

Elementary School Improvement Plan Report September 2008

School Name

Wayne Bulta Elementary School

Address

1835 Apple Valley Road, Bolingbrook, IL 60490

Phone

630-226-4400

Principal

Maranda VanWaning

School Improvement Team

Mary Ann Witvoet, Benita Scott, Lynn Locke,
Susan Hansen, Judi Gawlik, Janet Gulick,
Julie Hull, Richard Lyngaas, June Green

School Improvement Overview:

The staff of Bulta Elementary School is committed to increasing the academic achievement of all students. The Bulta staff is working to improve teaching and learning for all students across curricular areas.

- The 2007-2008 ISAT scores indicated that 88.7% of Bulta students in grades 3-4-5 met or exceeded Illinois standards in the area of reading achievement. A closer examination of ISAT reading assessment data indicated that 74% of black students, 78% of Hispanic students and 66% of students with IEP's met or exceeded the standards in reading.
- The 2007-2008 ISAT scores indicated that 76.8% of Bulta 5th grade students met or exceeded Illinois standards in the area of writing achievement.
- The 2007-2008 ISAT scores indicated that 91.6% of Bulta students in grades 3-4-5 met or exceeded Illinois standards in the area of math achievement.

As a result of analyzing the 2007-2008 ISAT data, Bulta's School Improvement Plan will focus on:

- Increasing writing achievement for all students.
- Increasing the percentage of black students, Hispanic students and students with IEP's who meet or exceed Illinois standards in the area of reading achievement.

Due to an attendance boundary change effective as of the 2008-2009 school year, Bulta's student enrollment decreased by 21%, from 704 to 557. We currently do not believe that this change in student population will have an impact on student achievement.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	599	519`	576	634	710	704
% White	74.3	65.5	56.4	53.9	51	48.8
% Black	6.2	11.8	10.2	9.8	9.2	8.5
% Hispanic	6.8	8.3	8.0	9.3	8.3	8.7
% Asian/Pacific Islander	12.2	14.5	20.0	23.0	27.5	30.6
% Native American	0.5	0	0	0	0	0
% Multi Racial			5.2	3.9	4.1	3.4
Low Income rate	0.7	1.2	0.3	2.4	2.8	0.9
Limited English Proficient Rate	2.7	5.8	6.6	3.9	3.7	8.7
Chronic Truancy Rate	0	0	0	0	0	0
Mobility Rate	6.5	6.1	6.6	7.0	5.8	4.8
Attendance Rate	96.9	96.9	96.1	96.2	95.6	96
% Parent Contact	100	100	100	100	100	100
Average class size grade K	22.2	20.5	19.3	23.3	23.6	23
Average class size grade 1	23.2	23.3	22.2	24	24.6	26.2
Average class size grade 3	20.8	20.3	23	26.3	25.4	22.2
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

BUILTA 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, 84% 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, 89% 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, 88.7% 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	86	159	93	176	89.9
Black	72		29	74	35	72.4	29	
Hispanic	63		24	78	36	74.2	31	
Asian/Pac	92		52	90	80	96.3	82	
Native Am	NA		NA	NA	NA	NA	NA	
Multiracial	83		12	93	15	100	11	
LEP	50		-10 (4)	64	11	37.5	8	
IEP	49		43	66	41	59.4	32	
FRL	50		-10 (6)	39	13	62.5	8	

B. Curriculum Based Measurement – General Outcome Measure

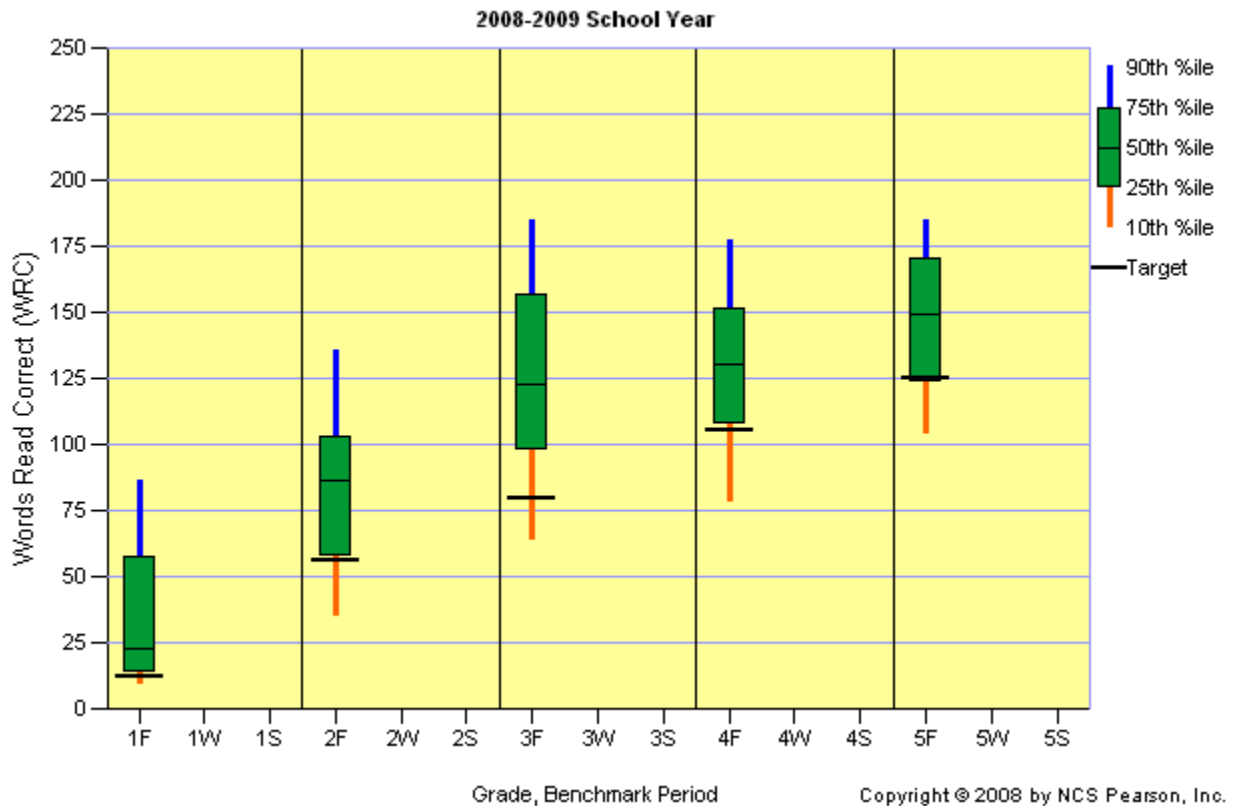
We use curriculum based measures as formative assessments because there is a high correlation to students meeting and exceeding the Illinois standards in reading.

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 September 2007 data, 80% of students in grades 2-5 met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 82% of students in grades 2-5 met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 86% of students in grades 2-5 met or exceeded district performance standards on a general outcome measure of reading.
 Based on September 2008 data, 78% of students in grades 2-5 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, 63% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 76.8 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	66	68	72.2	54
	Black	56	18	60	10
	Hispanic	45	11	66.7	9
	Asian/Pac	65	37	100	19
	Native Am	0	0	0	0
	Multiracial	60	0	100	3
	LEP	0	0	0	0
	IEP	44	9	43.8	16
	FRL	25	4	71.4	7

PRESENT LEVELS OF PERFORMANCE IN THE AREA MATHEMATICS

A. ISAT/IAA

Based on March 2006 assessment data, 90% 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, 94% 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, 91.6% 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	
Subgroup Math Performance		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
	White	86	159	96	176	93.7	158
	Black	72	29	80	35	72.4	29
	Hispanic	63	24	94	36	87.1	31
	Asian/Pac	92	52	96	80	95.1	82
	Native Am	NA	NA	NA	NA	0	0
	Multiracial	83	12	93	15	100	11
	LEP	50	-10 (4)	82	11	62.5	8
	IEP	49	43	76	41	68.8	32

	FRL	50	-10 960	69	13	75	8
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B. Curriculum Based Measurement – Mathematics Computational Fluency

We use curriculum based measures as formative assessments because there is a high correlation to students meeting and exceeding the Illinois standards in math.

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.

Based on September 2007 data, 70% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 74% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 71% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on September 2008 data, 73% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

SCHOOL IMPROVEMENT GOALS AND ACTION PLAN

Goal 1: The percentage of students in fifth grade that meet or exceed writing performance standards as measured by the 2008-2009 Illinois Standards Achievement Test and Illinois Alternative Assessment will increase by 10%, from 76.8% to 84.5%. At the end of the second, third, and fourth quarters, the school improvement team will meet to evaluate evidence of the compliance/completion and effectiveness of each action plan item and make decisions to continue, modify, or abandon each.

1. Objective – Area of Focus: Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Update staff after district writing meetings are held	08-09	Principal	Agendas
Writing instruction intentionally and purposefully scheduled into the daily class schedule to ensure consistent time for delivery of instruction	Fall 08	BLT	Master schedule
Writing instruction discussion and planning included in grade level meetings	08-09	BLT	Grade level team mtg agenda & notes

2. Objective – Area of Focus: Assessment

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Administer benchmark writing CBM 3 times	08-09	Interventionist	Data
Review CBM benchmark data 3 times	08-09	Interventionist & Principal	Grade level team mtg agenda & notes
Develop writing rubrics for each grade level	08-09	BLT	Rubrics
Review and discuss student work	08-09	BLT	Grade level team mtg agenda & notes
Collect artifacts for writing portfolio	08-09	BLT	Student portfolios

3. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
District curriculum, skill sequence and performance descriptors reviewed	Fall 08	BLT	Grade level team mtg agenda & notes
Training of support staff in core learning in writing	08-09	Interventionist & Team	Agendas

		Summer Representatives	
Collaborative/shared planning for writing instruction within grade levels	08-09	BLT	Grade level team mtg agenda & notes
Performance descriptors and instructional checklists developed and used	08-09	BLT	Checklists

4. Objective – Area of Focus: Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Professional development focus on one research based instructional strategy, identifying similarities and differences: Marzano, <u>Classroom Instruction That Works</u>	08-09	Principal	Agendas
Professional development focus on increasing student engagement: Danielson, <u>Framework for Teaching</u> , Domain 3; Routman, <u>Teaching Essentials</u>	08-09	Principal	Agendas
Align professional goals with selected areas of focus	08-09	Principal	Staff goals
Develop and implement instructional plans incorporating the instructional strategy of identifying similarities and differences	08-09	BLT	Lesson plans
Develop and implement instructional plans incorporating instructional strategies which increase student engagement	08-09	BLT	Lesson plans

5. Objective – Area of Focus: Interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Inservice/train staff on available writing interventions	08-09	Interventionist	Agendas
Review/monitor integrity of implementation of interventions	08-09	Interventionist	Observation & notes
Review progress monitoring data and determine instructional changes	08-09	Student Services Coordinator	Data review meeting notes

Goal 2:

The percentage of black students, Hispanic students and students with IEP's in grades 3-4-5 who meet or exceed reading performance standards as measured by the 2008-2009 Illinois Standards Achievement Test and Illinois Alternative Assessment will increase by 10%, from 72.4% to 79.6%, 74.2% to 81.6% and 59.4% to 65.3% respectively. At the end of the second, third, and fourth quarters, the school improvement team will meet to evaluate evidence of the compliance/completion and effectiveness of each action plan item and make decisions to continue, modify, or abandon each.

1. Objective – Area of Focus: Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Update staff after district reading improvement meetings are held	08-09	Principal	Agendas
Additional guided reading instruction and interventions delivered to students not meeting performance standards on the 2007-2008 ISAT	Fall 08	Principal	Master Schedule
Reading instruction discussion and planning for students not meeting performance standards on the 2007-2008 ISAT included in grade level meetings	08-09	BLT	Grade level team mtg agenda & notes

2. Objective – Area of Focus: Assessment

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Inservice/train classroom teachers in progress monitoring of tier 2 & 3 students in reading	Fall 08	Interventionist	Agendas
Develop CBM progress monitoring schedule	08-09	Interventionist	Schedule
Administer CBM progress monitoring probes	08-09	Interventionist	Data
Determine and administer other progress monitoring tools	08-09	Problem solving team	Problem Solving team mtg agenda & notes

3. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
District curriculum, guided reading and performance descriptors reviewed	Fall 08	BLT	Grade level team mtg agenda & notes
Training of support staff in reading interventions	08-09	Interventionist	Agendas
Collaborative/shared reading intervention planning within grade levels	08-09	BLT	Grade level team mtg

			agenda & notes
Performance descriptors and reading strategy instructional checklists developed and used	08-09	BLT	Checklists

4. Objective – Area of Focus: Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Professional development focus on guided reading instruction: Fountas and Pinnell, <u>Guided Reading</u>	08-09	RVW	Agendas
Professional development focus on increasing student engagement: Danielson, <u>Framework for Teaching</u> , Domain 3; Routman, <u>Teaching Essentials</u>	08-09	RVW	Agendas
Develop and implement guided reading lesson plans and interventions for students not meeting performance standards on the 2007-2008 ISAT	08-09	BLT	Grade level lesson plans

5. Objective – Area of Focus: Interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Inservice/train staff on available reading interventions	Fall 08	Interventionist	Agendas
Review/monitor integrity of implementation of interventions	08-09	Interventionist	Observations & notes
Review progress monitoring data and intervention plan, modify plan as necessary	08-09	Student Services Coordinator	Data review meeting notes

Progress

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.

Summary