

**Elementary School Improvement Plan Report
November 2008**

School Name: Brookdale Elementary School

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School Improvement Overview:

Brookdale Elementary School maintains a continuous improvement model with both formative and summative assessment used to guide decision making. An analysis of our demographic data indicates a significant increase in the number of economically disadvantaged students. Our school also experiences 11.5% mobility rate. An analysis of our student learning data indicates that our students perform very well in all areas tested on the Illinois Standards Achievement Test and on the Illinois Alternative Assessment: Reading 89.1, Math 95.3, Writing 87.7, and Science 90.7 as measured by state assessments. Our staff is dedicated to focusing on the needs of all of our students. Our economically disadvantaged students met and exceeded at a rate of 66.7 in reading, and our students with disabilities met and exceeded at a rate of 52.8. Brookdale school will therefore focus on improved learning opportunities for these students in our action plan.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	513	498	522	523	468	480
% White	73.3	73.7	68.4	68.5	68.4	63.6
% Black	7.8	8.4	7.3	6.9	6.6	8.7
% Hispanic	3.9	5.6	5.6	4.0	4.3	5.0
% Asian/Pacific Islander	14.6	11.8	14.6	14.9	14.7	18.1
% Native American	0.4	0.2	0.6	0.6	0.2	0
% Multi Racial			3.6	5.2	5.8	4.6
Low Income rate	1	2.4	4.8	5.4	6.6	7.5
Limited English Proficient Rate	4.9	5	6.7	6.3	5.1	6.2
Chronic Truancy Rate	0	0	0	0	0	0
Mobility Rate	11.8	13.9	10.9	14.1	11.9	11.5
Attendance Rate	96.3	96.8	96.1	96.2	95.8	95.9
% Parent Contact	100	100	100	100	100	100
Average class size grade K	19.3	22.8	17.8	20.5	17	23.3
Average class size grade 1	20.5	17.8	25.3	20.5	21	26.7
Average class size grade 3	26	23	26.3	24.7	21.8	25.7
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

BROOKDALE ELEMENTARY SCHOOL PRESENT LEVELS OF PERFORMANCE 2007-2008

PRESENT LEVELS OF PERFORMANCE IN THE AREA OF READING

A. ISAT/IAA

Based on March 2006 assessment data, 87.1% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2007 assessment data, 87.7% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2008 assessment data, 89.1% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

The following table summarizes reading achievement performance by subgroup:

		05-06		06-07		07-08	
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
Subgroup Reading Performance	White	88.3	163	88.5	157	92.4	143
	Black	46.2	13	58.3	12	62.5	16
	Hispanic	80	10	77.8	<10	71.4	<10
	Asian/Pac	100	26	100	26	90.6	32
	Native Am	100	<10	0	0	0	0
	Multiracial	90.9	11	87.5	<10	90.9	11
	LEP	400	<10	75	<10	33.3	<10
	IEP	47.8	23	46.4	28	52.8	36
	FRL	50	<10	54.5	11	66.7	15

B. Curriculum Based Measurement – General Outcome Measure

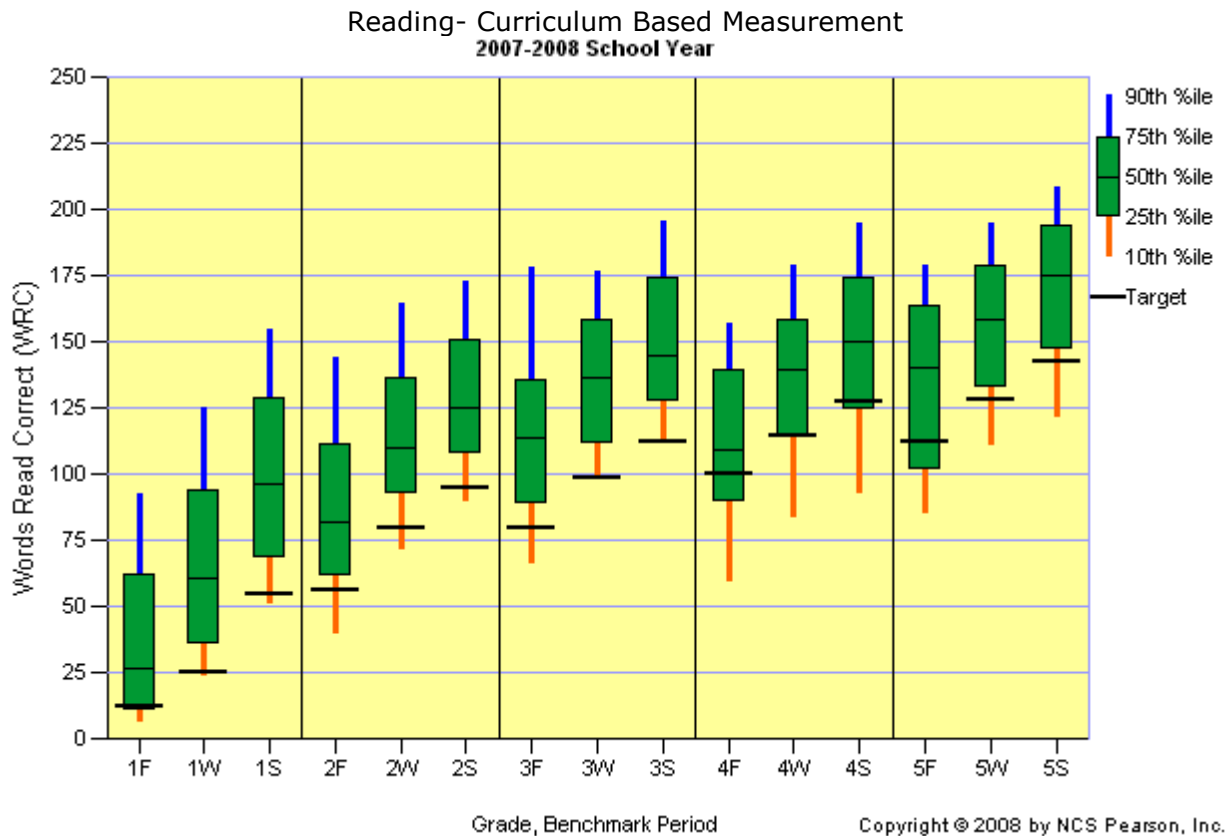
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period. The statistical correlation between students meeting and exceeding district CBM assessment targets and students meeting or exceeding on ISAT assessments is significant. Thus, a close examination of CBM results and subsequent adjustments to curriculum and instruction based on those results will assist Brookdale students to obtain the goals in reading.

Based on May 2007, 79% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 74% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 84% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 82% of students met or exceeded district performance standards on a general outcome measure of reading.



PRESENT LEVELS OF PERFORMANCE IN THE AREA OF WRITING

A. ISAT/IAA

Based on March 2007 assessment data, 79% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 87.7% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

The following table summarizes writing achievement performance by subgroup:

		06-07 (Baseline)		07-08	
			Student		Student
		% M/E	Count	% M/E	Count
Subgroup Writing Performance	White	78.4	40	86.4	44
	Black	66.7	<10	100	3
	Hispanic	75	<10	80	5
	Asian/Pac	83.3	<10	100	9
	Native Am	0	0	0	0
	Multiracial	0	0	75	4
	LEP	NA	NA	0	0
	IEP	0	<10	57.1	7
	FRL	77.4	<10	80	5

PRESENT LEVELS OF PERFORMANCE IN THE AREA OF MATHEMATICS

A. ISAT/IAA

Based on March 2006 assessment data, 93.8% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2007 assessment data, 95.3% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2008 assessment data, 95.3% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes math achievement performance by subgroup:

		05-06		06-07		07-08	
			Student		Student		Student
		% M/E	Count	% M/E	Count	% M/E	Count
Subgroup Math Performance	White	95.1	163	95.5	157	95.2	145
	Black	61.5	13	75	12	81.2	16
	Hispanic	100	10	100	<10	100	<10
	Asian/Pac	100	25	100	26	100	32
	Native Am	100	<10	0	0	0	0
	Multiracial	90.9	11	100	<10	100	11

	LEP	85.7	10	87.5	<10	66.7	<10
	IEP	73.9	23	78.6	28	72.2	36
	FRL	50	<10	63.6	11	80	15

B. Curriculum Based Measurement – Mathematics Computational Fluency

District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period. The statistical correlation between students meeting and exceeding district CBM assessment targets and students meeting or exceeding on ISAT assessments is significant. Thus, a close examination of CBM results and subsequent adjustments to curriculum and instruction based on those results will assist Brookdale students to obtain the goals in mathematics.

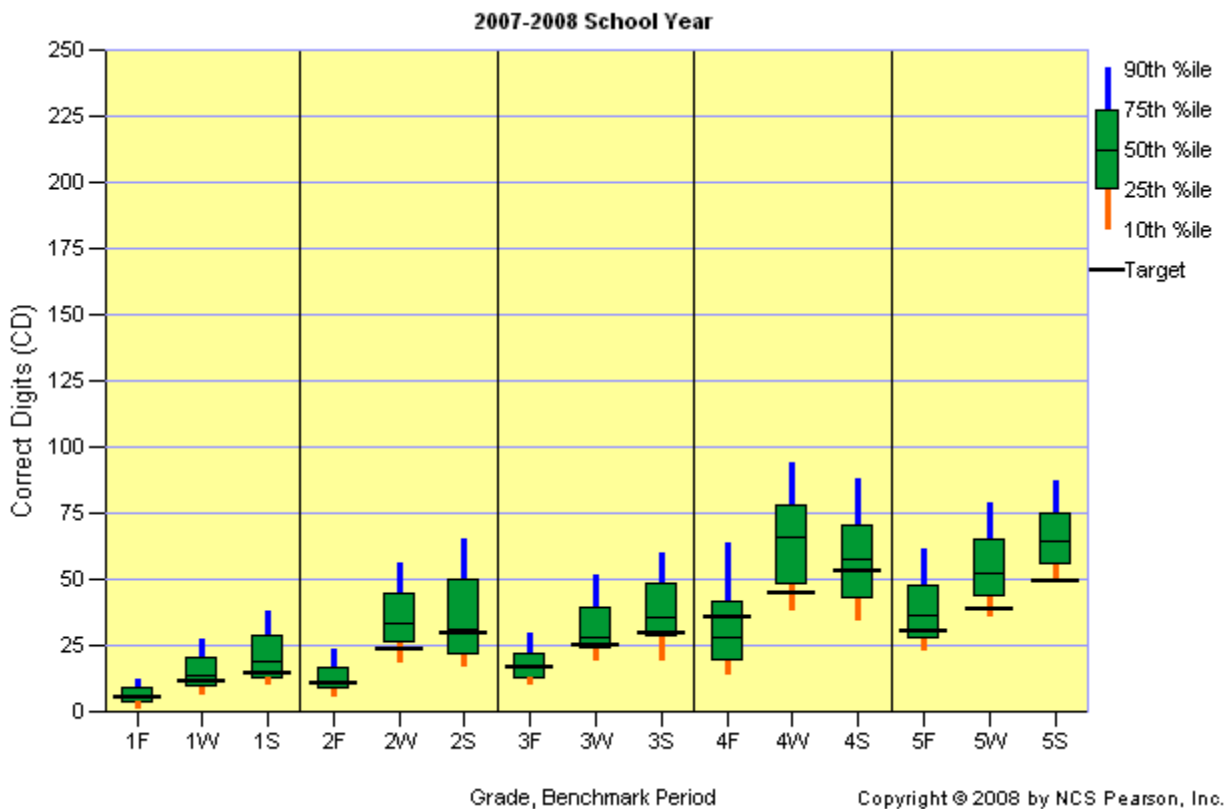
Based on May 2007 data, 56% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on September 2007 data, 54% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 76% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 64% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Mathematics Computation



SCHOOL IMPROVEMENT GOALS AND ACTION PLAN

Goal 1:

To raise the achievement of all students in the area of reading while decreasing the gap between all students and students with disabilities and economically disadvantaged students who meet or exceed performance standards as measured by the 2008 and 2009 Illinois Standards Achievement Tests and the Illinois Alternative Assessments by 10% and 7.4% respectively.

1. Objective – Area of Focus: Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
SIP/BLT Meetings	08-09	Principal	Agendas
Literacy Committee Meetings will identify areas of need and create staff development opportunities	08-09	Literacy Team	Agendas
Provide 90 minutes of reading instruction in the daily master schedule	08-09	BLT	Master Schedule
Purposeful schedule of meetings to increase direct teacher-student contact time	08-09	Principal	Calendar
Provide two evening events that focus on parent education regarding literacy	Fall Winter	Intervention team and Literacy	Parent Evaluation Form

		Committee	
Develop and implement the Instructional Planning Form for the five focus areas of reading (word study, vocabulary, phonemic awareness, fluency, comprehension)	08-09	Principal	Universal grade-level meeting agendas
Develop and implement individual Instructional Planning Form for Tier 3 students	08-09	Intervention team and Grade-level teams	Tracking Form and Progress Monitoring Data
Two 25 minute intervention blocks are reserved in daily schedule for specific reading interventions to be implemented with identified Tier 2 and 3 students	Fall 08	Intervention Team/BLT	Master Schedule
Review/revise SIP on quarterly basis	Quarterly	Principal	Revised SIP

2. Objective – Area of Focus: Assessment

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Administer benchmark reading CBM three times a year	08-09	Intervention Team	Aimsweb Data
Review CBM benchmark data three times a year during 15 hour release meetings	08-09	Interventionist	Agendas
Review and discuss student progress at grade level and individual planning periods	08-09	Grade level teams and support staff	Agendas
Progress monitor Tier 2 students	Bi-monthly	Classroom teacher/Support Staff	Aimsweb Data
Progress monitor Tier 3 students	Weekly	Classroom teacher/Support Staff	Aimsweb Data
Progress monitor select Tier 1 students to ensure continued growth in reading	Monthly	Interventionist	Aimsweb
Scheduled data review meetings with support staff and classroom teachers to determine effectiveness of the intervention	Quarterly	Classroom Teachers/Support Staff	Agenda

3. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
District curriculum, skill sequence and performance descriptors implemented with fidelity	08-09	Staff	Grade level mtg agenda and notes
Review implementation of district curriculum to ensure fidelity of implementation	08-09	BLT	Grade level mtg agenda and notes
Differentiate instruction to meet the needs of all students	08-09	Staff	Aimsweb Data

4. Objective – Area of Focus: Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Professional development will be created and offered at building level focusing on identified areas of need based on ISAT data and Literacy	08-09	Interventionist	Staff Development outline

Committee goals			
Align professional goals with selected areas of focus	08-09	Principal	Staff goals
Implement instructional coaching strategies to assist in the staff development of guided reading	08-09	BLT	Schedule of completed staff development opportunities
Focus on increasing student engagement using IPI walk through data and article reviews	08-09	Principal	IPI data and Faculty Meeting agenda and notes
Develop and implement instructional plans incorporating instructional strategies that increase student engagement	08-09	BLT	Lesson Plans
Provide opportunities to reflect on and gain an awareness of the needs of our diverse student population	08-09	BLT/Equity Team	Meeting agendas

5. Objective – Area of Focus: Interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Inservice/train staff on available reading interventions	Fall 08	Interventionist	Sept 08 Release Meeting Notes
Review/monitor integrity of implementation of interventions	08-09	Interventionist	Tracking Form/Observations/and notes
Review progress monitoring data and determine instructional changes	08-09	Student Service Coordinator	Data Review meeting notes

Goal 2:

To raise the achievement of all students in the area of mathematics while decreasing the gap between all students and students with disabilities and economically disadvantaged students who meet or exceed performance standards as measured by the 2008 and 2009 Illinois Standards Achievement Tests and the Illinois Alternative Assessments by 8%.

1. Objective – Area of Focus: Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
SIP/BLT Meetings	08-09	Principal	Agendas
Math/Tech/Science committee meetings will identify areas of need and create staff development opportunities.	08-09	Math/Tech/Science Committee	Agendas
Provide 75 minutes of math instruction in the daily master schedule	08-09	BLT	Master Schedule
Purposeful scheduling of meetings to increase direct teacher-student contact time	08-09	Principal	Calendar
Review/revise SIP on quarterly basis	Quarterly	Principal	Revised

			SIP
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2. Objective – Area of Focus: Assessment

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Administer benchmark mathematics CBM three times a year	08-09	Intervention Team	Aimsweb Data
Review CBM benchmark data three times a year during 15 hour release meetings	08-09	Interventionist	Agendas
Otter Creek administered 2-3 times per week in grades 1-5	08-09	Classroom Teachers	Report Card Data

3. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Everyday Math Curriculum implemented with fidelity	08-09	Principal	CBM Data
Develop a universal language that explicitly defines the components of math extended response	08-09	Math/Tech/Science Committee	Meeting agenda and notes

4. Objective – Area of Focus: Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide opportunities to reflect on and gain an awareness of the needs of our diverse student population	08-09	BLT/Equity Team	Meeting agendas
Align professional goals with selected areas of focus	08-09	Principal	Staff goals
Focus on increasing student engagement using IPI walk through data and article reviews	08-09	Principal	IPI data and Faculty Meeting agenda and notes
Develop and implement instructional plans incorporating instructional strategies that increase student engagement	08-09	BLT	Lesson Plans
Provide opportunities to reflect on and gain an awareness of the needs of our diverse student population	08-09	BLT/Equity Team	Meeting agendas

5. Objective – Area of Focus: Interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1 st grade fluid math groups to meet the needs of	Winter 08	1 st grade	Winter 08

individual students		team	Release notes
2 nd grade fluid math groups to meet the needs of individual students	Fall 08	2 nd grade team	Fall 08 Release notes
Provide math enrichment activities through math acceleration in grades 3, 4, and 5	08-09	Grade Level Teachers	Class lists

Goal 3:

To raise the achievement of all fifth-grade students in the area of writing as measured by the 2008 and 2009 Illinois Standards Achievement Tests and the Illinois Alternative Assessments from 87.7% to 90%.

1. Objective – Area of Focus: Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
SIP, district writing update meetings held	08-09	Literacy Committee	Agendas
Include 50 minutes of writing instruction time in master schedule	Fall 08	BLT	Master Schedule
Writing instruction discussion and planning included in grade level meetings	08-09	BLT	Grade level team mtg agenda and notes
Review/revise SIP on quarterly basis	Quarterly	Principal	Revised SIP

2. Objective – Area of Focus: Assessment

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Administer benchmark writing CBM 3 times for Tier 3 students	08-09	Support Staff	Aimsweb Data
Review CMB benchmark data at IEP meetings	08-09	Support Staff	IEP reports

3. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Develop and implement the Instructional Planning Form for school-wide Writer’s Workshop	08-09	Literacy Committee	Universal grade-level meeting agendas
District curriculum, skill sequence and performance descriptors implemented with fidelity	08-09	Staff	Grade level mtg agenda and notes
Review implementation of district curriculum to ensure fidelity of implementation	08-09	BLT	Grade level mtg agenda and notes

4. Objective – Area of Focus: Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Implement instructional coaching strategies	08-09	Literacy Committee	Schedule of

to assist in the staff development of school-wide expository writing instruction			completed staff development opportunities
Focus on increasing student engagement using IPI walk through data and article reviews	08-09	Principal	IPI data and Faculty Meeting agenda and notes
Develop and implement instructional plans incorporating instructional strategies that increase student engagement	08-09	BLT	Lesson Plans
Provide opportunities to reflect on and gain an awareness of the needs of our diverse student population	08-09	BLT/Equity Team	Meeting agendas
Align professional goals with selected areas of focus	08-09	Principal	Staff goals

5. Objective – Area of Focus: Interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Inservice/train staff on available writing interventions	Fall 08	Interventionist	Sept 08 Release Meeting Notes
Review/monitor integrity of implementation of interventions	08-09	Interventionist	Tracking Form/Observations/and notes
Review progress monitoring data and determine instructional changes	08-09	Student Service Coordinator	Data Review meeting notes

Progress Summary

This section will be used on the report card summary statement submitted in the fall to the CEC. It reports how the school makes times to review the action plan, monitor progress and make adjustments as needed based on data and information. It includes analysis of results of each objective of the plan for continuous improvement. It recognizes progress made toward completion of action plan and achievement of objectives.