average, with 91.2% of its students in Grades 3-8 meeting or exceeding state standards for reading as school began in 2010. In 2009, 84% of Ogden's Grade 3-5 students scored Proficient or Above on the *Illinois Standards Achievement Test* in reading compared to 73% statewide.

## Percentage of Students Passing Reading

Source: Illinois Standards Achievement Test 2009



Both Edgebrook Elementary School and Ogden Elementary School (Imagine It! users) consistently outperform the state average on the ISAT reading exam.

*“We’ve had nothing but positive outcomes, and we can see our students’ growth. The kids learn with Imagine It!”*

## For more information

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## About Edgebrook Elementary School

Serving nearly 400 students in Grades K–8, this school’s student population is 64% Caucasian, 13% Hispanic, 11% Asian, 2% African American, and almost 10% multicultural. Twelve percent classify as low-income and 3% are Limited English proficient.

## About Ogden International School of Chicago

Serving 600 students in Grades K–12, this school’s student population is 36% Caucasian, 30% Hispanic, 12% Asian, 10% African American, and almost 12% multicultural. Twenty-two percent are classified as low-income and 17% are Limited English proficient.

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