

Fry Elementary School Improvement Plan Report November 2008

School	Fry Elementary School
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School Improvement Overview:

Fry Elementary School maintains a continuous improvement model with both formative and summative assessments used to guide instructional decisions. The 2008 ISAT scores indicate that 93.6% (92.2%-2007) of Fry students in grades 3-5 met or exceeded standards in reading. In addition, the 2008 ISAT scores indicate that 65.2% (47.8%-2007) of students with Individualized Education Plans in grades 3-5 met or exceeded standards in reading. Also, 94.4 % (80%-2007) of African-American students in grades 3-5 met or exceeded standards in reading.

Students in grade 5 were administered the ISAT writing assessment in 2008. The results indicate that 87% of the 5th grade students met or exceeded the State Standards. This reflects a 4% improvement from the 2007 school year. These results indicate a continued focus on improved teaching and learning in the area of writing.

Fry's School Improvement Plan will therefore focus on:

- ◆ How can we improve teaching and learning in reading for all our students with a particular focus on closing the achievement gap for students who are performing below the district and state targets in reading?
- ◆ How can we improve teaching and learning in the area of writing in order to increase student achievement?

As our action plan is developed, it will focus on the need for differentiated instruction within the core curriculum and ongoing assessment. Our work will be supported by reviewing student assessment data, the Illinois Learning Standards, the Illinois Assessment Framework, the District 204 curriculum, and the evidence-based instructional practices and interventions implemented for our students. A detailed plan is outlined on pages ____ - ____ of this report.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	550	725	830	868	872	
% White	81.1	77.1	74.7	72.1	71.2	
% Black	5.6	5.2	4.8	3.8	4.6	
% Hispanic	2.4	3.3	2.7	2.1	1.8	
% Asian/Pacific Islander	10.5	14.3	15.1	18.5	18.8	
% Native American	.4	0	0	0.2	0.3	
% Multi Racial	n/a	n/a	2.8	3.2	3.2	

Low Income rate	.4	.7	0	0.3	0.2	
Limited English Proficient Rate	1.3	1.4	1.9	2.1	1.4	
Chronic Truancy Rate	0	0	0	0	0.0	
Mobility Rate	13.2	10.4	9.5	6.2	6.5	
Attendance Rate	96.8	96.8	96.2	96.2	96.0	
% Parent Contact	100	100	100	100	100	
Average class size grade K	26.8	25.8	22.8	22.6	21.2	
Average class size grade 1	22.6	27.0	25.5	24.3	24.0	
Average class size grade 3	21.4	22.8	23.8	25.8	26.5	
Minutes per day teaching reading	150	150	150	150	150	
Minutes per day teaching math	60	60	60	60	75	

FRY ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2007-2008

Present Level of Performance in Reading

A. ISAT/IAA

Based on March 2006 assessment data, 92% 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, 92% 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, 93.6% 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	91	266	98	266	94.4	253
	Black	80	15	100	15	94.4	17
	Hispanic	100	<10	100	<10	66.7	<10
	Asian/Pac	97	68	97	68	92.8	77
	Native Am	NA	NA	NA	NA	100	<10
	Multiracial	92	13	100	13	93.8	15

	LEP	100	<10	100	<10	58.3	<10
	IEP	67	30	77	30	65.2	15
	FRL	NA	NA	NA	NA	100	<10

B. Curriculum Based Measurement – General Outcome Measure in Reading

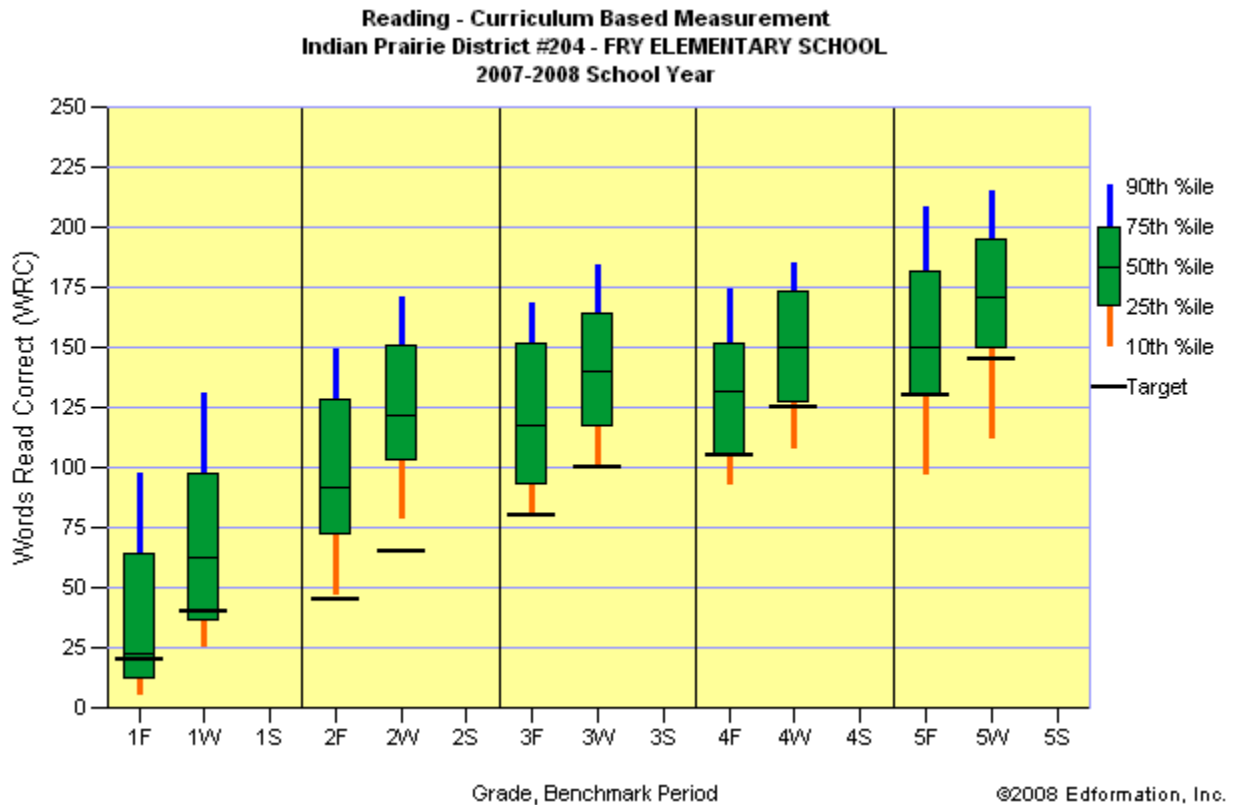
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

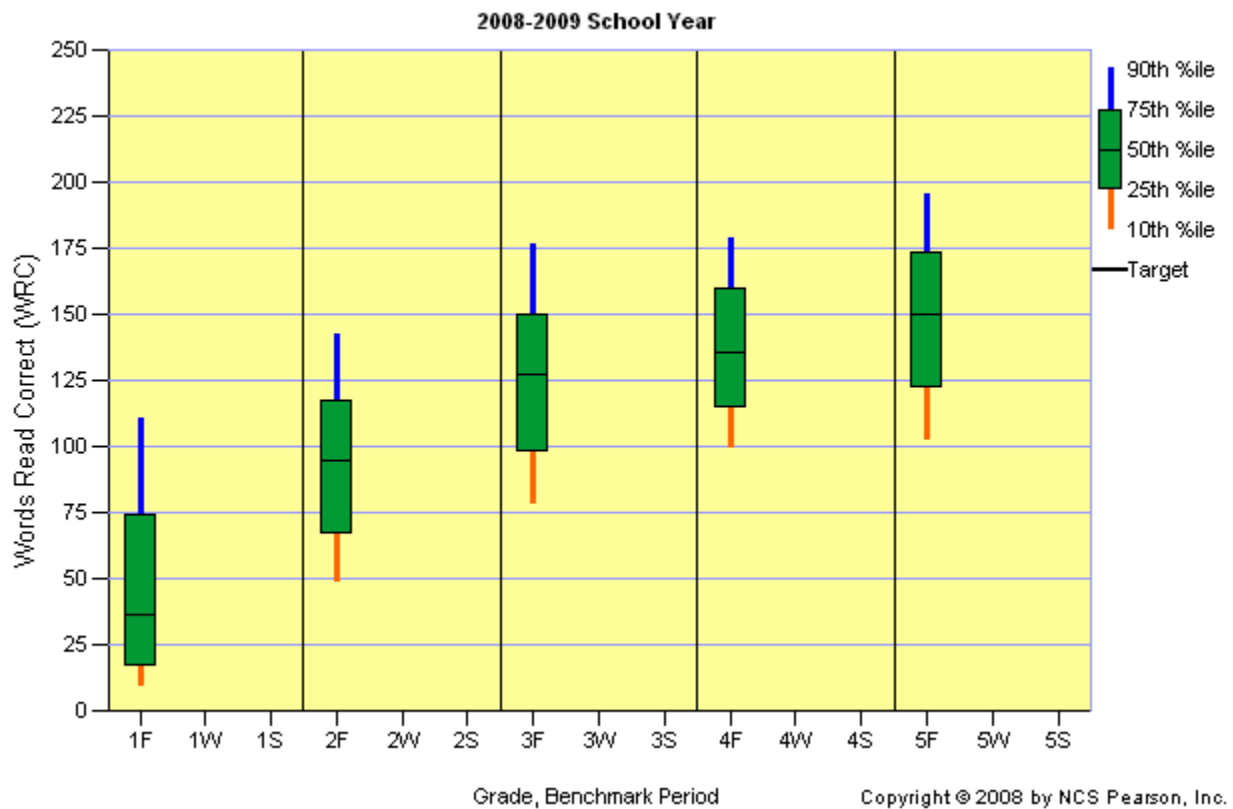
Based on May 2007, 89% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 82.8% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 88% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2008 data, 82.9% of students met or exceeded district performance standards on a general outcome measure of reading.





Action Plan for Improved Learning

Goal 1: Increase the number of students meeting or exceeding standards, as measured by the Illinois Standards Achievement Test, in the area of reading from 93.6% in 2008 to 96% in 2009. By developing Fry's system of Reading Intervention, using the Problem Solving Model. By 2010: 98% of the students will meet or exceed state standards in the area of writing.

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source	Status
Construct a master schedule with 90-minute blocks for literacy instruction	Jan. 22, 2008	Principal, Schedule Committee	Written Schedule	Completed for January; being revised for 2008-2009
Include intervention blocks in the master schedule for students receiving Tier 2 and Tier 3 interventions.	Jan. 22, 2008	Principal, Schedule Committee	Written Schedule	Completed for January;

				being revised for 2008-2009
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2. Objective – Area of Focus: Provide and use research-based interventions with all students receiving Tier 2 and Tier 3 Interventions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source	Status
Purchase the following materials in sufficient quantity to meet the needs of students: Harcourt Intervention Kit, Horizons, Read Naturally, Jolly Phonics, Rewards, 6-Minute Solutions, Lexia, KIT, Early Steps	Ongoing	Principal, Interventionist, Psychologist	Materials	Purchased and utilized in the Fall of 2008
Assign appropriate staff to deliver interventions	Ongoing	Principal, Interventionist	Schedule	Ongoing
Designate computers and instructional space for instruction	Fall, 2008	Interventionist, LMC Director, Principal	Designated computers, Lexia schedule developed and revised, Storage converted back to instructional spaces	Completed

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source	Status
Train staff and/or perform AIRS test to insure that appropriate teachers know how to deliver assessments with integrity	December, April	Psychologist	AIRS assessment	Ongoing-Yearly AIRS administered Fall 2008
Benchmark all students in fall, winter, and spring. Sweep team will assist in fall and winter. Classroom teachers will benchmark all of their own students in spring, with support staff providing assistance to kindergarten.	September, January, May	All Staff	CBM Protocols	2007 completed, Fall 2008 completed
Provide progress monitoring for students receiving interventions	Sept-May	All Staff Delivering Interventions	AIMS Progress Monitoring Computer Program	Ongoing

Provide grade level teams with time (15 hours/year) to meet to analyze data and apply it to forming instructional groups and design instruction	Sept-May	Principal	Schedule	Ongoing
Provide grade level teams with time to meet with support staff on a 6-week rotation to group problem solve	Jan-May	Principal	Master Schedule	Completed
Develop a schedule for individual problem solving for students who have not responded to intervention	Sept-May	Student Services Coordinator	Individual Problem Solving Schedule	Ongoing

**** Unsure of how to incorporate this part of the document. Feed Back?**

Increase the number of students meeting the district targets on Curriculum Based Measurements by scheduling them in to intervention groups according to need. Staff will monitor their progress individually on a weekly basis and with benchmarking data in fall, winter and spring.

At kindergarten, there are three students performing below the district target in Nonsense Word Fluency. These students will receive_____ intervention.

At First Grade, twelve students are performing below the district target as measured the R-CBM. These students will receive research based interventions which may include the following, based on their area of need: Lexia (Phonemic Awareness, Decoding), Early Steps or Jolly Phonics.

At Second Grade, sixteen students are performing below the district target as measured the R-CBM. These students will receive research based interventions which may include the following, based on their area of need: Lexia (Phonemic Awareness, Decoding), Horizons, Read Naturally.

At Third Grade, six students are performing below the district target as measured the R-CBM. These students will receive research based interventions which may include the following, based on their area of need: Lexia (Phonemic Awareness, Decoding, Comprehension, Vocabulary), Horizons, Read Naturally, Soar to Success.

At Fourth Grade, fifteen students are performing below the district target as measured the R-CBM. These students will receive research based interventions which may include the following, based on their area of need: Lexia (Phonemic Awareness, Decoding, Comprehension, Vocabulary), Horizons, Read Naturally, Soar to Success, Rewards.

At Fifth Grade, fifteen students are performing below the district target as measured the R-CBM. These students will receive research based interventions which may include the following, based on their area of need: Lexia (Phonemic Awareness, Decoding, Comprehension, Vocabulary), Horizons, Read Naturally, Soar to Success, Rewards.

Present Levels of Performance in Writing

Based on March 2007 assessment data, 83% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 87% 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		
	% M/E	Student Count	% M/E	Student Count	
Subgroup Writing Performance	White	82	99	86.4	70
	Black	86	7	80	<10
	Hispanic	75	4	50	<10
	Asian/Pac	65	17	90.6	29
	Native Am	NA	NA	100	<10
	Multiracial	NA	NA	100	<10
	LEP	NA	NA	NA	NA
	IEP	40	<10	40	<10
	FRL	NA	NA	100	<10

Goal 2: Increase the number of students meeting or exceeding standards, as measured by the Illinois Standards Achievement Test, in the area of writing from 87% to 91% in 2009. By 2010: 95% of the students will meet or exceed state standards in the area of writing.

1. Objective – Grade level teachers will have a concrete understanding of the writing curriculum, including genres, curriculum objectives and support materials.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Develop a building wide writing curriculum committee to oversee teachers staff development,	August 2008-	Principal, Building	Committee members

one member from district writing committee and one member to be on building leadership team	ongoing	Leadership team & staff	for 2008
Writing Committee members provide training and professional development activities to staff	Fall 2008-Ongoing	Principal and Writing committee	Agendas
Provide opportunities for imbedded staff development- teachers leaders open classrooms for observation	Fall 2008-Ongoing	Principal and Writing Committee	Schedules and activities
Share student work for evaluative purposes across teams and vertical articulation between grade levels	Fall 2008-Ongoing	Principal and Writing Committee	Student work samples and Agendas

2. Objective – Area of Focus:

Strategies/Interventions	Timeline	Responsibility	Evidence Source

3. Objective – Area of Focus:

Strategies/Interventions	Timeline	Responsibility	Evidence Source

Do we need to include math data? ISAT target 97% 2008

Progress Summary

