

Peter Gombert Elementary School Improvement Plan 2008-2009

School Name: Peter Gombert Elementary School

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School Improvement Overview:

Gombert staff is invested in studying and increasing achievement for all students and maintaining a continuous improvement model with both formative and summative assessment used to guide decision making. The 2008 ISAT scores indicate that **80.1%** of Gombert's students in grades 3-5 met or exceeded standards in reading. A closer examination of ISAT reading assessment data shows that **92.2%** of white students, **47.2%** of Black students, **61.8%** of Hispanic students, **46.7%** of free and reduced lunch students and **34.6%** of IEP students met or exceeded ISAT standards. The Gombert staff is very concerned about these learning gaps. The reading gaps in 2008 demonstrated an increase for Black students of **12.2%**, a decrease of Hispanic students of **6.2%**, an increase of IEP students of **10.6%** and a decrease of low income students of **6.3%** from the 2007 data. Although there is some improvement for some of the sub groups, it demonstrates a significant gap between white students and students of the other subgroups. Although the overall reading scores improved and two of the four subgroups improved, gaps as great as 45% between students in the same school is unacceptable. The work and focus for 2009 is increasing the performance level for all students while closing the gaps between the subgroups.

Students in grade 5 were administered the ISAT writing assessments in 2008. The results indicated **55.6%** of grade 5 students met or exceeded ISAT standards which was an improvement of **12.6%** but remained the lowest writing score in the district. Once again gaps were very evident with **62.9%** of the white students meeting or exceeding while **23.1%** of black students, **20%** of Hispanic students, **18.8%** of free and reduced lunch students and **12.5%** of IEP students met or exceeded. The data also indicated that 5th grade students had strengths in focus and conventions, and areas of improvement in support and organization

While Gombert staff will continue our ongoing commitment to improve teaching and learning for all students across curricular areas, our formal School Improvement Plan will specifically address 3 questions:

1. How will we improve teaching and learning in reading for all students while closing the identified achievement gap for our Black, Hispanic and low income students?
2. How will we improve teaching and learning in reading for our IEP students in order to close the identified achievement gap?

- How will we improve teaching and learning in the area of writing to increase student achievement for all students and close the gap for our sub group students?

Our action plan will focus on the need for a strong core curriculum, more instructional time for reading, differentiated instruction within the core curriculum, continuous progress monitoring and interventions selected using data. Gombert will increase the time spent on the core reading curriculum and the communication between classroom teachers and support teachers. Professional development will address reading and writing, and student progress will be reviewed more frequently to determine the effectiveness of the interventions being used. Gombert staff will use evidence-based materials and resources for instruction and monitor for integrity of implementation of both the core curriculum and the interventions. A detailed action plan follows.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	498	496	474	497	499	523
% White	68.9	60.9	55.9	50.3	45.5	45.3
% Black	10.2	15.1	12.9	14.3	15	14.6
% Hispanic	9.2	10.1	11.4	14.5	15.2	14
% Asian/Pacific Islander	11.4	13.7	14.1	15.7	18.2	19.9
% Native American	0.2	0.2	0.2	0.4	0.4	0.4
% Multi Racial	NA	NA	NA	NA	5.6	6.1
Low Income rate	7.8	8.1	6.1	14.1	13.2	15.2
Limited English Proficient Rate	7.8	8.1	6.1	10.5	11.0	12.7
Chronic Truancy Rate	0.0	0.2	0	0	0	0
Mobility Rate	13.1	8.7	14.6	9.8	12.3	10.1
Attendance Rate	95.7	96	95.6	95.8	95.1	95.6
% Parent Contact	100	100	100	100	100	100
Average class size grade K	25.3	20.8	20.7	20.5	23	23.6
Average class size grade 1	26	18.5	22	24.7	21.5	22.2
Average class size grade 3	27	24	19.3	29.3	23	22
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

A. ISAT/IAA - Reading

Based on **March 2006** assessment data, **79%** 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, **78%** 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, **80.1%** 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			
Subgroup Reading Performance		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
	White	86	111	89	106	92.2	115
	Black	44	27	36	31	47.2	36
	Hispanic	78	23	68	31	61.8	34
	Asian/Pac	91	33	89	37	93.5	46
	Native Am	100	<10	0	0	NA	NA
	Multiracial	40	10	67	9	27	11
	LEP	79	14	55	20	NA	30
	IEP	60	25	24	21	34.6	26
	FRL	48	27	53	38	46.7	45

The gaps for the sub groups are very troubling.

For IAA, 4 students completed the Alternative Assessment in Reading and 2 ranked at Foundational level and 2 at Satisfactory level.

B. Curriculum Based Measurement for Reading

Reviewing the Reading Curriculum Based Measures (R-CBM's) for 2007-08 school year, growth was evident. Students began with approximately 50% in the first tier or in the green level at the start of the year. The first tier or green level means students are performing at grade level. By the end of the year, students were either in the 60%+ range or the 70%+ range in the first tier or the green level. This would demonstrate growth, though some grade levels did not demonstrate much growth from the mid-year benchmark to the end of the year benchmark.

The worrisome outcome was that the same groups of students who were returning to the next grade level at the start of this year, tested at approximately 50% in tier 1, or at grade level performance. Nearly all of the growth that was achieved in the previous year was lost. This provides a serious concern regarding the core curriculum and teaching for retention.

C. ISAT - Writing

Based on **March 2007** assessment data, **43%** of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on **March 2008** assessment data, **55.6%** 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	44	27	62.9	36
	Black	36	11	23.1	12
	Hispanic	55	9	20	11
	Asian/Pac	20	5	80	16
	Native Am	0	0	NA	NA
	Multiracial	100	2	50	5
	LEP	0	0	NA	NA
	IEP	20	5	12.5	8
	FRL	71	7	18.8	12

As can be seen, all sub groups went down except for the white and Asian sub groups which improved by 18.9% and 60% respectively. We need to improve all sub groups.

D. ISAT Math

Based on **March 2007** ISAT data, **86%** 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, **87.9%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

This is an overall **increase of 1.9%**. Once again, the gaps between white students and sub groups was very high. White students at Gombert had **94%** meeting or exceeding while only **66.7% of black students** did, **76.5% of Hispanic** students did, **57.8% of Free and Reduced Lunch students** did and **53.8% of IEP students** did. Because of these gaps, Gombert staff is focusing on sub group performance in math, especially among IEP students and Free and Reduced Lunch students.

E. Curriculum Based Assessments – Math

At the ISAT tested levels, Gombert students demonstrated a large number of students at the second and third tier of performance which indicates below grade level performance and at risk performance. At grade 3, only 45% of the students were tested at tier 1, or on grade level performance in math. Unfortunately 18% tested at tier 2 and 37% at tier 3.

At grade 4, 52% of the students tested at tier 1, or on grade level performance in math with 30% at tier 2 and 18% at tier 3. Both tier 2 and tier 3 require interventions in order to bring the students to grade level performance.

At grade 5, 74% of the students performed at tier 1, or at grade level on the fall M-CBM assessments with 18% at tier 2 and 8% at tier 3. Obviously a much smaller per cent of 5th grade students are performing below grade level in math.

As a result of the ISAT data and the local curriculum based assessments, Gombert staff determined that a goal was needed targeting sub groups in math, particularly IEP students.

PETER GOMBERT ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

Goal One:

to raise the reading achievement scores for all Gombert students on the 2009 ISAT by **5% from 80.1% to 85.1%** for students in grades 3-5. In addition, we will improve scores of Black students by **15% from 47.2% to 62.2%**, Hispanic students by **9% from 61.8% to 70.8%** and **low income students by 15% from 46.7 % to 61.7 %** based on a comparison of 2008 and 2009 ISAT scores.

Goal Two:

to improve Gombert IEP students' math scores on the 2009 ISAT by **16.2%** from **53.8% to 70%** for students in grades 3-5 based on a comparison of the 2008 and 2009 ISAT scores.

Goal Three

to increase IEP students' meeting and exceeding on the 2009 ISAT reading assessment by **15.4% from 34.6% to 50%** based on a comparison of the 2008 and 2009 ISAT scores.

Looking at all students at Gombert, 80.1% met or exceeded in reading. Among the IEP students, only 34.6% met or exceeded in reading. This is a difference of 45.5% which is a significant gap between student performance levels in the same building. A positive is that the IEP students increased from 24% meeting or exceeding in 2007 to the 34.6% in 2008. Another gain as large, or larger than last year's is the goal.

Goal 4

to improve the number of students in 5th grade who meet or exceed in the area of writing on the 2009 ISAT writing test from **55.6% to 70%**. A final goal is to have **70% of 3rd Grade students** meet or exceed on the ISAT writing test in 2009.

Although this will be the first year for third grade to be assessed in several years, Gombert has set the goal of 70% which is the NCLB goal for all content areas this year.

Action Plan for Improved Learning

Goal 1:

to raise the reading achievement scores for all Gombert students on the 2009 ISAT by **5% from 80.1% to 85.1%** for students in grades 3-5. In addition, we will improve scores of Black students by **15% from 47.2% to 62.2%**, Hispanic students by **9% from 61.8% to 70.8%** and low income students by **15% from 46.7 % to 61.7 %** based on a comparison of 2008 and 2009 ISAT scores.

1. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All students will receive 60 minutes of core curriculum and 50 of guided reading which will require a complete change of the school schedule beginning second quarter.	Second – fourth quarter	Principal and teacher leaders, Classroom teachers, flooding teachers	Observations, Lesson Plans, student performance
The new 50 minute guided reading block will be part of the core and will also be used for interventions for students at tier 2 and tier 3.	Second – fourth quarter	Classroom teachers and RI teachers	Observations. Curriculum Connection forms
Gombert will use Harcourt for it's core curriculum and for interventions, supplementing with common programs so that students will have consistency throughout curriculum and from grade level to grade level.	Second – fourth quarter	Classroom teachers, flooding teachers, RI, ELL, Support Ed teachers	Materials used, student improvement, retention in 2009-2010
Title I funds will be used to purchase materials to expand the use of designated interventions for all tier 2 and tier 3 students and to buy books that reflect the diversity of the students. They will also be used for more personnel to assist in delivering interventions Examples: Mountain Language and Buckle Down	Oct. – Nov. for materials Oct. – June for personnel	Principal, RI teachers	Continuity of interventions and core curriculum, books for students to read, and assistant to work on interventions, student performance

2. Objective – Area of Focus: Communication

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Communication among all teachers serving the students will increase to support student learning and assist at-risk students in retention of what was learned by using Curriculum Connection	Weekly at grade level mtgs,	Classroom teachers and all support teachers,	Curriculum Connection Forms, Student update forms,

Forms, student progress update forms, student portfolios, data meeting information, and curriculum discussion and agreements	monthly with RI teachers and interventions, quarterly at data meetings	principal and student services coordinator	student performance
Red and Yellow students have been identified and classroom teachers will maintain a portfolio on their progress which will include what interventions have been done both in the classroom and by others and student progress	Reviewed monthly at grade level meetings and at data meetings	Classroom teachers, support teachers, Interventionist principal, student services coordinator	Portfolios and student progress
Parents will receive benchmarks 3 times a year. A parent meeting for red and yellow students will be held in the fall and May to inform parents and to get feedback from them. Students will monitor their progress and set personal goals.	Sept. 26, Oct. 7, Jan 26, May 28	Interventionist, RI teachers, classroom teachers and students	Attendance of meetings, feedback garnered, students meeting personal goals

3. Objective – Area of Focus: Data Driven Decisions

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Data and data meetings will be used to monitor the effectiveness of interventions and change them as needed to insure continued progress. In order to facilitate this, the interventionist will be freed up to analyze and prepare data.	Sept. 18,22,23 Nov. 18,19, 20 Jan. 20,21,22 Mar. 24,25,26 May 12,13,14	Interventionist, teachers, RI teachers, principal	Notes from data meetings, portfolio information, student progress
Problem Solving meetings will be reorganized to allow for more students to be reviewed. Problem Solving coaching meetings will be used to continually improve the quality of data meetings, matching interventions and problem solving	Beginning Oct. 24, subsequent Fridays, Biweekly Friday afternoons	Student Services Coordinator Interventionist, Principal, Psychologist	
Walk throughs will be completed to identify student engagement, curriculum, pedagogy and strategies that are being used. Observations will be made by teachers to see how other schools are achieving higher scores and lower gaps with the same kind of student demographics as Gombert. The results of the walk throughs and observations will be used for faculty discussions and decisions on curriculum and best practices.	Sept. - May	Administrators and teachers	Observation guides, notes and ideas from observations, curriculum decisions

Goal 2:

to improve Gombert IEP students' math scores on the 2009 ISAT by **16.2%** from **53.8%** to **70%** for students in grades 3-5 based on a comparison of the 2008 and 2009 ISAT scores.

1. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Faithfulness to core curriculum will be monitored using the EDM checklist	Oct. – May monthly	Teachers, math liaison, principal	Math checklist, observations
Touch Math will be used to help IEP students learn math skills	Oct. – May	Support Ed teachers	Student progress on M-CBM's as well as EDM tests
Writing will be used in math to practice extended response and to help in developing math reasoning skills	Weekly Oct. - May	Teachers, support ed teachers	Writing samples, improved extended responses in math
Early numeracy interventions will be reviewed and selected for primary level students	Reviewed Oct-Dec. Implemented Jan - May	Principal, math liaison, support ed teachers	Implementation of early interventions for primary levels
Classroom practices will be monitored to be sure that all instructional time will be maximized	Monthly Oct-May	principal	Observations
The interventionist and the math liaison will work to find out how to implement the current approved intervention which requires an additional hour of instruction time	Second Quarter with implementation third and fourth quarter	Interventionist, math liaison, principal	Decision on whether and how to use the materials in math classrooms
Review current math groupings and modify in order to be compliant with special education requirements and best instructional practice	Sept., Oct. Nov.	Principal, student services coordinator, teachers	Math groups changed to have only 30% special education students

2. Objective – Area of Focus: Communication

Strategies/Interventions	Timeline	Responsibility	Evidence Source
IEP students' progress will be monitored to make sure that math interventions are working and progress is being made.	Monthly beginning Oct.	Case Managers, Interventionist	Changes of interventions as needed, student progress
Parents will be informed of student progress and interventions being used	Benchmarks mailings, parent mtgs report cards	Case managers	Parent communiques

<p>Time will be spent at future data meetings discussing the progress of students in math, especially IEP students</p>	<p>Nov. 18,19, 20 Jan. 20,21,22 Mar. 24,25,26 May 12,13,14</p>	<p>Teachers, support ed teachers, interventionist, principal</p>	<p>Data meeting notes, student progress</p>
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Goal 3:

to increase IEP students' meeting and exceeding on the 2009 ISAT reading by **15.4% from 34.6% to 50%** based on a comparison of the 2008 and 2009 ISAT scores.

1. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All students will receive 60 minutes of core curriculum and 50 minutes of guided reading which is especially needed time for IEP students.	Second – fourth quarter	Classroom teachers, guided rdg teachers	Observations, Lesson Plans, student performance
Guided reading will become part of the core and will be used for interventions. This will allow some students to have 50 minutes of intervention which is needed for some of the intense interventions for IEP students.	Second – fourth quarter	Classroom teachers and guided rdg teachers	Curriculum Connection Forms, observations
Special education teachers will use Harcourt and Harcourt Intervention Kit as the primary resources for teaching the reading curriculum so students will be using grade level resources.	Second – fourth quarter	Support Ed teachers	Materials used, student improvement, retention in 2009-2010
Title I funds will be used to purchase materials so that special ed students will be able to use Wilson reading and Horizons as their primary interventions for reading.	Second – fourth quarter	Principal, Supported Ed teachers	Continuity of interventions and core curriculum, books for students to read, an assistant to work on interventions, student performance
Before school IEP students will have extended learning time for Read Naturally, an additional intervention.	Sept. - May	Support Ed teachers and an assistant	Student progress on the interventions being done, student performance on R-CBM's

Goal 4:

to improve the number of students in 5th grade who meet or exceed in the area of writing on the 2009 ISAT writing test from **55.6%** to **70%**. A final goal is to have **70% of 3rd Grade students** meet or exceed on the ISAT writing test in 2009.

1. Objective – Area of Focus: Curriculum

Strategies/Interventions	Timeline	Responsibility	Evidence Source
An articulated writing curriculum will be reviewed/revised	Aug. – Nov.	Writing leaders, teachers, principal	A revised writing curriculum that is articulated and provides support for students
Teachers will provide students with ISAT prompts and practices	Weekly Sept. April	Classroom teachers	Student writing samples, ISAT writing results
Teachers will continue instruction on conventions and focus and will incorporate additional strategies for support and organization and will use strategies given at District Professional Development for ISAT prep	Sept. – May	Classroom teachers, writing leader, principal	Student writing on support and organization
There will be a focus on expository writing for 3 rd and 5 th grades and work done to be sure all other grades are doing an articulated approach to expository writing	Sept. – May	Classroom teachers, principal, writing leader	Samples of student expository writing

2. Objective – Area of Focus: Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Regie Routman procedures will be incorporated into the writing curriculum	Sept. - May	Classroom teachers, principal	Classroom practices, student products, teacher products.
Teachers will use ISAT rubric to assess a prompt and then focus instruction on needed areas	Dec. – Feb.	Classroom teachers and students	Student writing, rubric results, lesson plans
Journal writing will be used for kindergarten and first grade	Sept. - May	Classroom teachers and students	Student journals
Writer’s Workshop will be used K-5	Sept. - May	All teachers	Student writing products

3. Objective – Area of Focus: Professional Development

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Teachers will receive training in Regie Routman and will follow-up with on-line professional development	Aug. 21 Faculty mtgs, Feb. 27	District P.D., building writing leader, principal	Attendance, on-line participation, classroom practices

Teachers will receive training in ISAT writing instruction	Sept. 8	District provided, teachers attended	Use of ISAT writing instruction and assessment
Follow-up writing training will be done second semester	Feb. 27.	District will provide, teachers attend/participate	Attendance, implementation of writing strategies in classrooms

GOMBERT ELEMENTARY SCHOOL

2008 SCHOOL IMPROVEMENT SUMMARY

The 2007-2008 Gombert School Improvement Plan was monitored throughout the year at Building Leadership Team Meetings and during data meetings. Student progress was benchmarked three times a year and reviewed monthly and biweekly for students who needed closer monitoring. Interventions were provided for students identified by the data, and student improvement was measured. As a result some of the school goals were met. On the ISAT, school-wide reading scores improved by 3.1%. ISAT fifth grade writing scores improved by 12.6%. School-wide ISAT math scores improved by 1.5%, and ISAT science at fourth grade improved by 1%.

Although the school-wide science scores only improved by 1%, the gap between Black and White students was decreased. Black students improved their science scores by 26%. There was also an increase of 17% of students who exceeded on the ISAT science test. In terms of ISAT writing scores, white students increased their performance by 18.9% and Asian students increased their performance by 60%. There was also improvement in ISAT reading for Black students and IEP students. Black students improved by 11.2% and IEP students improved by 10.6%.

These increases reflected the SIP goals and work related to improving reading and writing as measured on the ISAT. As always, as you achieve some goals, new goals seem to appear. Even though Gombert's writing score improved by 12.6% it is still at 55% which is much lower than the 70% target for this year. Work will need to be done to reach that goal and close gaps that increased for Black, Hispanic, IEP and low income students on ISAT writing. In reading, groups that need to improve are Hispanic students, IEP students and low income students. In the area of ISAT math the target group for improvement in 2008-2009 is IEP students. These new goals have become a part of the 2008-2009 Gombert School Improvement Plan. Similar reviewing and monitoring processes will be used as was in 2007-2008. Data will be reviewed weekly and bi-weekly to determine the effectiveness of interventions and strategies that are being used. Gombert's goal will be to close the gaps for all sub groups in reading and math, and continue to improve school-wide performance.