

Elementary School Improvement Plan Report 2008-2009

School Name: Kendall Elementary School

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School Improvement Overview:

Kendall Elementary Staff maintains a continuous improvement model with ongoing formative and summative assessment used for decision making. The 2008 ISAT scores indicate that 93.7% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades. A closer examination of the ISAT scores indicate that 57.5% of our IEP students met or exceeded in the area of reading achievement. These results indicate the need for a future focus in improved teaching, instruction and learning for all IEP students in the area of reading.

Students in 5th grade were administered a writing assessment in 2008. The results indicate that 62% of the 5th grade students met or exceeded the State Standards. These results drive the need for improved teaching, instruction and learning in the area of writing.

Our action plan 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 District curriculum, and the evidence based instructional practices and intervention implemented for our students.

At the end of each quarter the Building Leadership Team will meet to evaluate evidence of the compliance and effectiveness of this action plan. Decisions to continue or modify will be made by this school improvement team.

Kendall Elementary School maintains three school improvement goals.

Goal 1: Improve reading achievement for IEP students from 57.5% to 67.5% meeting/exceeding state standards as measured by the 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

Goal 2: Reading achievement will improve for all students from 93.7% to 97% as measured by the 2008 and 2009 Illinois Standards Achievement Test and curriculum-based measurement.

Goal 3: All students will improve from 62% to 70% on the writing performance standards as measured by the 2008 and 2009 Illinois Standards Achievement Test and Illinois Alternative Assessment.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	670	712	714	706	738	708
% White	79.4	80.9	77.9	76.6	74.7	73.9
% Black	3.9	2.4	2.8	2.4	2.3	2.1
% Hispanic	3.7	4.4	2.2	1.6	1.5	1.5
% Asian/Pacific Islander	12.5	12.1	12.7	15.2	17.5	18.5
% Native American	.4	.3	0.0	0.0	0	0
% Multi Racial			4.3	4.2	4.1	3.9
Low Income rate	.3	.3	0.3	0.3	.3	.1
Limited English Proficient Rate	1.8	2.4	2.5	1.3	1.5	3
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0	0
Mobility Rate	7.7	6.0	8.0	4.1	5	4.9
Attendance Rate	96.4	96.7	96.2	96.6	96.5	96.5
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	22.8	23.2	23.0	25.0	24.4	
Average class size grade 1	22.6	23.8	26.2	21.5	21.4	
Average class size grade 3	27.3	25.6	22.6	22.8	26.6	
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

KENDALL ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

Present Level of Literacy Performance

A. ISAT/IAA

Based on March 2006 assessment data, 89% 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, 89.4% 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, 93.7% 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	89	256	88	269	93.8	272
	Black	67	<10	73	11	88.9	9
	Hispanic	67	<10	87.5	<10	87.5	8
	Asian/Pac	91	46	98	51	95.4	65
	Native Am	NA	NA	N/A	N/A	N/A	N/A
	Multiracial	100.0	10	100.0	11	90.9	11
	LEP	67	<10	71	<10	50.0	6
	IEP	67	34	58	43	57.5	40
	FRL	50	<10	50	<10	0	0

B. Curriculum Based Measurement – General Outcome Measure

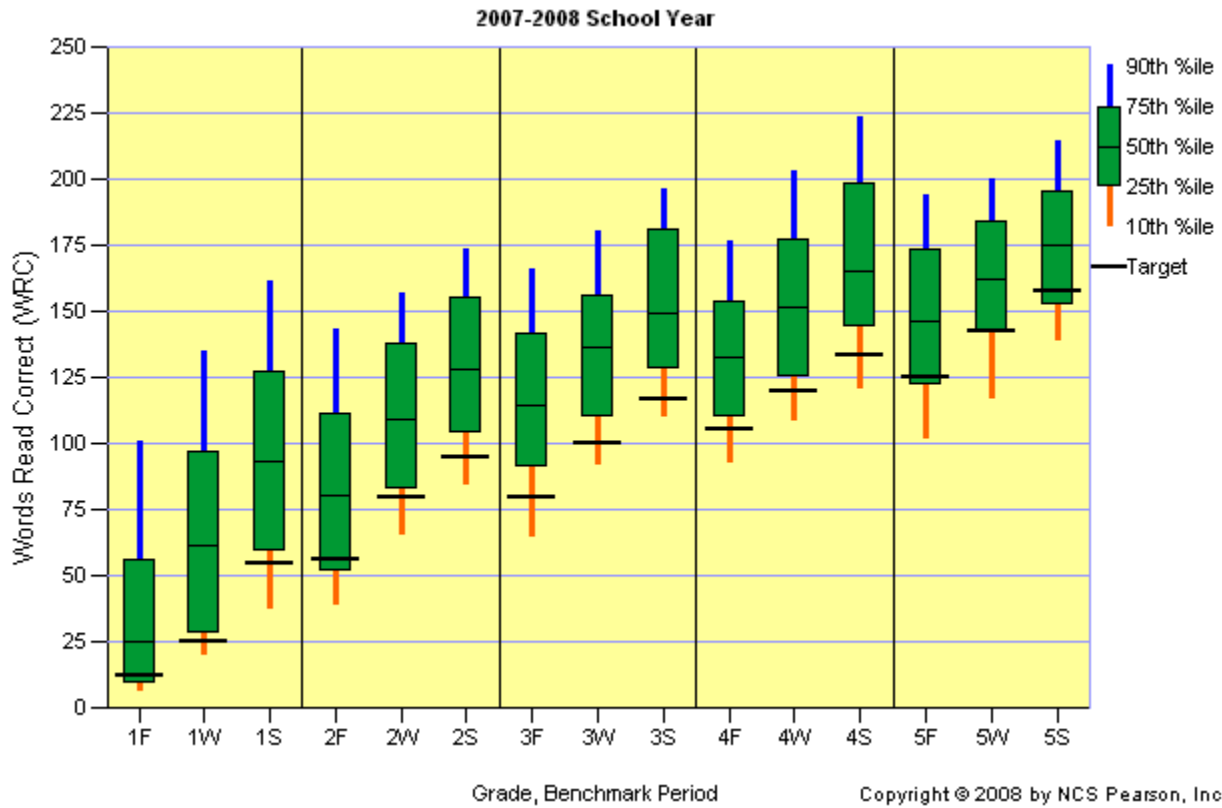
Curriculum based measurements are overall indicators of reading achievement. They are used as benchmarks and guide instructional planning. District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on May 2007, 74% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 78% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 83% students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 84.4% of students met or exceeded district performance standards on a general outcome measure of reading.



C. ISAT/IAA

Based on March 2007 assessment data, 70% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 62% 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**

Subgroup Writing Performance		% M/E	Student Count	% M/E	Student Count
	White	66.2	83	58.2	79
Black	40.0	5	75.0	4	
Hispanic	100.0	1	0	0	
Asian/Pac	93.7	16	71.4	15	
Native Am	0	0	0	0	

	Multiracial	100.0	3	75.0	4
	LEP	n/a	n/a	n/a	n/a
	IEP	21.4	14	37.5	8
	FRL	50.0	2	0	0

Present Level of Mathematics Performance

A. ISAT/IAA

Based on March 2006 assessment data, 98% 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, 97% 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, 96.7% 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:

		05-06		06-07		07-08	
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
Subgroup Math Performance	White	98	256	96.2	269	96.7	291
	Black	77	<10	91	11	88.9	9
	Hispanic	100.0	<10	87.5	<10	87.5	8
	Asian/Pac	100.0	46	100.0	46	100.0	65
	Native Am	NA	NA	N/A	N/A	N/A	N/A
	Multiracial	100.0	10	100.0	11		
	LEP	100	<10	85.7	<10		
	IEP	91	34	84	43	80	40
	FRL	50	<10	100	<10	0	0

B. Otter Creek Fact Fluency Assessment

Otter Creek provides daily practice to improve basic math fact fluency. It is used as a benchmark and guides instructional planning in the area of math. The table below summarizes the median number of accurately completed math facts within two minutes by grade level across the academic

year. First grade students complete addition facts; second grade students complete addition and subtraction facts; third grade students complete addition, subtraction, and multiplication facts; and fourth and fifth grade students complete addition, subtraction, multiplication, and division facts.

06-07

07-08

DATE	GRADE	MEDIAN	DATE	GRADE	MEDIAN
WINTER	1	19	WINTER	1	16
SPRING	1	30.5	SPRING	1	30
FALL	2	12	FALL	2	16
WINTER	2	24	WINTER	2	28
SPRING	2	29	SPRING	2	30.5
FALL	3	15	FALL	3	22
WINTER	3	26	WINTER	3	28
SPRING	3	32	SPRING	3	33
FALL	4	26	FALL	4	28
WINTER	4	42.5	WINTER	4	41
SPRING	4	50	SPRING	4	45
FALL	5	31	FALL	5	42.5
WINTER	5	44	WINTER	5	56
SPRING	5	57	SPRING	5	66

School Goal and Action Plan for Improved Learning

Goal 1: Improve reading achievement for IEP students from 57.5% for 67.5% meeting/ exceeding state standards as measured by 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

1. Objective – Area of Focus: Implementation of reading intervention instruction for identified students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use of support staff and classroom teachers to deliver additional intervention instruction for IEP students.	2008-2009	Support staff, teacher, interventionist	CBM results Progress monitoring ISAT
Interventionist will observe, model and consult with classroom teachers to see that the interventions strategies and programs are implemented with integrity. Principal will support the instructional coaching process.	2008-2009	Support staff, teacher, interventionist principal	CBM results, ISATs, progress monitoring, formal and informal assessment, Summary of peer coaching,

			teacher observation, principal communications
Purchase additional research based tier three intervention programs to support the needs of IEP students.	2008-2009	Support staff, interventionist, principal	CBM results, ISATs, progress monitoring, formal and informal assessment
Opportunities for professional development to build knowledge of current and new interventions will be provided to teachers.	2008-2009	All Staff	Teacher knowledge and sharing of expertise among one another, data analysis

2. Objective – Area of Focus: Revise the support staff schedule so that more time is spent instructing IEP students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Reduce the number of planning meetings for support staff in the master schedule.	2008-2009	Support staff, Principal	Increased instructional time with qualified personnel
Increase 1:1 instruction or flexible grouping for students with unique needs	2008-2009	Support staff, interventionist, classroom teacher	Increased student achievement as measured by progress monitoring
After school programs for small group instruction or additional support	2008-2009	Support staff, teachers, interventionist	Parent feedback, classroom teacher input

3. Objective – Area of Focus: Incorporate use of multiple strategies to accommodate varying learning styles.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Implement multi sensory strategies to	2008-	Support	Lesson

accommodate varying learning styles through staff development opportunities	2009	teachers, classroom teacher, principal, district personnel	design which supports student engagement, accurate completion of student work
Implement multi sensory approaches to instruction through use of technology.	2008-2009	Teachers, support staff, interventionist	Increased student engagement through use of technology

Goal 2: Reading achievement will improve for all students from 93.7% to 97% as measured by Illinois Standards Achievement Test and curriculum-based measurement.

1. Objective – Area of Focus: Plan and implement a balanced literacy program with integrity.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Design intervention reading blocks in master schedule.	2008-2009	BLT/principal/staff	master schedule includes a 40 minute block of intensive intervention instruction
Guided reading groups implemented with integrity	2008-2009	Teachers, principal, RI	Principal observation
Improve implementation of comprehension strategies by studying <u>Mosaic of Thought</u>	2008-2009	Teachers, principal	Staff meetings/ grade level meetings / principal observation
Implement direct instruction on vocabulary terms and phrases (Marzano)	2008-2009	Teachers, principal	Staff meetings/ grade level meetings / principal observation
Staff development/ peer observation/ peer feedback / practice/	2008-2009	Staff, principal	Release time, implementation

Goal 3: All students will improve from 62% to 70% on the writing performance standards as measured by Illinois Standards Achievement Test and Illinois Alternative Assessment.

1. Objective – Area of Focus: Writing Workshop: Explicit instruction of the writing curriculum.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Implement the new writing curriculum in a writing block.	2008-2009	BLT, principal, staff	Master schedule, principal observation
Provide opportunity for staff development/teacher observation/ professional conversations.	2008-2009	writing task force, principal	Scheduled observations with substitutes for collaboration
Explore resources to support units of study at every grade level.	2008-2009	writing task force, LMC director	Building an resource library
Teach students to use technology in order to enhance their writing skills. (first year pilot)	2008-2009	Principal, staff	Professional development and learning conversations around the new technology curriculum

2. Objective – Area of Focus: Improve and develop extended response writing in reading and math.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Teach for understanding of text comprehension in math and reading.	2008-2009	Teachers	Learning conversations, staff development , principal observation
Teach students how to express their thinking in a coherent written form.	2008-2009	Teachers	Learning conversations, staff development , principal observation
Provide extended response practice using common language as an instructional tool for students.	2008-2009	Teachers	Learning conversations, staff development , principal observation

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.