

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Total enrollment	565	546	519	536	500	491	451
% White	88.7%	87.4%	86.5%	87.3%	86%	83.0%	
% Black	2.8%	2.2%	1.5%	1.7%	1.6%	2.0%	
% Hispanic	2.1%	2.9%	3.7%	2.6%	3.8%	4.0%	
% Asian/Pacific Islander	6.0%	7.5%	6.9%	6.7%	6.8%	8.0%	
% Native American	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	
% Multi Racial			1.3%	1.7%	1.8%	3.0%	
Low Income rate	.2%	.4%	.8%	1.1%	1.0%	3.3%	
Limited English Proficient Rate	2.5%	2.7%	2.1%	0.9%	.8%	1.4%	
Chronic Truancy Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Mobility Rate	4.6%	3.8%	5.1%	4.1%	3.0%	3.1%	
Attendance Rate	96.8%	97.1%	96.7%	96.7%	97.2%	96.2%	
% Parent Contact	100%	100%	100%	100%	100%	100%	
Average class size grade K	22.3	20.0	22.0	19.8	19.7	19.3	27
Average class size grade 1	21.0	22.8	22.0	25.3	21.5	23.7	19.3
Average class size grade 3	22.5	24.5	23.3	24.8	21.3	27.7	27.3
Minutes per day teaching reading	150	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	75	75

Present Levels of Performance

Present Level of Performance - Reading

A goal to improve reading performance of students with an IEP was developed because the gap in their state testing results and those of peers is significant. Other demographic data was also examined during our analysis of state testing data. 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 on State Testing	White	92	240	91	243	92.5	
	Black	75	<10	80	5	66.7	3
	Hispanic	100	<10	100	7	88.9	9
	Asian/Pac	100	15	100	14	100	16
	Native Am	NA	0	NA	0	N/A	0
	Multiracial	100	<10	NA	0	N/A	0
	LEP	100	<10	100	3		

			23		27		
	IEP	44		52		25	20
	FRL	100	<10	33	3	75	8

A. ISAT/IAA

Based on March 2006 assessment data, 92.3% 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, 91.8% 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, 92.6% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

B. Curriculum Based Measurement – General Outcome Measure

We are fortunate to have a local assessment system that provides more frequent insight into the growth of students in the area of reading. Our Curriculum Based Measurements (CBMs) are administered to students three times each year. The CBMs serve as an efficient check to monitor if each individual is gaining overall reading skills. 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, 76% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 85% of students met or exceeded district performance standards on a general outcome measure of reading.

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

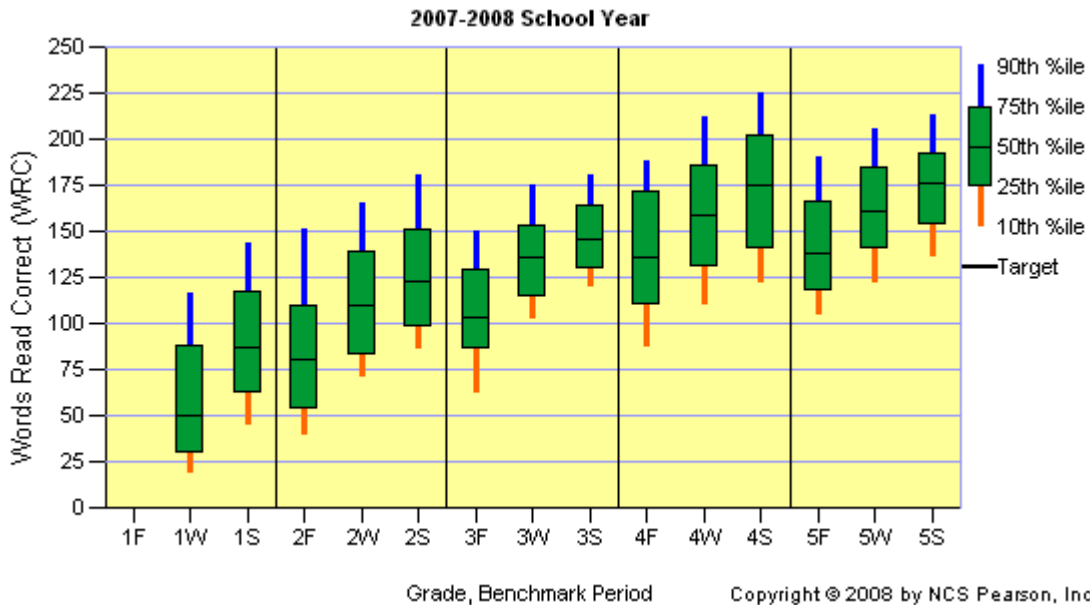
Based on September 2008 data, 77% of students met or exceeded district performance standards on a general outcome measure of reading.

The following chart graphically represents the growth of students in grades K-5 over the three assessment periods during the 2007-08 school year (fall, winter, and spring).

AIMSweb® Growth Chart

Reading - Curriculum Based Measurement

Indian Prairie District #204 - ROBERT CLOW

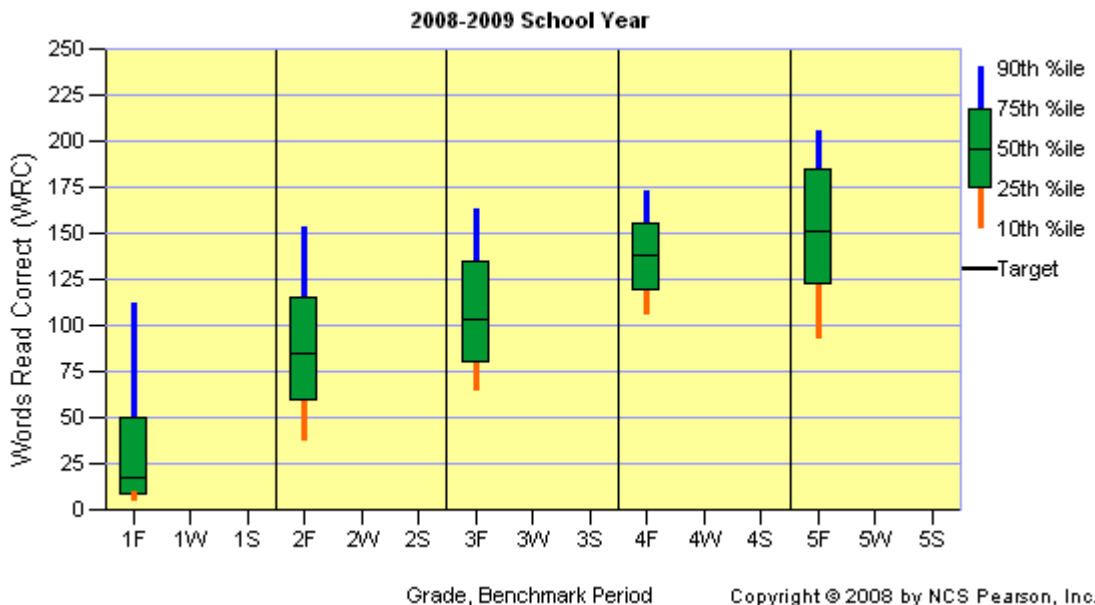


The following chart graphically represents the beginning-of-year levels of students in grades K-5 for the 2008-09 school year. This data will be monitored to determine student growth during the upcoming school year.

AIMSweb® Growth Chart

Reading - Curriculum Based Measurement

Indian Prairie District #204 - ROBERT CLOW ELEMENTARY



Collectively students in all grade levels progressed on CBM measures. Individuals who did not make gains were provided with reading support targeted to his/her specific reading needs. Targeting individual growth through a process we call Problem Solving will continue during the 2008-09 school year. Additional strategies are planned to improve the educational experience we provide to students. These strategies are outlined in the goals section of this plan.

Present Level of Performance - Writing

A goal to improve writing performance of students was developed because the negative change in overall building performance from spring 2007 to spring 2008 was significant. Writing is important as it is a foundation of good communication. As a staff we believe our students are strong writers. We will work during the upcoming months to reexamine the writing models taught to students K-5.

At this time demographic data is not available for the ISAT writing exam. The district does not currently monitor student performance with writing Curriculum Based Measures. Our teaching staff will examine student writing samples every six weeks to monitor individual growth as outlined in the table of strategies found in the goals section of this plan.

ISAT/IAA

Based on March 2007 assessment data, 81% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 61.9% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade

Present Level of Performance - Mathematics

A goal to improve mathematics performance of students with an IEP was developed because a gap exists in their state testing results and those of peers. Other demographic data was also examined during our analysis of state testing results. The following table summarizes mathematics achievement performance by subgroup:

		05-06		06-07		07-08	
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
Subgroup Mathematics Performance on State Testing	White	98.3		98	243	96.9	
	Black	50	4	80	5	100	3
	Hispanic	100	7	100	7	77.8	9
	Asian/Pac			100	14	100	16
	Native Am			N/A	0	N/A	0

	Multiracial			N/A	0	N/A	0
	LEP			100	3		
	IEP	87	23	85	27	75	20
	FRL			33	3	87.5	8

C. ISAT/IAA

Based on March 2006 assessment data, 97.4% 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, 97.4% 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, 96.5% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

D. Curriculum Based Measurement – General Outcome Measure

Math Curriculum Based Measurements (CBMs) are administered to students three times each year. The CBMs serve as an efficient check to monitor if each individual is gaining in speed of math recall.

Based on September 2007 data, 57% of students met or exceeded district performance standards on a general outcome measure of mathematics.

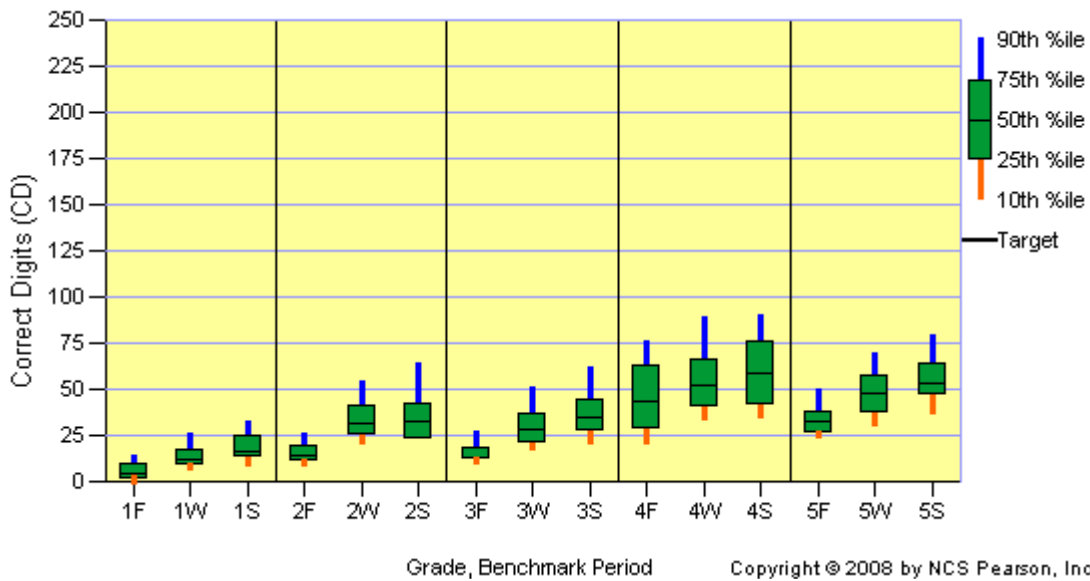
Based on January 2008 data, 68% of students met or exceeded district performance standards on a general outcome measure of mathematics.

Based on May 2008 data, 72% of students met or exceeded district performance standards on a general outcome measure of mathematics.

Based on September 2008 data, 69% of students met or exceeded district performance standards on a general outcome measure of mathematics.

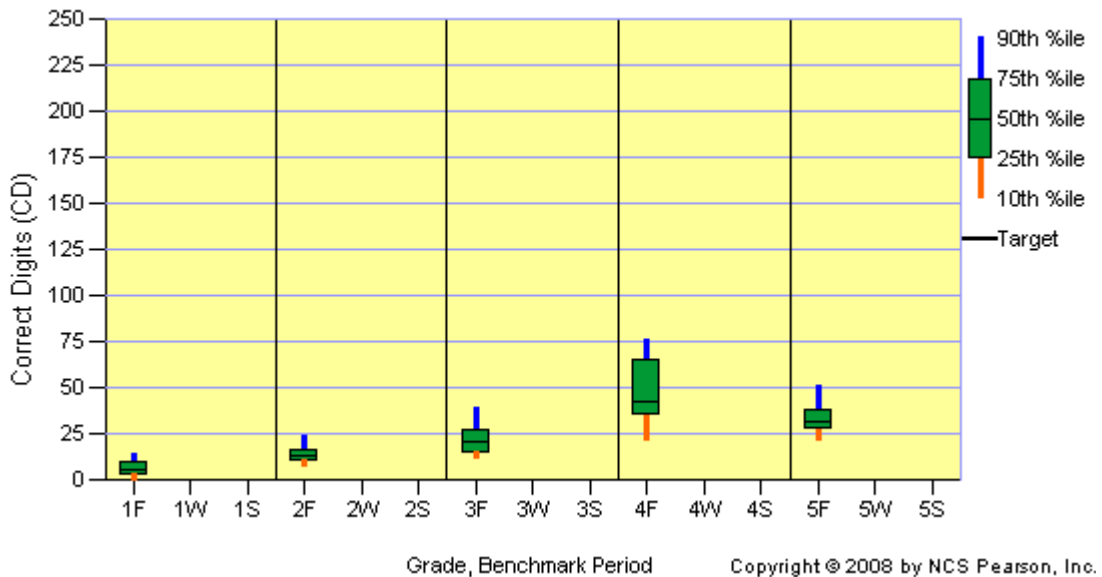
The following chart graphically represents the growth of student in grades K-5 over the three assessment periods last year (fall, winter, and spring).

AIMSweb® Growth Chart
Mathematics Computation
Indian Prairie District #204 - ROBERT CLOW ELEMENTARY SCHOOL
2007-2008 School Year



The following chart graphically represents the beginning-of-year levels of students in grades K-5 for the 2008-09 school year. This data will be monitored to determine student growth during the upcoming school year.

AIMSweb® Growth Chart
Mathematics Computation
Indian Prairie District #204 - ROBERT CLOW ELEMENTARY SCHOOL
2008-2009 School Year



As a staff, we are learning to utilize the Curriculum Based Measurement (CBM) data to assist in planning for student needs in mathematics. The data will continue to be monitored this year. We will refer to the CBM data as we develop Problem Solving plans specific to the needs of individual students.

Clow is one of the pilot schools for the District 204 elementary technology curriculum. We believe that the technology projects we offer students enable them to apply mathematics concepts in a meaningful way. The addition of technology assessments this year will allow staff to better plan engaged projects designed to enhance both technology and mathematics skills.

Our strategies for improving mathematics and technology teaching and learning are outlined in the table found in the goals section of this plan.

GOALS

Goal One - Overall student reading achievement will increase to 93.6% of all students meeting or exceeding state standards, and students with disabilities will meet or exceed standards at a rate of at least 50% as measured by the 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

Goal One – Strategies for Improvement

Strategies/Interventions	Timeline	Responsibility	Evidence Source
The building master schedule will be redesigned to create a daily intervention block at all grade levels, K-5.	Spring 2008	Problem Solving Team	* Master Schedule * Spring 2009 staff survey
Bimonthly data review meetings will be held with each grade level. Bimonthly meetings will include a process for quick identification of students for whom a teacher has concerns that should not wait until benchmarking.	October 2008- October 2009	Student Services Coordinator	*Assessments of students in Individual Problem Solving Process
Progress monitoring graphs and intervention integrity will be reviewed during support meetings for IEP students.	Ongoing	Support Teachers	* AIMSweb data for IEP students
Interventions will be purchased per student need.	May 2008- May 2009	Reading Improvement Teacher	* Purchase Orders
Embedded staff development on interventions will be offered during the school year.	October 2008-May 2009	Reading Improvement Teacher & Interventionist	* Staff Surveys
Guided reading science texts will be utilized.	Ongoing	Classroom Teachers	* Formative Classroom Assessments
Mountain Language program will be implemented grades 2-4 during 2008-09; grade 5, 2009-10.	September 2008-May 2010	Classroom Teachers	* Mountain Language Assessments
Equity issues will be discussed at data review, benchmark articulation, and individual problem solving meetings.	October, February, and May	Principal	* AIMSweb data for students
A process will be developed to enable teachers to know students' intervention plans prior to the start of classes in August.	Spring 2009	Interventionist	*Meeting Agendas * AIMSweb Progress Monitoring charts
A teacher evaluation system based upon research will be piloted at Clow School during the 2008-09 school year. The focus of the system is improved teaching.	September 2008-June 2009	Principal	* Teacher surveys
Goal One will be monitored three times per year to determine progress to date. Revisions to the plan will be written and implemented as needed.	October, January, and May	Building Leadership Team	Report to staff on progress or changes

Goal 2: Overall student writing achievement will increase to 85% of all 3rd and 5th grade students meeting or exceeding state standards, and students with disabilities will meet or exceed standards at a rate of at least 50% as measured by the 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

Goal Two – Strategies for Improvement

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Marzano’s strategies for improving students’ summarizing and note taking skills will be implemented building wide.	May 2008- May 2009	Building Leadership Team	* Walk Through Data
A building model for functional writing will be developed.	August- December 2008	Writing Committee Liaison	* Student writing samples (beginning- and end-of- year)
Every third staff meeting will focus on intergrade-level writing curriculum dialogue. Interrater reliability will be reviewed with samples of Clow students’ writing.	September 2008-May 2009	Principal & Writing Committee Liaison	* Student writing samples
Writer’s Workshop will be implemented in grades K-5.	August 2008- 2010	Classroom Teachers	* Student writing samples
A teacher evaluation system based upon research will be piloted at Clow School during the 2008-09 school year. The focus of the system is improved teaching.	September 2008-June 2009	Principal	* Teacher surveys
Goal Two will be monitored three times per year to determine progress to date. Revisions to the plan will be written and implemented as needed.	October, January, and May	Building Leadership Team	Report to staff on progress or changes

Goal 3: Overall student mathematics achievement will increase to 95% of all students meeting or exceeding state standards, and students with disabilities will meet or exceed standards at a rate of at least 80% as measured by the 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

Goal Three – Strategies for Improvement

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Curriculum based measurements for mathematics will be utilized to plan student instruction.	October, February, and May	Classroom Teachers	AIMSweb data
Math intervention programs will be investigated.	August 2008- August 2010	Interventionist	Purchase Orders
Technology concepts will be integrated into core curricular areas.	August 2008- May 2009	Classroom Teachers	Student multi-media products
Embedded staff development on technology will occur throughout the school year.	September 2008-May 2009	Library Media Center Director	Students' pre- and post-test results
The District 204 Technology Curriculum will be piloted.	September 2008-May 2009	Library Media Center Director	Students' pre- and post-test results
A teacher evaluation system based upon research will be piloted at Clow School during the 2008-09 school year. The focus of the system is improved teaching.	September 2008-June 2009	Principal	* Teacher surveys
Goal Three will be monitored three times per year to determine progress to date. Revisions to the plan will be written and implemented as needed.	October, January, and May	Building Leadership Team	Report to staff on progress or changes

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.