

Gwendolyn Brooks Elementary School Improvement Plan Report September 2008

Gwendolyn Brooks Elementary School

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School Improvement Overview:

Brooks Elementary maintains a continuous improvement model utilizing both formative and summative data to guide decision-making. 2008 ISAT results indicate that:

- ◆ 89.1% of students in grades 3-5 met or exceeded state standards in reading
- ◆ 96.5% of students in grades 3-5 met or exceeded state standards in mathematics
- ◆ 74.2% of students in grade 5 met or exceeded state standards in writing

It is also worth noting that the following areas of needed focus exist:

- ◆ 74.2% of students in grade 5 met or exceeded standards in writing
- ◆ 78% of Black students in grades 3-5 met or exceeded state standards in reading
- ◆ 74.3% of Hispanic students in grades 3-5 met or exceeded state standards in reading
- ◆ 66% of IEP students in grades 3-5 met or exceeded state standards in reading

Brooks Elementary's School Improvement Plan will focus on the following three questions:

1. How will we improve teaching and learning in the area of writing to increase student achievement?
2. How will we improve teaching and learning in reading for our Black and Hispanic students in order to close the identified achievement gap?
3. How will we improve teaching and learning for our IEP students in order to close the identified achievement gap?

A detailed action plan is outlined on pages 6 - 8 of this report.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	681	697	686	655	687	665
% White	77.2	76.8	71.0	69.2	63.2	60.9
% Black	5.9	5.5	5.2	5.0	7.3	5.9
% Hispanic	8.8	9.0	11.5	10.8	11.8	12.6
% Asian/Pacific Islander	7.6	8.5	9.5	11.5	12.7	15.6
% Native American	.4	.3	0.0	0.0	0.1	0.0
% Multi Racial			2.8	3.5	4.9	4.5
Low Income rate	1.2	2.7	3.6	3.8	5.1	5.4
Limited English Proficient Rate	5.0	5.7	6.6	6.6	6.4	7.9
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	5.5	8.8	5.2	6.8	6.6	3.1
Attendance Rate	96.5	96.5	96.1	96.1	95.7	95.7
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	26.0	21.6	21.4	25.8	24.0	21.3
Average class size grade 1	23.4	22.0	22.6	23.6	24.6	22.8
Average class size grade 3	27.4	22.6	23.4	25.5	23.6	25.2
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	60

Present Level of Performance – READING & WRITING

A. ISAT/IAA Reading

Based on March 2006 assessment data, 92.0% 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, 90.7% 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**

Subgroup Reading Performance		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
	White	94%	216	91%	206	92%	212
	Black	82%	17	94%	18	77%	22
	Hispanic	85%	33	76%	29	73%	40
	Asian/Pac	97%	30	97%	30	93%	42
	Native Am	N/A	N/A	N/A	N/A	N/A	N/A
	Multiracial	75%	<10	88%	8	95%	20
	LEP	83%	18	91%	11	48%	21
	IEP	66%	32	65%	34	66%	38
	FRL	86%	14	78%	18	52%	23

B. Curriculum Based Measurement – General Outcome Measure

As a part of our practice of utilizing a variety of assessments to determine academic growth and instructional effectiveness, we utilize Curriculum Based Measures in Reading to monitor student reading fluency, which is a strong predictor of students reading comprehension.

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.

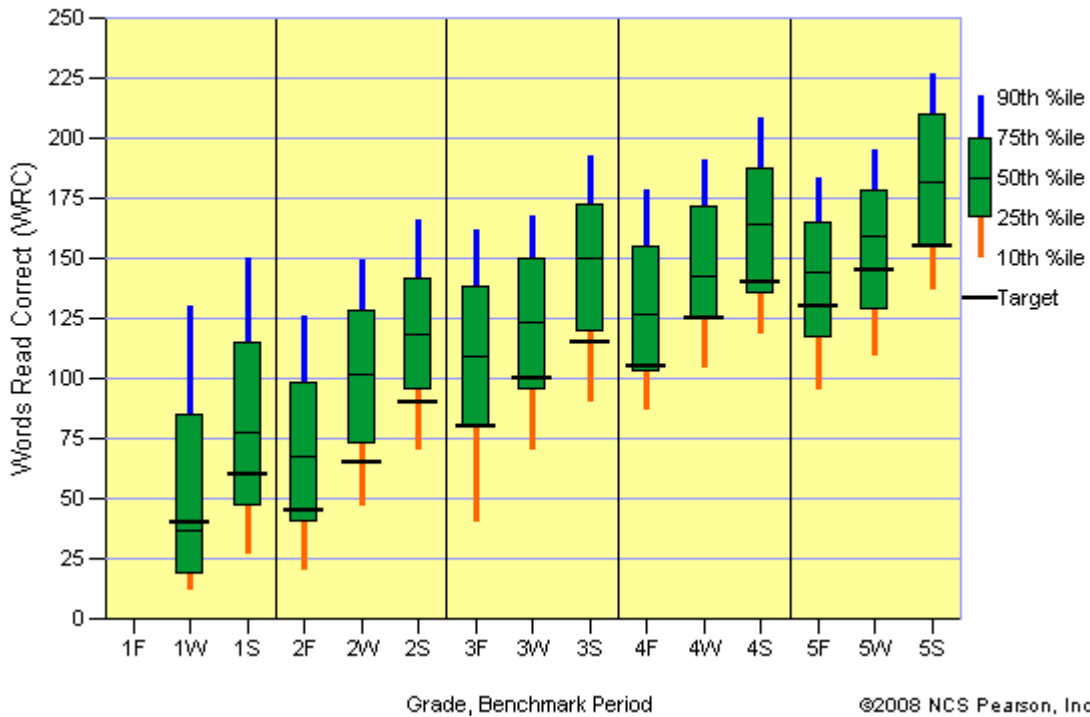
Based on May 2007, 72.5% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 73.3% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 74.0% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 78.6% of students met or exceeded district performance standards on a general outcome measure of reading.

**Reading - Curriculum Based Measurement
 Indian Prairie District #204 - GWENDOLYN BROOKS ELEMENTARY SCHOOL
 2007-2008 School Year**



C. ISAT/IAA Writing

Based on March 2007 assessment data, 62% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 74.2% 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**

Subgroup Writing Performance		% M/E	Student Count	% M/E	Student Count
	White	62	76	74	68
Black	62	13	100	7	
Hispanic	55	11	100	1	
Asian/Pac	80	10	67	9	
Native Am	NA	NA	NA	NA	
Multiracial		3	50	4	
LEP	NA	NA	100	1	
IEP		6	22	9	

	FRL		9	50	2
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Goal 1: Improve teaching and learning in reading to increase ALL students' achievement as measured by 2009 ISAT and IAA, with particular attention paid to Black, Hispanic and IEP students. Targets include: Black students – from 78% to 85% meet/exceed standards, Hispanic students – from 74% to 85% meet/exceed standards, IEP students – from 66% to 75% meet/exceed standards

1. Objective – Area of Focus: Ensure that appropriate time is devoted to core reading instruction and reading intervention.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Establish uninterrupted core reading block in master schedule	Summer 2008	Principal	Principal focus walk data tracking implementation
Establish 50 minute intervention block in master schedule	Summer 2008	Principal	Principal focus walk data tracking implementation

2. Objective – Area of Focus: Utilize assessment data to design instruction for students receiving Tier 1,2 and 3 interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Progress-Monitor all Tier 1 students monthly and Tier 2 and 3 students more frequently according to individual student needs	Ongoing	McDermott, Duval, Stiles	Aimsweb data
Track implementation of our pedagogical focus for the year: Setting Objectives and Providing Feedback	Ongoing	Thomas, Frantzen	Team interviews & anecdotal evidence

3. Objective – Area of Focus: Generate and maintain community support and involvement for our reading efforts

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Plan annual Reading Night Celebration targeted toward families of students receiving intervention support	October, 2008	Reading Team, Title I Staff Liaison	Track parent attendance
Provide increased options for our parents from Spanish-speaking families – improved correspondence from school, increased availability of translators	Ongoing	Gatz, Martin, Dorsey	List of available translators, track forms sent home

Allocate funds to provide free on-site breakfast food for students from our free-reduced lunch population	Ongoing	Principal	Track student involvement, achievement
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Goal 2: Improve teaching and learning in writing school-wide as measured by the 2009 ISAT and IAA. Target: 85% of students Meet/Exceed standards as measured by ISAT.

1. Objective – Area of Focus: Develop effective embedded professional development model

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Brooks Professional Development Committee determines needs and focus areas throughout the school year in the area of writing and plans activities accordingly	Ongoing	Henderson, Jacob	Track agendas & outcomes

2. Objective – Area of Focus: Involve parents in supporting the writing process

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Develop Brooks Publishing Center, specific writing expectations for work to be published, and performance opportunities for students directly linked to their writing efforts	August, 2008, Ongoing	Kessler, Stewart, Fries	Survey all stakeholders, track use by grade-level

3. Objective – Area of Focus: Dedicate more time to the teaching and learning of writing skills.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Create dedicated 45 minute writing block in the master schedule	Summer, 2008	Principal	Principal focus walk data tracking

Progress Summary

