

Elementary School Improvement Plan Report October 2008

School Name: Georgetown Elementary

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School Improvement Overview: Georgetown School maintains a continuous improvement model with both formative and summative assessment used to guide decision making. An analysis of our demographic data indicates that the following subgroups are increasing at our school: 1) Hispanic, 2) Low Income, 3) English Language Learners (ELL). The following subgroups are decreasing in size: 1) White and 2) Black

Our 2008 ISAT combined (all students) test scores of the percentage of students meeting or exceeding standards are as follows:

Reading-78.4%

Mathematics-86.2%

Writing-61.4%

Science – 85.3%

Celebrations:

The number of Georgetown Black students who meet or exceed standards in reading has increased by 23.8 percentage points since 2006.

The number of Georgetown students with disabilities who meet or exceed standards in reading has increased by 24 percentage points since 2006.

The number of Georgetown fourth graders who meet or exceed standards in science increased by 11.8 percentage points since 2007.

The number of Georgetown fifth grade students who meet or exceed standards in writing increased by 19.4 percentage points since 2007.

Gap Analysis:

An analysis of our student learning data indicates that our achievement gap in reading and mathematics as measured by the ISAT is as follows:

In reading, only 57.4 % of students with disabilities (47 students) meet or exceed standards in reading as compared to 78.4% of all Georgetown students. This is a gap of 21 percentage points.

In reading, 70.5 % of Black students meet or exceed standards as compared to 85.6% of White students. This is a gap of 15.1 percentage points.

In mathematics, only 66% of students with disabilities meet or exceed standards as compared to 86.2% of all students. This is a gap of 20.2 percentage points.

General Goals:

Georgetown School will continue to work to increase the achievement of all students, but given the above data, will provide a particular focus on increasing the achievement scores of two subgroups as follows:

- ♦ Improve reading achievement for our students with disabilities.
- ♦ Improve reading achievement for our Black students.
- ♦ Improve math achievement for our students with disabilities.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	677	666	668	647	634	615
% White	63.4	58.6	48.5	43.4	39.9	37.9
% Black	16.2	18.3	18.3	19.8	16.4	15.1
% Hispanic	13.1	16.4	22.8	26.0	31.7	33.7
% Asian/Pacific Islander	7.2	6.5	6.9	6.0	6.0	7.0
% Native American	0.0	0.3	0.3	0.3	0.5	0.0
% Multi Racial			3.3	4.5	5.5	6.3
Low Income rate	8.1	13.5	20.2	27.2	24.3	26
Limited English Proficient Rate	8.0	8.3	10.8	13.3	16.2	18.2
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	12.8	13.0	14.5	20.1	10.6	12.2
Attendance Rate	96.1	96.3	95.4	95.6	95.3	95.5
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	25.3	24.5	22.0	24.4	17.8	100
Average class size grade 1	27.5	21.0	19.4	21.2	24.2	96
Average class size grade 3	26.4	22.4	19.6	25.8	26.5	101
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	60

GEORGETOWN ELEMENTARY SCHOOL SCHOOL IMPROVEMENT GOALS AND ACTION PLAN 2008-2009

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 One

While our current achievement in reading for our students with disabilities is 57.4% meeting/exceeding standards as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Alternative Assessment (IAA), this subgroup will make Adequate Yearly Progress of at least 70% in 2009 and 77.5% in 2010 or reach Safe Harbor targets as measured by the ISAT and IAA.

Goal Two

While our current achievement in reading for our Black students is 70.5% meeting/exceeding standards as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Alternative Assessment (IAA), this subgroup will make Adequate Yearly Progress of at least 75% in 2009 and 77.5% in 2010 or reach Safe Harbor targets as measured by the ISAT and IAA.

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, 73.1% 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, 79.4% 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, 78.4% 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	81	121	86	111	85.6	104
	Black	47	45	67.5	40	70.5	44
	Hispanic	73	62	74	77	73.5	83
	Asian/Pac	89	19	93	15	77.8	18
	Native Am	100	1	0	1	n/a	0
	Multiracial	73	15	75	20	80	20
	LEP	91	23	84	31	52.8	36
	IEP	33	48	53	49	57.4	47
	FRL	58	73	71.1	76	70.5	88

B. Reading Curriculum Based Measurement – General Outcome Measure

Georgetown School uses Curriculum Based Measurements to measure the general reading abilities of its students. The entire school is tested three times during the year: Fall, Winter and Spring. This data is used to design instruction to meet students’ needs.

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.

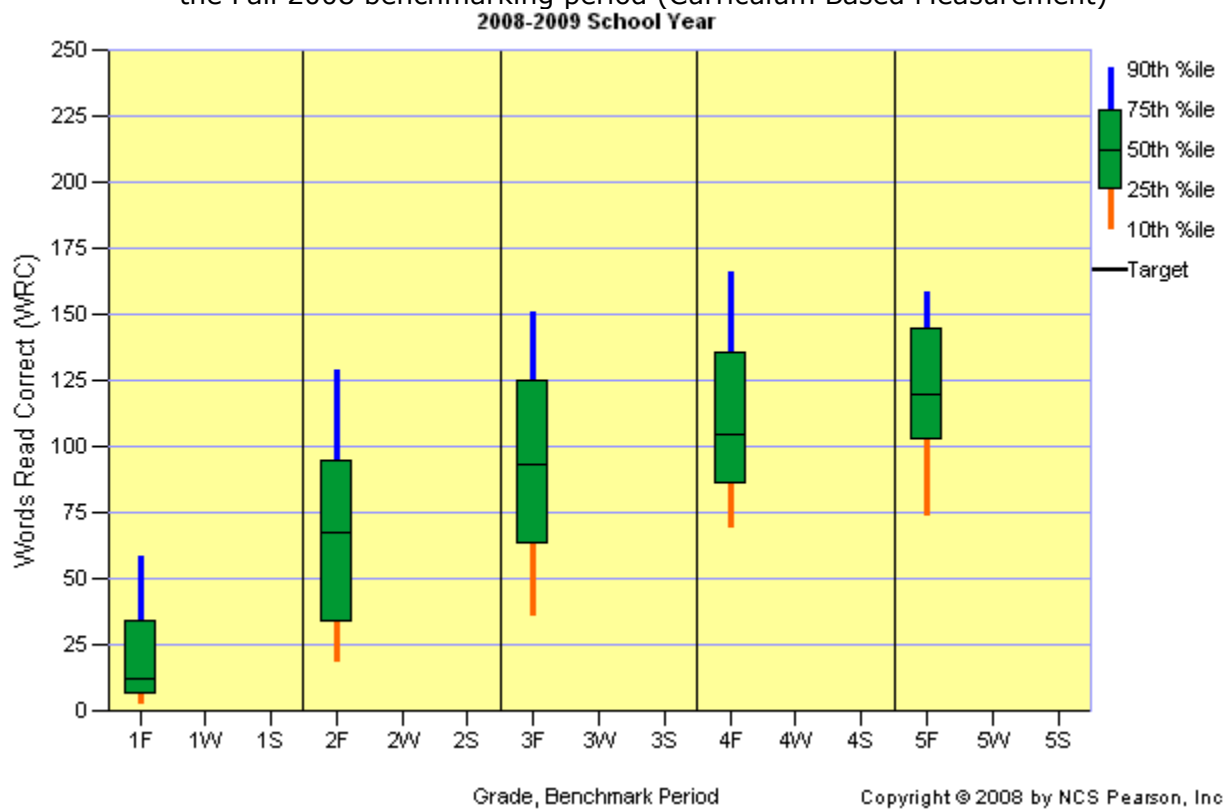
Based on September 2007 data, 49.1% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 53.5% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 57% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2008 data, 53% of students met or exceeded district performance standards on a general outcome measure of reading.

The green box in the following table indicates the average range of students at each grade level in relation to the numbers of words read correctly on a general outcome measure of reading at the Fall 2008 benchmarking period (Curriculum Based Measurement)



C. ISAT/IAA

Based on March 2007 assessment data, 42% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 61.4% 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:

Subgroup Writing Performance	06-07 (Baseline)		07-08	
	% M/E	Student Count	% M/E	Student Count

	White	70	37	70.3	37
	Black	46	13	46.2	13
	Hispanic	56	18	55.6	18
	Asian/Pac	80	5	80	5
	Native Am	n/a	0	n/a	0
	Multiracial	50	10	50	10
	LEP			n/a	0
	IEP	40	20	40	20
	FRL	48	21	47.6	21

Goal Three

While our current achievement in math for our students with disabilities is 66% meeting/exceeding standards as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Alternative Assessment (IAA), this subgroup will make Adequate Yearly Progress of at least 70% in 2009 and 77.5% in 2010 or reach Safe Harbor targets as measured by the ISAT and IAA.

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, 89% 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, 89% 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, 86.2% 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:

Subgroup Math Performance	05-06		06-07		07-08	
	% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
White	91	121	93.7	111	91.3	104
Black	76	45	82.5	40	88.6	44

			62				
	Hispanic	94		84.4	77	78.3	83
	Asian/Pac	100	19	100	15	94.4	18
	Native Am	100	1	100	1	n/a	0
	Multiracial	87	15	80	20	80	20
	LEP	87	23	83.9	31	77.8	36
	IEP	69	48	67.3	49	66	47
	FRL	81	73	77.6	76	78.4	88

C. Math Curriculum Based Measurement – General Outcome Measure

Georgetown School uses Curriculum Based Measurements to measure the general math abilities of its students. The entire school is tested three times during the year: Fall, Winter and Spring. This data is used to design instruction to meet students' needs.

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

Based on September 2008 data, 43% of students met or exceeded district performance standards on a general outcome measure of math.

Action Plan for Improved Learning

Goal One

While our current achievement in reading for our students with disabilities is 57.4% meeting/exceeding standards as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Alternative Assessment (IAA), this subgroup will make Adequate Yearly Progress of at least 70% in 2009 and 77.5% in 2010 or reach Safe Harbor targets as measured by the ISAT and IAA.

Goal Two

While our current achievement in reading for our Black students is 70.5% meeting/exceeding standards as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Alternative Assessment (IAA), this subgroup will make Adequate Yearly Progress of at least 75% in 2009 and 77.5% in 2010 or reach Safe Harbor targets as measured by the ISAT and IAA.

1. Objective – Area of Focus: Ensure that an adequate amount of time is devoted to core literacy instruction and that core instruction follows the best practices of instruction.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Each grade level team will complete an Instructional Planning Form indicating the number of minutes devoted each week to core literacy	Sept.2008	Principal, Interventionist, Student	Completed IPF Forms

instruction.		Service Coordinator, Team Leaders	
Each grade level team will focus classroom instruction pedagogy during literacy instruction on the use of graphic organizers to identify similarities and differences(Chapter 2-Marzano <u>Classroom Instruction That Works</u>)	August 2008- June- 2009	Principal, Team Leaders, Grade Level and Special Ed. Teachers	Observation of instruction using this strategy

2. Objective – Area of Focus: Ensure that intervention time is built into our daily schedule and that data is used in a timely fashion to determine appropriate interventions for our students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Include intervention blocks in the master schedule for students receiving Tier 2, and Tier 3 interventions	Sept. 2008	Principal and Scheduling Committee	Completed Schedule
Ensure that classroom teachers provide appropriate skill building instruction during the core reading instruction with students who need improvement in fluency, comprehension and phonemic skills.	Sept 2008-May 2009	Principal, Interventionist Grade Level Teachers	Skill based lessons observations during core reading time
Continue to schedule Data meetings every 6 weeks to review interventions and progress monitoring of our tier 2 and tier 3 students	October 2008-May 2009	Principal and Steering Committee	Minutes of Data Meetings

3. Objective – Area of Focus: Continue to provide and use research based interventions with all students receiving Tier 2 and 3 interventions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Purchase if necessary the following materials in enough quantity to meet the needs of our tier 2 and tier 3 students: Horizons, Read Naturally, Jolly Phonics, 6-minute solutions, Lexia, Rewards, Language for Learning.	Ongoing	Principal, Interventionist RI staff	Materials purchased
Assign staff to deliver interventions	Ongoing	Principal Interventionist	Intervention Schedule
Designate computers and instructional space for intervention time.	Fall 2008	Principal Interventionist LMC Director	Designated computers and intervention space in the building

4. Objective – Area of Focus: Define and provide examples of culturally relevant instruction to the staff with the purpose of increasing the reading achievement scores of our Black students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Schedule and utilize a monthly staff development period to share information and activities on culturally relevant instruction	2008-09 School Year	Principal Interventionist Equity Team	Training/workshops held

5. Objective – Area of Focus: Implement the use of extended response exercises in grades K-5 to improve comprehension, understanding, and written expression skills.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
K-5 staff and PPS team members will be trained in the use of Extended Response Exercises Our interventionist and one RI staff member will collate and organize Extended Response Binders with Weekly Exercises in June of 2008	5/08-SIP Day and 9/08 Articulation Day	Interventionist Principal	Completed trainings
K-5 staff will implement Extended Response Exercises consistently each week during their literacy block time	Sept.08-June 09	Principal, Team Leaders	Classroom Observations

Goal Three

While our current achievement in math for our students with disabilities is 66% meeting/exceeding standards as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Alternative Assessment (IAA), this subgroup will make Adequate Yearly Progress of at least 70% in 2009 and 77.5% in 2010 or reach Safe Harbor targets as measured by the ISAT and IAA.

1. Objective – Area of Focus: Ensure that we have built a block schedule that allows 60 minutes of time for the delivery of the Every Day Math curriculum at each grade level.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
The Scheduling Committee will develop a schedule for each grade level that provides for at least 60 minutes of daily instruction in mathematics.	Spring 2008	Principal Scheduling Committee	Completed Schedule

2. Objective – Area of Focus: Ensure that every grade level 1st-5th is scheduling at least 15 minutes of daily drill and practice of Otter Creek math facts.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Schedules for each grade level will have a 15 minute slot for daily drill and practice of Otter Creek math facts.	Spring 2008	Grade Level Teams and Scheduling Committee Principal	Grade level daily schedules

3. Objective – Area of Focus: Ensure that our special education students are provided with multiple opportunities throughout the course of each academic week to receive instruction that addresses their weakest skill areas in the area of mathematics

Strategies/Interventions	Timeline	Responsibility	Evidence Source
At grades 3, 4 and 5, grade level teachers will use pre-testing to assess student needs and work with teammates and support staff to provide differentiated instruction to meet the varied mathematical needs of students by delivering instruction in flexible groups.	Sept.2008-June 2009	Principal Grade Levels 3, 4 and 5 and support staff	Differentiated instruction implemented in flexible groups

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.