

## **Gwendolyn Brooks Elementary School Improvement Plan Report December 2010**

### **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. 2010 ISAT results indicate that:

- 91.4% of students in grades 3-5 met or exceeded state standards in reading
- 95.4% of students in grades 3-5 met or exceeded state standards in mathematics
- 91.2% of students in grade 4 met or exceeded state standards in science
- 82.0% of students in grades 3 and 5 met or exceeded standards in writing

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

- 80% of Black students in grades 3-5 met or exceeded state standards in reading
- 75% of Hispanic students in grades 3-5 met or exceeded state standards in reading
- 61% of IEP students in grades 3-5 met or exceeded state standards in reading
- 50.7% of all students in grades 3-5 exceeded state standards in math

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

1. How will we ensure that, over the next three years, 65% of all students exceed state standards in Math as measured by ISAT results?
2. As our students of color are also represented in our IEP group, how will we improve teaching and learning in a way that closes achievement gaps in Reading that exist with students of color and IEP students over the next three years?

#### **Goal Summary:**

Goal 1: By 2012 we will improve teaching and learning in Math to ensure that 65% of all students exceed state standards as measured by Math ISAT.

Goal 2: By 2012 Reading achievement gaps for Hispanic, Black will be closed to less than 5% and IEP student gaps will be closed to less than 15% as measured by ISAT.

A detailed action plan is outlined on later pages of this report.

## Enrollment and Demographic Data

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total enrollment	686	655	687	665	659	667
% White	71.0	69.2	63.2	60.9	58.3	56.7
% Black	5.2	5.0	7.3	5.9	5.6	6.0
% Hispanic	11.5	10.8	11.8	12.6	14.0	14.7
% Asian/Pacific Islander	9.5	11.5	12.7	15.6	17.1	17.8
% Native American	0.0	0.0	0.1	0.0	0.0	0.0
% Multi Racial	2.8	3.5	4.9	4.5	5.0	4.8
Low Income rate	3.6	3.8	5.1	5.4	8.6	12.4
Limited English Proficient Rate	6.6	6.6	6.4	7.4	9.4	8.7
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	5.2	6.8	6.6	3.5	9.5	9.4
Attendance Rate	96.1	96.1	95.7	95.7	95.9	95.6
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	21.4	25.8	24.0	21.3	21.3	21.6
Average class size grade 1	22.6	23.6	24.6	22.8	25.0	24.5
Average class size grade 3	23.4	25.5	23.6	25.2	25.8	28.5
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 –

#### A. ISAT/IAA Reading

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.

Based on March 2009 assessment data, 90.3% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades. 47.6% of students exceeded Illinois standards.

Based on March 2010 assessment data, 91.4% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades. 49.5% of students exceeded Illinois standards.

The following table summarizes reading achievement performance by subgroup:

		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>	
<b>Subgroup Reading Performance</b>		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
	<b>White</b>	92%	212	95.5%	215	96%	202
	<b>Black</b>	77%	22	70%	21	80%	15
	<b>Hispanic</b>	73%	40	73.3%	54	75%	52
	<b>Asian/Pac</b>	93%	42	93.2%	49	93%	42
	<b>Native Am</b>	N/A	N/A	N/A	N/A	N/A	0
	<b>Multiracial</b>	95%	20	89.5%	21	94%	18
	<b>LEP</b>	48%	21	54.5%	28	60%	25
	<b>IEP</b>	66%	38	64.1%	40	61%	36
	<b>FRL</b>	52%	23	61.5%	31	78%	42

**B. ISAT Math**

Based on the March 2010 assessment data, 95.4% students met or exceeded Illinois standards in the area of math achievement. 51% of students exceeded Illinois standards.

		<b>08-09</b>		<b>09-10</b>	
<b>Subgroup Math Performance</b>		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
	<b>White</b>	99%	215	98%	202
	<b>Black</b>	75%	21	67%	15
	<b>Hispanic</b>	87%	54	85%	52
	<b>Asian/Pac</b>	100%	49	100%	42
	<b>Native Am</b>	0	0	0	0
	<b>Multiracial</b>	100%	21	100%	18
	<b>LEP</b>	82%	28	80%	25
	<b>IEP</b>	77%	40	83%	36
	<b>FRL</b>	81%	31	79%	42

**Goal 1: By 2012 we will improve teaching and learning in Math to ensure that 98% of all students meet or exceed state standards as measured by Math ISAT while also increasing the percentage of students who Exceed Illinois standards in Math to 65% over that span of time.**

SMART Goals	Timeline	Responsibility	Evidence Source & Provision
<p>90% of Kindergarten students at Gwendolyn Brooks School will demonstrate proficiency in number identification according to the AIMS Web number identification assessment tool.</p>	<p><b>October 22</b> (90% of students will identify numbers 1-10)  <b>January 13</b> (90% of students will identify numbers 1-21)  <b>March 25</b> (90% of students will identify numbers 1-50)  <b>May 31</b> (90% of students will identify numbers 1-100)</p>	<p>Moniko Harris – KDG Team Leader</p>	<p>Ongoing assessment  AIMS Web assessment tool  EDM checklist</p>
<p>65% of First Grade students will be secure on the first-grade secure Everyday Math learning goals.</p>	<p><b>Exit slips</b> will be completed by the students throughout each of the math units and discussed and reviewed upon completion of each math unit. <b>Unit assessments</b> will also be reviewed at the end of each math unit. The <b>EDM Individual Profile of Progress</b> will be completed and reviewed at the end of each quarter.</p>	<p>Sarah Cooley – 1<sup>st</sup> Grade Team Leader</p>	<p>Formative Assessments: Exit Slips  EDM Individual Profile of Progress (Quarterly Report Card)  Unit Assessments  Teacher Observations &amp; Anecdotal Notes</p>
<p>100% of Second Grade students will demonstrate growth by an increased score on the Everyday Math Unit post assessment as compared to the pre assessment.</p>	<p><b>Pre-assess</b> for each unit on an <b>ongoing</b> basis.  <b>Group students</b> based on the pre- assessment for each unit.  <b>Identify areas of focus</b> for specific students prior to <b>beginning each unit</b>.  <b>Interventionist will be utilized</b> as a support for discussion and observations <b>throughout the year</b>.  <b>Discuss and evaluate</b> students’ progress using teacher observation (slates, math boxes, etc) and pre and post Everyday Math Assessments on an <b>ongoing</b> basis.</p>	<p>Maura Allison – 2<sup>nd</sup> Grade Team Leader</p>	<p>Everyday Math pre assessments will be compared to post assessments for each unit.</p>

<p>55% of all Third Grade students will exceed state standards in the areas of measurement and geometry by spring of 2011 as measured by a Third Grade common assessment</p>	<p><b>Create common assessment</b> by October 27, 2010.  <b>Administer common assessment</b> three times during the 2010-2011 school year: Fall, Winter, and Spring.  <b>Discuss and evaluate</b> students' progress using formative assessment and observation ongoing.</p>	<p>Christina Leek – 3<sup>rd</sup> Grade Team Leader</p>	<p>55% of all Third Grade students will exceed state standards in the areas of measurement and geometry as evidenced by the common Third Grade assessment.</p>
<p>98% of 4<sup>th</sup> Grade IEP students will meet or exceed state standards as measured by 2011 ISAT Math. Additionally, we will increase the current percentage of students exceeding math standards by 7% to reach a goal of 70% of students exceeding standards on the 2011 ISAT Math assessment.</p>	<p><b>Utilize EDM unit assessment scores to monitor and adjust instruction</b> regarding the fourth grade students' math scores beginning with the unit four assessment of the 2010-2011 school year.</p>	<p>Patty Garrity – 4<sup>th</sup> Grade Team Leader</p>	<p>2011 ISAT test</p>
<p>Fifth grade accelerated math and grade level math classes will increase students who exceed on the Math ISAT by 8% using weekly formative assessments based on the Everyday Math Self Assessment Checklist targeted skills to identify concepts students do not master. From this data we will re-teach these skills to the targeted students and provide feedback and additional practice. The end of the unit test will be used as a summative assessment to determine mastery of these skills.</p>	<p><b>Analysis and discussion of assessment results on</b> 11/16/10, 12/14/10, 1/18/11, 2/08/11, 3/15/11, 4/19/11, 5/10/11</p>	<p>Amber Morgan – 5<sup>th</sup> Grade Team Leader</p>	<p>End of Unit Summative assessments, 2011 Math ISAT Test Results</p>

**Goal 2: By 2012 Reading achievement gaps for Hispanic and Black students will be closed to less than 5% as measured by ISAT. IEP students will be closed to less than 15% as measured by ISAT.**

Strategies/Interventions	Timeline	Responsibility	Evidence Source & Provision
50% of ELL Kindergarten students at Gwendolyn Brooks will achieve competency on the letter naming component of the Kindergarten ISEL assessment instrument.	<b>ISEL assessment</b> - January 13, 2011 and May 31, 2011. <b>Language Exploration</b> - 1-2 times per month <b>Interventions</b> - 4 times per week <b>Small group work</b> - Daily	Moniko Harris – KDG Team Leader	Ongoing Assessment, CBM, ISEL
95% of all First Grade students will recognize at least 100 out of 150 first-grade sight words and will increase their reading level by five reading levels (according to the Rigby assessment).	<b>Sight Word Assessments</b> (Automatic Sight Word Recognition) will occur montly. <b>Running records</b> will be recorded throughout the school year to monitor the growth of the students. <b>Rigby levels</b> will be assessed three times a year: in September, January, and May.	Sarah Cooley – 1 <sup>st</sup> Grade Team Leader	Formative Assessments: Sight Word Assessments (Automatic Sight Word Recognition) and Running Records  Rigby levels
Third Grade Black and Hispanic students in tier 3 will progress to tier 2; the Hispanic students in tier 2 will progress to tier 1 by spring of 2011.	<b>3x yearly</b> - administer RCBM <b>October ongoing</b> – progress monitor Tier 3 students weekly and Tier 2 students bi-monthly. <b>Weekly</b> - Evaluate all students’ progress using weekly formative assessments.	Christina Leek – 3 <sup>rd</sup> Grade Team Leader	The 4 Black and Hispanic students in Tier 3 will progress to Tier 2. The 4 Hispanic students in Tier 2 will progress to Tier 1. This will be evidenced by the Spring 2011 RCBM Benchmark Data.
72% of 4 <sup>th</sup> Grade Students will meet or exceed standards on the 2011 ISAT Reading test. This will effectively reduce the current achievement gap between students with IEPs and overall fourth grade students by 50% (reducing gap from 36% to 18%).	<b>Ongoing</b> - utilize Rigby assessments with added supports to monitor and adjust	Patty Garrity – 4 <sup>th</sup> Grade Team Leader	2011 ISAT Reading

	instruction.		
5 <sup>th</sup> Grade Black, Hispanic, and IEP Reading Gaps will be reduced by 7.5% through explicit teaching of comprehension strategies and the use of reciprocal teaching during guided reading.	<b>Bi-Weekly –</b> formative strategy use and formative skill assessment <b>10/31/10 –</b> pre-assessment <b>11/10/10 –</b> analysis of pre-assessment data <b>1/10/11 –</b> mid-year assessment <b>3/7/11 –</b> year end assessment <b>3/15/11 –</b> analysis of year-end data	Amber Morgan – 5 <sup>th</sup> Grade Team Leader	Bi-weekly Formative Checklist assessment results to guide and inform instruction in the classroom, Fall Winter, and Spring multiple choice and short answer assessments to identify what students have learned and what changes need to be made across the grade-level, 2011 ISAT Test Results
<b>TARGETED READING GAP % REDUCTIONS</b>		2010-2011	2011-2012
Hispanic		6%	5%
IEP		8%	7%
Black		3%	2%

**School Improvement Goals will be reviewed quarterly by the Brooks instructional Leadership Team to ensure progress. Leadership Team members indicated in the “Evidence Source and Provision” column will be responsible for providing data and evidence to assist in the analysis of progress.**

**Parent involvement in the Brooks School Improvement Goals will be ensured by sharing the overall School Improvement Plan with the Brooks PTA once per semester. Additionally, ongoing updates are provided for families in the form of CBM data that is sent home with the family of each child on a quarterly basis.**