

# Elementary School Improvement Plan Report October 2008

<b>School Name</b>	<b>Mary Lou Cowlshaw Elementary School</b>
Address	1212 Sanctuary Lane, Naperville, IL 60540
Phone	(630)428-6100
Principal	Karen Sullivan
School Improvement Team	Lori Wood, Jennifer Pachowicz, Demetria Brown, Emily Graef, Corey Swift, Jan Kelly, Beckie Saul, Jose Soto, Mary Howicz

## **School Improvement Overview:**

Cowlshaw Elementary is committed to the academic and social achievement of each and every student. Cowlshaw maintains a continuous improvement model which uses both formative and summative assessment to guide our decision making.

Our 2008 ISAT assessment data indicated that 91.5% of Cowlshaw's third, fourth, and fifth graders met or exceeded state standards in the area of reading. A more in-depth analysis of the reading data indicated that 82% of our Black students, 79% of our Hispanic students and 67% of our students with disabilities met or exceeded state standards identifying the need to focus efforts with these populations in order to close the current achievement gap.

The 2008 ISAT writing scores for fifth grade students increased from 58% meeting or exceeding state standards to 81% meeting or exceeding standards indicating a positive trend but a continued need to focus on the teaching and learning of writing.

In the area of math, 97.3% of Cowlshaw's third, fourth, and fifth graders met or exceeded state standards.

Based on analysis of our ISAT data as well as formative assessment data, Cowlshaw's School Improvement Plan will focus on the following goals:

- ◆ Improve teaching and learning in the area of writing in order to increase student achievement, and;
- ◆ Improve teaching and learning in the area of reading with a specific emphasis on improving and refining the intervention systems for Black and Hispanic students and students with disabilities.

Additionally, Cowlshaw Elementary will continue to promote parent involvement and partnerships in order to promote meaningful school connections and positively impact student achievement and school success.

Our action plan will focus on differentiated instruction within the core curriculum and the implementation of an effective intervention system. Our work will be supported by reviewing student assessment data, the Illinois Learning Standards, District 204 curriculum, and evidence based instructional strategies. Our full action plan is detailed on pages 7 to 12.

## Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	764	602	611	606	604	
% White	61.3	47.3	46.2	42.6	40.1	38.8
% Black	5.6	15.9	14.2	15.0	15.1	15.6
% Hispanic	5.4	8.3	7.7	9.2	10.1	10.4
% Asian/Pacific Islander	27.6	28.4	27.0	27.7	28.8	28.7
% Native American	.1	0	0	0	0	0
% Multi Racial	-	-	4.9	5.4	6.0	6.4
Low Income rate	2.6	9.5	11.3	14.4	11.6	13.4
Limited English Proficient Rate	6.3	9.6	7.7	6.1	5.6	7.6
Chronic Truancy Rate	0	0	0	0	0	0
Mobility Rate	16.1	16.4	10.7	14.8	18.9	14.6
Attendance Rate	96.8	96.5	95.9	96.0	96.0	96.1
% Parent Contact	100	100	100	100	100	100
Average class size grade K	20.8	23.8	20.8	24.0	18.8	
Average class size grade 1	21.3	22.6	21.6	23.8	22.6	
Average class size grade 3	26	23.8	20.8	24.8	26.3	
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

## Present Level of Performance In the Area of Reading

### A. ISAT/IAA

Based on March 2008 assessment data, 91.5% 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
<b>Subgroup Reading Performance</b>	<b>White</b>	86	116	92	112	94	108
	<b>Black</b>	59	44	66	35	82	34
	<b>Hispanic</b>	93	15	88	24	79	29
	<b>Asian/Pac</b>	92	74	97	70	99	70
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	46	13	58	14	88	17

	LEP	100	<	90	10	62	13
	IEP	32	28	67	27	67	30
	FRL	50	34	63	35	78	40

**B. Curriculum Based Measurement – General Outcome Measure**

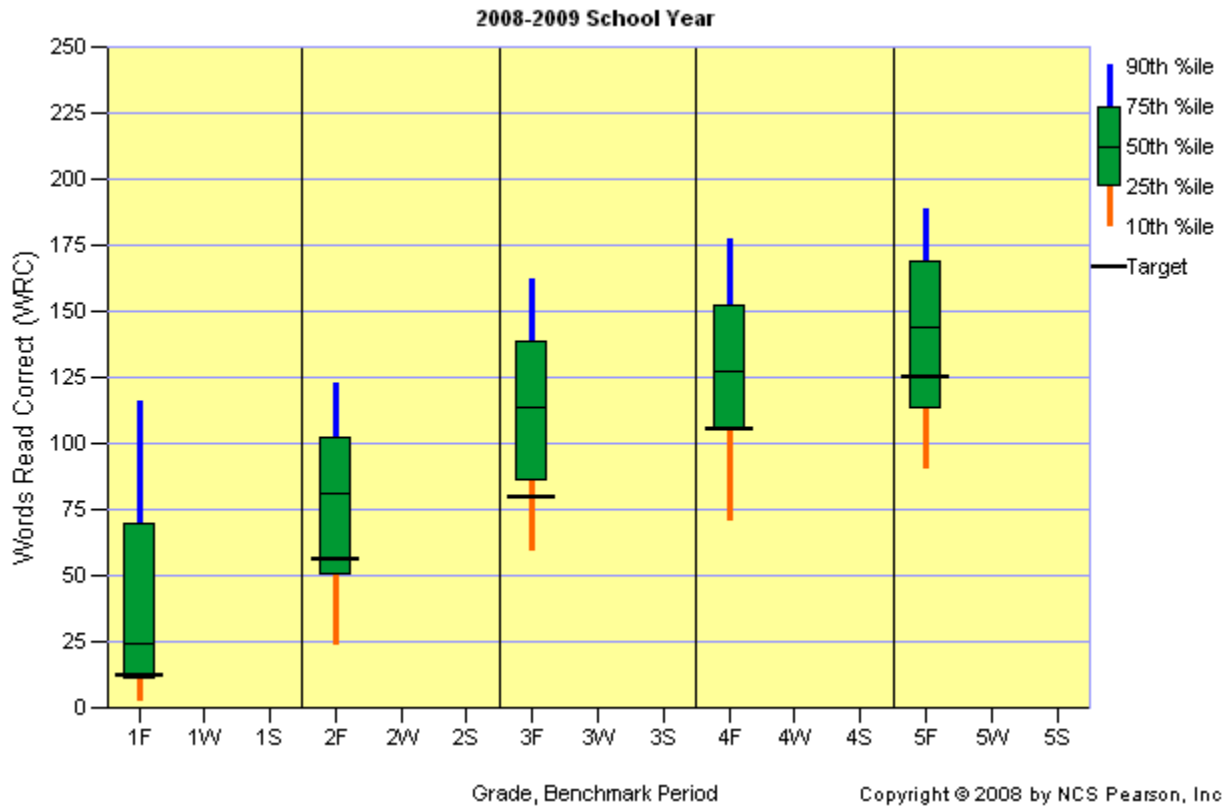
District performance standards in the area of reading achievement correspond to a 90% probability of meeting standards on the ISAT.

Based on September 2008 data, 74% of students in grades 1-5 met or exceeded district performance standards on a general outcome measure of reading. This data point serves as a baseline measure for our work with students in the area of reading.

### AIMSweb® Growth Chart

#### Reading - Curriculum Based Measurement

#### Indian Prairie District #204 - MARY LOU COWLISHAW ELEMENTARY SCHOOL



## Present Level of Performance In the Area of Writing

### A. ISAT/IAA

Based on March 2008 assessment data, 81% of fifth grade students met or exceeded Illinois standards in the area of writing achievement.

The following table summarizes writing achievement performance by subgroup:

		<b>06-07 (Baseline)</b>		<b>07-08</b>	
		% M/E	Student Count	% M/E	Student Count
<b>Subgroup Writing Performance</b>	<b>White</b>	52	44	82	33
	<b>Black</b>	27	15	69	13
	<b>Hispanic</b>	50	<	80	<
	<b>Asian/Pac</b>	76	21	83	24
	<b>Native Am</b>	NA	<	NA	<
	<b>Multiracial</b>	50	<	100	<
	<b>LEP</b>	NA	<	NA	<
	<b>IEP</b>	40	<	71	<
	<b>FRL</b>	21	14	44	<

## Present Level of Performance In the Area of Math

### C. ISAT/IAA

Based on March 2008 assessment data, 97% of students met or exceeded Illinois standards in the area of math achievement across the third through fifth grades.

The following table summarizes math achievement performance by subgroup:

		<b>05-06</b>		<b>06-07</b>		<b>07-08</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>Subgroup Math Performance</b>	<b>White</b>	91	116	98	112	98	106
	<b>Black</b>	75	44	91	35	88	30
	<b>Hispanic</b>	93	15	83	24	100	29
	<b>Asian/Pac</b>	99	74	100	70	100	70
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	77	13	100	14	94	16
	<b>LEP</b>	71	<	70	10	100	13

	<b>IEP</b>	43	28	89	27	93	28
	<b>FRL</b>	68	34	86	35	88	35

D. Curriculum Based Measurement – General Outcome Measure

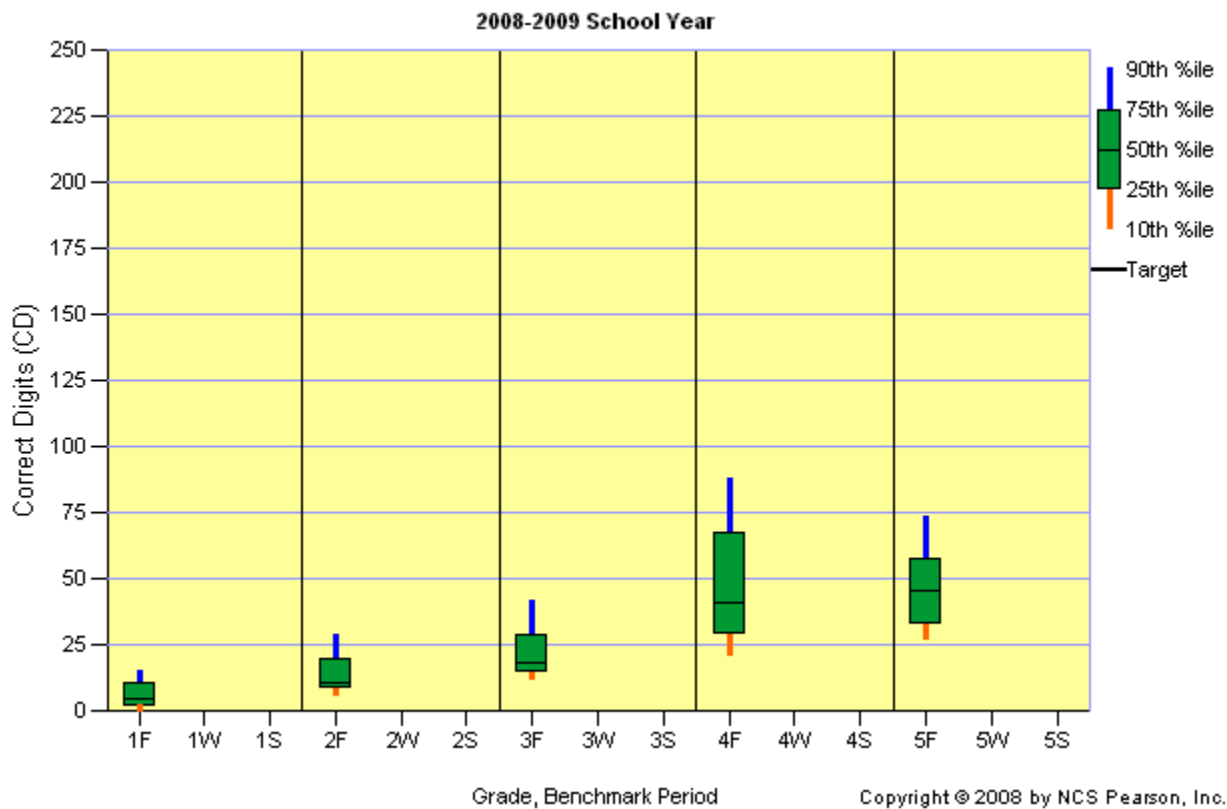
District performance standards in the area of math achievement correspond to a 90% probability of meeting standards on the ISAT.

Based on September 2008 data, 63% of students in grades 1-5 met or exceeded district performance standards on a measure of mathematics computational fluency. This data point serves as a baseline measure for our work with students in the area of math.

**AIMSweb® Growth Chart**

**Mathematics Computation**

**Indian Prairie District #204 - MARY LOU COWLISHAW ELEMENTARY SCHOOL**



### School Improvement Goals and Action Plan

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.

**Goal 1: By June, 2009, 90% of Cowlshaw third and fifth grade students will meet or exceed standards in writing as measured by the 2009 ISAT/IAA.**

- Objective – Area of Focus: Maximize instructional time in the area of writing through creation of a writing block within the master schedule.

Strategies/Interventions	Timeline	Responsibility	Evidence
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			Source
Create a writing block within the master schedule which will include a minimum of 45 minutes per day of writing instruction at grades 1-5.	August, 2008	Principal/SIP Team	Schedule
Conduct informal and formal observations of the teaching and learning of writing lessons to promote instructional focus, provide feedback, and provide opportunities for teacher reflection.	June, 2009	Principal	Formative evaluations, Walk through data

2. Objective – Area of Focus: Develop a school wide plan to approach ISAT expository writing that will be implemented across all grade levels.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Develop a school-wide ISAT writing rubric for use in grades K-5	November, 2008	Writing Committee	Rubrics
Develop a school-wide graphic organizer which models how to write to a timed prompt which will be implemented at least six times over the school year.	October, 2008	Writing Committee	Graphic Organizers
Explicit modeling and practice of introduction, body paragraphs, and conclusion for a timed prompt will occur at least six times over school year in grades 2-5.	October, 2008-May, 2009	Classroom Teachers	Team Plans
Schedule uninterrupted timed writing practice to build stamina for expository writing (grade level appropriate) a minimum of six times per year in grades K-5.	October, 2008-May, 2009	Classroom Teachers	Student expository writing samples

3. Objective – Area of Focus: Provide embedded staff development opportunities that allow for ongoing professional development in the teaching of writing.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Utilize the Regie Routman in Residence professional development program during faculty meetings to provide professional development in the area of writing.	October, 2008-March, 2009	Writing Committee Members (Corey Swift and Becky Trybus)	Faculty Meeting Agendas

**Goal 2: By June, 2009, 75% of students with disabilities will meet or exceed standards in the area of reading on the 2009 ISAT/IAA and curriculum based measures.**

1. Objective – Area of Focus: Utilize scheduling options to maximize the amount of time certified support teachers spend in direct instruction with students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Create a master schedule that ensures that support teachers are available at assigned grade levels for direct instruction during school wide guided reading blocks.	August, 2008	Principal	Master Schedule
Utilize supported education team meeting time on an as needed basis only to increase the amount of student contact time with support teachers.	August, 2008	Principal, Support Team, Classroom Teachers	Agendas and meeting notes

2. Objective – Area of Focus: Ensure that the most effective interventions are being used with integrity and that intervention time is sufficiently expanded to meet individual student needs.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase intervention time within the school day for Tier 2 and 3 students in addition to the regular literacy block.	08-09 school year	Grade level team and support staff	Blue sheets
Expand the number of Tier 3 interventions that are available for staff to use with students.	January, 2009	Principal, Interventionist	List of available Tier III interventions
Ensure that reading interventions are being done with integrity.	08-09 school year	Interventionist	Intervention log sheets, use of integrity checklists
Schedule regular data review meetings every six weeks to discuss progress monitoring data and effectiveness of current intervention plan.	08-09 school year	Principal, Building Leadership Team	Data review meeting schedule, agendas and minutes

3. Objective – Area of Focus: Provide professional development for support staff in the area of direct instruction of reading and implementation of interventions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide additional training to support staff (special education and reading improvement) in the area of Curriculum Based Evaluation.	April, 2009	District Problem Solving Coach and Building Problem Solving Coaches	Agenda, handouts
Provide embedded professional development on the use of Tier 2 and 3 interventions.	08-09 school year	Principal, Interventionist, Student Services Coordinator, RI Teachers	Agendas, handouts

**Goal 3: By June, 2009, 85% of Black and Hispanic students will meet or exceed standards in the area of reading as measured by the 2009 ISAT/IAA and curriculum based measures.**

1. Objective – Area of Focus: Provide professional development for staff in the areas of engaged learning and culturally relevant practices

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Utilize walk through data with faculty to develop goals regarding student engagement.	January, 2009	Principal, BLT	Walk Through Data, agendas
Provide embedded professional development on engaged learning and culturally relevant teaching practices.	May, 2009	Principal, Equity Team, Interventionist	Agendas

2. Objective – Area of Focus: Ensure that the most effective interventions are being used with integrity and that the intervention time is sufficiently expanded to meet individual needs.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide opportunities for additional reading intervention outside of the school day for interested students (eg. Reading club, homework club).	April, 2009	Principal, Interventionist, BLT	Record of attendance
Use goal setting and feedback strategies through the use of the Cowlishaw Student Goal Book and reading incentive awards (grades 2-5).	May, 2009	Classroom Teachers, BLT	Cowlishaw Student Goal Books
Increased intervention time within the school day for Tier 2 and 3 students in addition to the regular literacy block.	08-09 school year	Grade level team and support staff	Blue Sheets
Ensure that reading interventions are being done with integrity.	08-09 school year	Interventionist, problem solving team	Intervention log sheets, use of integrity checklists
Schedule regular data review meetings every six weeks to discuss progress monitoring data and effectiveness of current intervention plan.	08-09 school year	Principal, Building Leadership Team	Data review meeting schedule, agendas and minutes

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Hold grade level family nights which focus on literacy and provide family members with resources to help their children in the area of reading.	May, 2009	All certified staff	Attendance sheets, handouts