

Granger Middle School Improvement Plan Report 2008 – 2009

Francis Granger Middle School

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School Improvement Overview:

Granger Middle School maintains a continuous improvement model with both formative and summative assessment used to guide decision-making. An analysis of our student learning data indicates that 94.4% of our total enrollment meet or exceed state standards in reading; 94.1% of our total enrollment meet or exceed state standards in math; and 85.3% of our total enrollment meet or exceed state standards in writing. While we are pleased with the growth in achievement in all areas from the previous year's ISAT scores, we want to continue to improve the learning of all of our students. In the 2008-2009 school year, Granger Middle School will focus on improving the achievement of students who have not demonstrated proficiency or are close to achieving proficiency in reading, math, or writing. In our action plans for each of these areas, the details of various interventions to achieve these goals are given.

In addition to the summative assessment of the 2009 ISAT scores, we will benchmark all students using Curriculum Based Measures (CBMs) in the area of reading. We will administer CBMs three times a year (September, January, and May) to all of our sixth, seventh, and eighth grade students in order to formulate instructional decisions. CBMs are given more frequently to students who are receiving interventions in reading. All IEP students with goals in reading and students enrolled in Strategic Reading classes are given CBMS monthly in order to monitor their progress. By analyzing these scores, teachers can adjust student goals and instructional programs, estimate rates of improvement, and compare the efficacy of different forms of instruction.

Plan Review:

The school improvement team will meet at the end of the second, third, and fourth quarters to evaluate evidence of the completion and effectiveness of each action plan item and make decisions to continue, modify, or abandon each.

Enrollment and Demographic Data

	2004-05	2005-06	2006-07	2007-08
Total enrollment	1044	1077	1126	1176
% White	68.3	66.2	64.9	63.6
% Black	9.9	10.5	10.8	12.6
% Hispanic	9.1	9.6	8.6	9.1
% Asian/Pacific Islander	11.1	11.6	12.1	12.9
% Native American	0.2	0.0	0.1	0
% Multi Racial	1.4	2.1	3.5	1.7
Low Income rate	6.8	6.5	6.0	7.6
Limited English Proficient Rate	3.5	3.6	2.5	2.7
Chronic Truancy Rate	0.2	0.0	0.0	0.0
Mobility Rate	6.5	6.5	1.3	5.8
Attendance Rate	65.0	96.1	95.9	95.6
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade 6	27.9	28.0	27.1	28.0
Average class size grade 7	NA	27.8	27.1	27.6
Average class size grade 8	27.2	28.9	28.4	27.5
Minutes per day teaching reading	87	87	87	87
Minutes per day teaching math	44	44	44	44

Present Levels of Performance

Reading

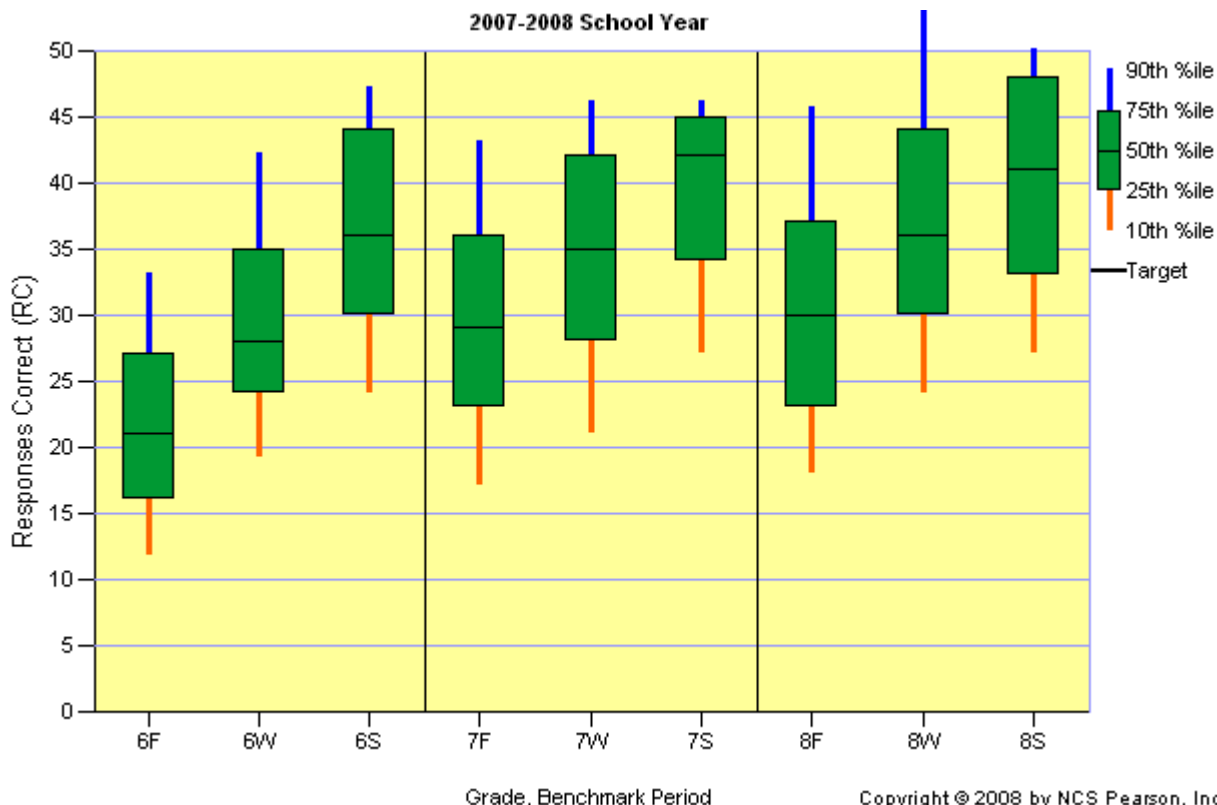
A. ISAT/IAA

Based on March 2008 assessment data, 94.4% of students met or exceeded Illinois standards in the area of reading achievement across the sixth, seventh, and eighth 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	94.1	712	93.6	709	96.5	747
	Black	80.2	116	73.8	107	84.3	121
	Hispanic	79.1	104	81.1	90	86.8	91
	Asian/Pac	95.5	128	93.6	129	97.8	135
	Native Am	N/A	N/A	N/A	N/A	N/A	N/A
	Multiracial	N/A	N/A	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A
	IEP	51.3	133	62.6	122	65.5	110
	FRL	67.3	71	65.4	65	80.5	77

B. Curriculum Based Measures. The following table summarizes reading achievement on CBMs.



Writing

A. ISAT/IAA

Based on March 2008 assessment data, 85.3% of students met or exceeded Illinois standards in the area of writing achievement in the sixth, seventh, and eighth grades.

The following table summarizes writing achievement performance by subgroup. Please note that in 06-07 only eighth graders took the writing portion of the *ISAT*. In 07-08, both sixth and eighth graders took the writing portion of the *ISAT*.

	06-07		07-08		
	% M/E	Student Count	% M/E	Student Count	
Subgroup Writing Performance	White	73	220	86	488
	Black	57	35	70	104
	Hispanic	71	31	78	66

	Asian/Pac	76	38	90	95
	Native Am	N/A	N/A	N/A	N/A
	Multiracial	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A
	IEP	33	42	39	65
	FRL	30	20	73	74

Math

A. ISAT/IAA

Based on March 2008 assessment data, 94.1% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

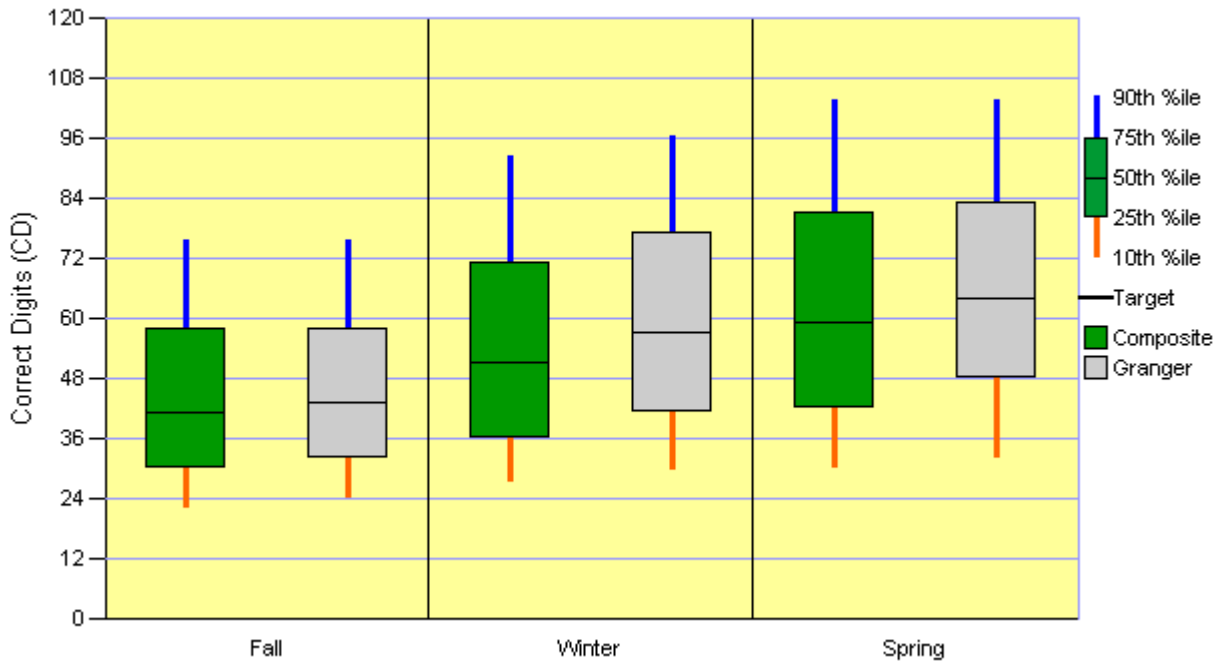
The following table summarizes math achievement performance by subgroup:

		05-06		06-07		07-08	
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
Subgroup Math Performance	White	95.6	712	96.2	736	96.6	747
	Black	81.4	116	75.7	130	81.8	121.
	Hispanic	82.4	104	92.2	100	86.8	91
	Asian/Pac	94.6	128	96.9	137	96.3	135
	Native Am	N/A	N/A	N/A	N/A	N/A	N/A
	Multiracial	N/A	N/A	N/A	N/A	N/A	N/A
	LEP	N/A	N/A	N/A	N/A	N/A	N/A
	IEP	62.6	133	63.1	130	59.1	110
	FRL	65.4	71	66.2	82	75.3	77

B. Curriculum Based Measurement – Mathematics Computational Fluency

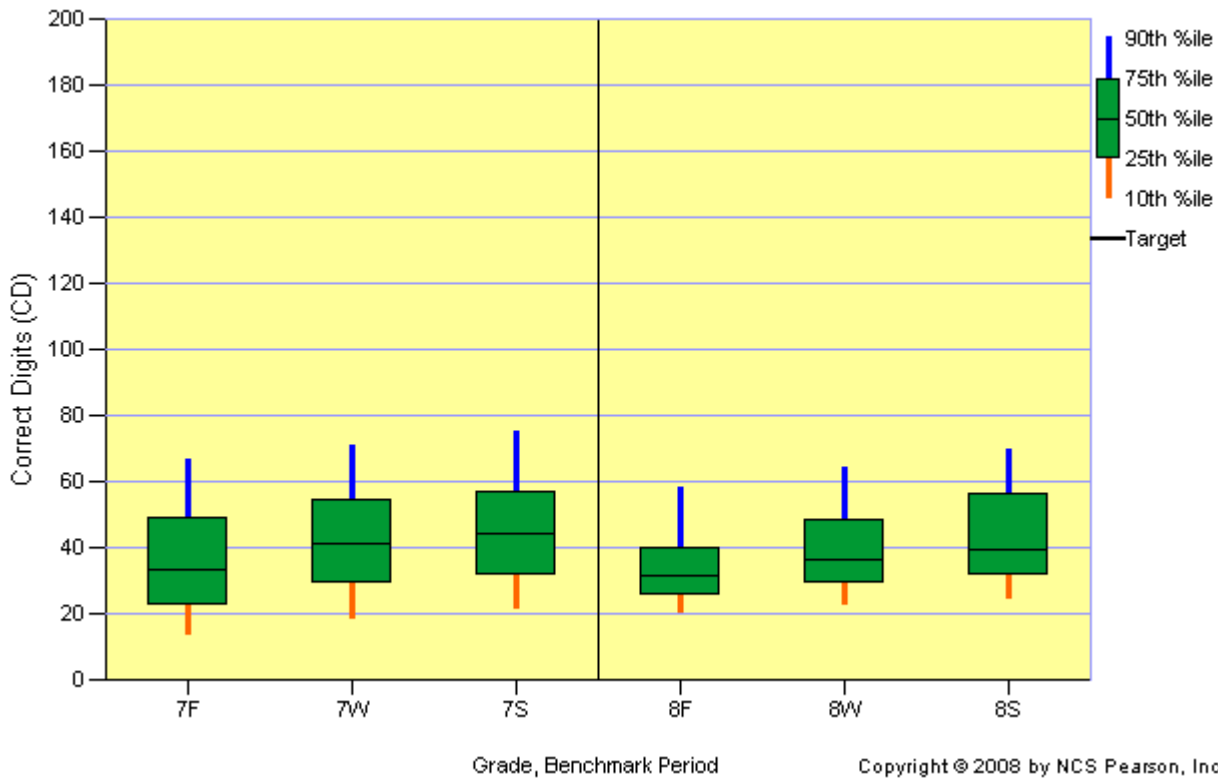
The following chart summarizes math achievement on CBMs.

**FRANCIS GRANGER MIDDLE SCHOOL
Grade 6 : 2007-2008
Mathematics Computation (Answer and Process)**



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2007-2008 School Year



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SCHOOL IMPROVEMENT PLAN GOALS AND ACTION PLANS

Goal One (Reading)

While our current achievement in reading for all students is 94.4% meeting or exceeding standards as measured by the *Illinois Standards Achievement Test (ISAT)* and the *Illinois Alternative Assessment (IAA)*, on the 2009 ISAT and IAA tests 96.4% of all students will meet or exceed reading performance standards.

1.Objective – Area of Focus: To continue to improve reading comprehension through the use of reading strategies.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
1.1.1 Application of QCPRE (question, connection, prediction, review, evaluation) through all units	Sept., 2008 to June, 2009	Reading teachers	Mary Kelly	Test scores, progress monitoring, strategy assessments
1.1.2 Application of Skim/Scan and Scan & Run to preview reading materials	Sept., 2008 to June, 2009	Reading teachers	Mary Kelly	Test scores, progress monitoring, strategy assessments
1.1.3 Application of visualization to assist comprehension	Sept., 2008 to June, 2009	Reading teachers	Mary Kelly	Test scores, progress monitoring, strategy assessments

2.Objective – Area of Focus: To improve written responses to reading prompts.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
1.2.1 Instruction in decoding reading response prompts in order to gain a full understanding of what is being asked	Sept., 2008 to June, 2009	Reading teachers	Mary Kelly	Assessment of reading responses
1.2.2 Provide multiple opportunities for extended response writing	Sept., 2008 to June, 2009	Reading teachers	Mary Kelly	Assessment of reading responses
1.2.3 Use peer evaluation and self assessment reflection to assess reading responses	Sept., 2008 to June, 2009	Reading teachers, students	Mary Kelly	Rubrics, assessment tools
1.2.4 Provide an opportunity for every student to write a written response to a reading prompt in two classes other than a language arts or reading class	Sept., 2008 to June, 2009	All content area teachers	Mary Kelly	Sample papers

3 Objective – Area of Focus: To improve the reading achievement of students with IEPs.

Strategies/Interventions	Timeline	Responsibility	Evidence collected	Evidence Source
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			by:	
1.3.1 All students with IEPs will be given a <i>Gates MacGinitie Reading Test</i> to determine their current level of reading achievement	December and May of each year; Sept. for new students	Strategic Reading teachers; Support teachers	Mary Kelly, Diana Harris	Test data reports
1.3.2 IEP students who score below the 35 th ile on the <i>Gates</i> will receive a supplemental Strategic Reading class	Sept., 2008 to June, 2009	Strategic Reading teachers; Support teachers	Mary Kelly, Diana Harris	Test data reports; class lists
1.3.3 Strategic Reading classes will be differentiated with some classes emphasizing decoding and fluency and others emphasizing comprehension; students will be placed in the appropriate class	Sept., 2008 to June, 2009	Strategic Reading teachers; Support teachers	Mary Kelly, Diana Harris	Test data reports; class lists
1.3.4 Students who are significantly below grade level in reading and take the <i>Illinois Alternative Assessment (IAA)</i> will be placed in a direct instruction reading classes using reading materials at the appropriate level	Sept., 2008 to June, 2009	Lisa Garrow	Mary Kelly, Diana Harris	Test data reports; class lists
1.3.5 Support teachers and Strategic Reading teachers will meet with an administrator quarterly to report and discuss the reading progress of each IEP student based on CBM scores	Once each quarter	Strategic Reading teachers; Support teachers	Mary Kelly, Diana Harris	CBM progress monitoring data (Oral reading fluency and Maze tests)

Goal Two (Writing)

While our current achievement in writing for all students is 85.3% meeting or exceeding standards as measured by the *Illinois Standards Achievement Test (ISAT)* and the *Illinois Alternative Assessment (IAA)*, on the 2009 *ISAT* and *IAA* tests, on the 2009 *ISAT* and *IAA* tests, 90.3% of all students will meet or exceed writing performance standards.

Action Plan for Improved Learning

1. Objective – Area of Focus: To improve students’ ability to write in the narrative mode.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by	Evidence Source
2.1.1 Immerse, model, and practice the narrative mode of writing	For a six week period during the school year, each English teacher will teach this	English teachers	Mark Carlin	Written products, portfolio

	unit			
2.1.2 Provide students with various forms of feedback throughout the entire narrative writing process	Minimum of 8 measures during the unit	English teachers, peers, SPED teachers	Mark Carlin	Rubric, peer eval. forms, conferences, rough drafts
2.1.3 Provide 2 timed writing experiences in the narrative mode	Throughout the year	English teachers	Mark Carlin	Written products, rubric, reflections, conference
2.1.4 Develop a framework for how to teach a narrative writing unit	By May, 2009	English and Reading teachers	Mark Carlin	Written framework

2. Objective – Area of Focus: To improve students’ ability to write in the expository mode.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by	Evidence Source
2.2.1 Immerse, model, and practice the expository mode of writing	For a six week period during the school year, each English teacher will teach this unit	English teachers	Mark Carlin	Written products, portfolio
2.2.2 Provide students with various forms of feedback throughout the entire expository writing process	Minimum of 8 measures during the unit	English teachers, peers, SPED teachers	Mark Carlin	Rubric, peer eval. forms, conferences, rough drafts
2.2.3 Provide 2 timed writing experiences in the expository mode	Throughout the year	English teachers	Mark Carlin	Written products, rubric, reflections, conference
2.2.4 Develop a framework for how to teach an expository writing unit	By May, 2009	English and Reading teachers	Mark Carlin	Written framework

3. Objective – Area of Focus: To improve students’ ability to write in the persuasive mode.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by	Evidence Source
2.3.1 Immerse, model, and practice the persuasive mode of writing	For a six week period during the	English teachers	Mark Carlin	Written products, portfolio

	school year, each English teacher will teach this unit			
2.3.2 Provide students with various forms of feedback throughout the entire persuasive writing process	Minimum of 8 measures during the unit	English teachers, peers, SPED teachers	Mark Carlin	Rubric, peer eval. forms, conferences, rough drafts
2.3.3 Provide timed writing experiences in the persuasive mode	Throughout the year	English teachers	Mark Carlin	Written products, rubric, reflections, conference
2.3.4 Develop a framework for how to teach an persuasive writing unit	By May, 2009	English and Reading teachers	Mark Carlin	Written framework

Goal Three (Math)

While our current achievement in math for all students is 94.1% meeting or exceeding standards as measured by the *Illinois Standards Achievement Test (ISAT)* and the *Illinois Alternative Assessment (IAA)*, on the 2009 ISAT and IAA tests, 96.1% of all students will meet or exceed math performance standards as measured by the March 2009 ISAT or the IAA.

1. Objective – Area of Focus: To reassess the method of identification of students who have demonstrated low levels of progress in math as documented by standardized testing and teacher reports in order that effective strategies can be developed to improve math achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by	Evidence Source
3.1.1 Identify students at all grade levels considered at risk for math, utilizing all available test scores and teacher input	Aug. to Oct.. 2008	Administration, Math teachers	Diana Harris	ISAT data, CBM data, teacher input forms
3.1.2 Identify students who are close to a proficiency level of 3 on the 2008 ISATs	Oct., 2008	Mary Kelly, Diana Harris, Mark Carlin	Mary Kelly, Diana Harris, Mark Carlin	ISAT scores, chart of students and scores

2. Objective – Area of Focus: To develop and implement an extended time math program for all students identified as at-risk which supplements the current math program.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by	Evidence Source

3.2.1 Continue math classes for the purpose of providing supplemental instruction in math, in addition to the regular math class	Sept., 2008 to May, 2009	Julie Prestegaard, Rebecca Thompson	Diana Harris	Master schedule
3.2.2 Establish a sixth grade Math Plus class in addition to the seventh and eighth grade Math Plus classes	Oct., 2008	Nick Hurd, Julie Prestegaard, Rebecca Thompson	Diana Harris	ISAT scores, teacher recommendations, class lists, master schedule
3.2.3 Measure the progress of students in the Math Plus classes on a monthly basis	Sept., 2008 to May, 2009	Nick Hurd, Julie Prestegaard, Rebecca Thompson	Diana Harris	Teacher records
3.2.4 Use of <i>Buckle Down</i> to pre and post test as well as reinforce skills	Sept., 2008 and May, 2009	Math Plus Teachers	Diana Harris	Math Plus teachers'
3.2.5 Create and maintain individual student portfolios to monitor growth	Sept., 2008 to May, 2009	Math Plus Teachers	Diana Harris	Student portfolios

3. Objective – Area of Focus: To regularly monitor the math progress of students and share that information with the staff.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
3.3.1 Administer <i>Aimswab</i> math benchmarks to all students three times a year	2008 – 2009	Math teachers	<i>Aimswab</i> reports
3.3.2 Analyze the math benchmarks of all students three times a year	2008 – 2009	Diana Harris, Mary Kelly, Leighton Helwig	Triangles and bar graphs for each team and grade
3.3.3 Measure the progress of students in the Math Plus classes on a monthly basis	Aug., 2008 to May, 2009	Nick Hurd, Julie Prestegaard, Rebecca Thompson	Student records and <i>Aimswab</i> data

4. Objective – Area of Focus: To increase awareness and motivation in all areas of math.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
3.4.1 Post a "Paw Puzzler" contest each month	2007 – 2008	Eighth grade math teachers	Bulletin Board
3.4.2 Recognize math students as Math Grizzly of the month	2007 – 2008	Math department, Amber Bartelme	Bulletin Board
3.4.3 Create and utilize a consistent homework procedure across all grade levels	2007 – 2008	Math teachers, Megan Hawkins	Student homework, homework guideline sheet
3.4.4 Show students grades in fraction form on	2007 –	All staff	Graded student

tests, quizzes, and assignments	2008		work
.4.5 Submit newsletter articles to be included in the <i>Grizzly Gazette</i> highlighting math information	October, 2008 and Feb, 2009	Glenda Gustafson, Mary Kelly	<i>Grizzly Gazette</i>

5. Objective – Area of Focus: To provide math interventions for supported ed students that will decrease the achievement gap between IEP and non-IEP students.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by	Evidence Source
3.5.1 Research and order curricular materials that will provide a supplemental math curriculum to be used as an intervention	Feb., 2008 – May, 2008	Mary Kelly, Kathy Budd, Cindi Dalsing, Anita Lyons, Lisa Ness, Melody Horyn, Louisa Papa, Carol Coghlin	Mary Kelly, Diana Harris	<i>SRA's Connecting Math Concepts</i>
3.5.2 Place IEP students in a math intervention based on their 2008 ISAT scores and 07-08 math benchmarks	Feb., 2008 – Sept., 2008	Mary Kelly, Kathy Budd, Cindi Dalsing, Anita Lyons, Lisa Ness, Melody Horyn, Louisa Papa, Carol Coghlin	Mary Kelly, Diana Harris	Class lists, master schedule
3.5.3 Share the progress of each IEP student who receives supplemental help in math by holding a quarterly meeting to analyze the student's CBM scores and evaluate the efficacy of the intervention	Aug., 2008 to May, 2009	Mary Kelly, Diana Harris, Kathy Budd, Cindi Dalsing, Anita Lyons, Lisa Ness, Melody Horyn, Louisa Papa, Carol Coghlin	Diana Harris	Progress monitoring charts
3.5.4 Students who are significantly below grade level in math and take the <i>Illinois Alternative Assessment (IAA)</i> will be placed in a direct instruction math classes using reading materials at the appropriate level	Sept., 2008 to June, 2009	Lisa Garrow	Mary Kelly, Diana Harris	Test data reports; class lists

