

**Elementary School Improvement Plan Report
November 2008**

School Name: Owen Elementary School

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 School Improvement Team Jason Bednar, Jeff Martin, Allison Scurr, Heather Tracy,
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School Improvement Overview:

Owen Elementary 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 our ISAT Writing scores do not equal our ISAT/IAA Reading or ISAT/IAA Math achievement. Our student learning data also indicates that the percentage of our IEP students, FRL students, LEP students and Multiracial students meeting or exceeding state standards in Reading and Math and our African-American students in meeting or exceeding state standards in Math do not equal the overall school's percentages. Owen Elementary School will therefore focus on using the research-based strategy of identifying similarities and differences, culturally relevant pedagogy and differentiation strategies in its action plan to help all students achieve greater success in ISAT Writing and to help our IEP, FRL, LEP and Multiracial students in Reading and Math and our African-American students in Math reach the achievement levels of our overall school.

Enrollment and Demographic Data

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Total enrollment	494	538	568	562	561	
% White	70.4	67.5	66.5	64.1	65.1	
% Black	5.5	4.8	4.8	5.2	3.9	
% Hispanic	5.7	4.8	4.0	3.6	2.5	
% Asian/Pacific Islander	18.2	19.9	20.4	22.6	23.5	
% Native American	0.2	0.4	0.2	0.0	0.2	
% Multi Racial	0.0	1.9	4.0	4.6	4.8	
Low Income rate	0.0	4.1	4.0	4.1	4.1	
Limited English Proficient Rate	4.0	3.3	1.4	2.0	2.1	
Chronic Truancy Rate	0.2	0.3	0.2	0.0	0.0	
Mobility Rate	7.5	3.6	10.1	5.2	8.4	
Attendance Rate	96.8	95.9	96.2	96.5	96.1	
% Parent Contact	100.0	100.0	100.0	100.0	100.0	
Average class size grade K	23.8	20.8	22.5	20.5	25.0	
Average class size grade 1	22.5	26.5	23.2	24.3	23.8	
Average class size grade 3	23.7	25.7	24.0	24.5	28.3	
Minutes per day teaching reading	150	150	150	150	150	
Minutes per day teaching math	60	60	60	60	60	

Current Performance Data

Present Level of Performance- Reading

A. ISAT/IAA

Based on March 2006 assessment data, 90.8% 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, 91.1% 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, 92.3% 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	91	152	90	157	92	185
	Black	82	11	91	11	80	15
	Hispanic	78	<10	100	7	100	5
	Asian/Pac	97	37	96	51	96	53
	Native Am	N/A	N/A	N/A	N/A	N/A	N/A
	Multiracial	88	<10	70	10	85	13
	LEP	100	<10	100	2	0	2
	IEP	29	17	33	9	68	19
	FRL	86	<10	88	8	70	10

B. Curriculum Based Measurement – General Outcome Measure

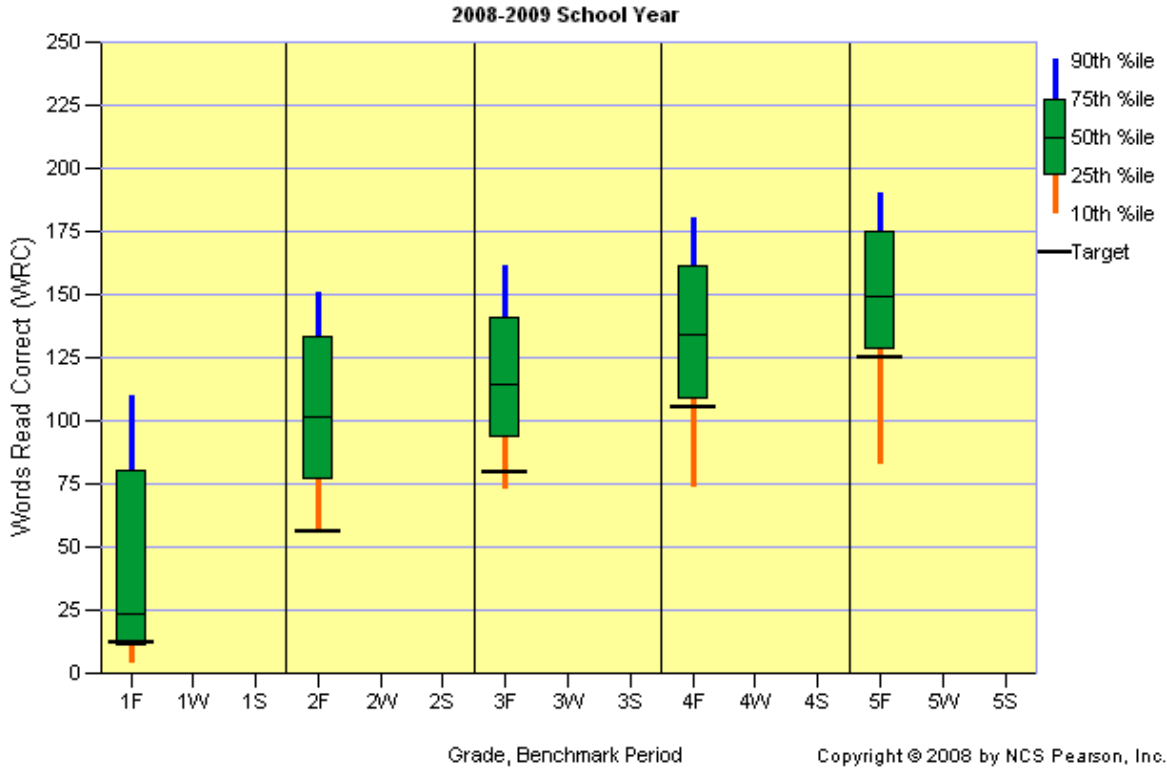
Curriculum Based Measures provide formative information about student readiness for ISAT performance and general progress. These assessments help guide teacher instruction within the current school year. District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on May 2007, 85% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 81% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 82.3% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 86.3% of students met or exceeded district performance standards on a general outcome measure of reading.



Present Level of Performance- Writing

A. ISAT/IAA

Based on March 2007 assessment data, 75% of students met or exceeded Illinois standards in the area of writing achievement across fifth grade.

Based on March 2008 assessment data, 66% of students met or exceeded Illinois standards in the area of writing achievement across fifth grade.

The following table summarizes writing achievement performance by subgroup:

06-07 07-08

Subgroup Writing Performance		% M/E	Student Count	% M/E	Student Count
	White	74	42	66	58
Black	75	4	83	6	
Hispanic	50	4	0	1	
Asian/Pac	82	17	80	15	
Native Am	N/A	N/A	N/A	N/A	
Multiracial	100	1	29	7	
LEP	N/A	N/A	N/A	N/A	
IEP	50	2	29	7	
FRL	0	1	100	2	

Present Level of Performance- Mathematics

A. ISAT/IAA

Based on March 2006 assessment data, 96% 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, 96% 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, 95.2% 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:

		05-06		06-07		07-08	
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
Subgroup Math Performance	White	97	153	96	157	96	185
	Black	73	11	82	11	87	16
	Hispanic	89	<10	86	7	100	5
	Asian/Pac	100	37	100	51	100	53
	Native Am	N/A	N/A	N/A	N/A	N/A	N/A
	Multiracial	100	<10	86	10	77	13
	LEP	100	2	50	2	50	2
	IEP	56	16	67	9	79	19
	FRL	86	<10	75	8	80	10

B. Curriculum Based Measurement – Mathematics Computational Fluency

Curriculum Based Measures provide formative information about student readiness for ISAT performance and general progress. These assessments help guide teacher instruction within the current school year. District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

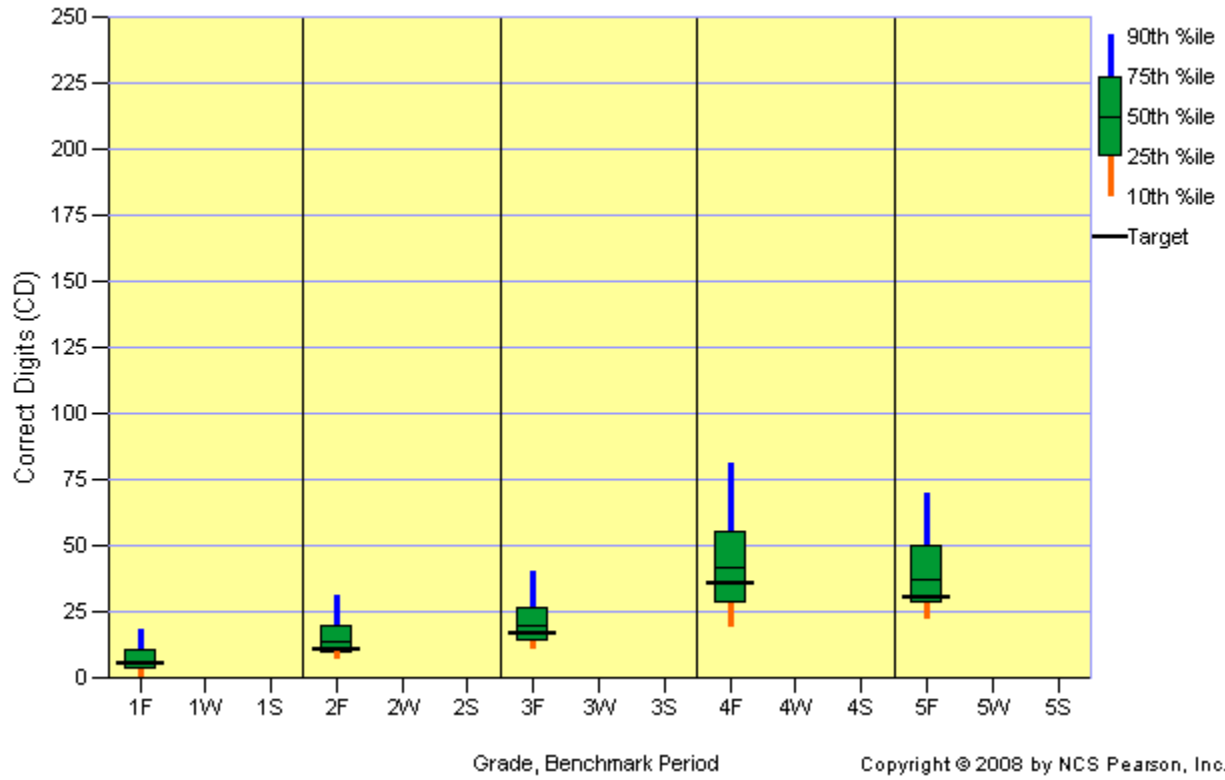
Based on May 2007 data, 66% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on September 2007 data, 69% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 71% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 71.6% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

2008-2009 School Year



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**OWEN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT AND ACTION PLAN FOR
IMPROVED LEARNING 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

By 2011, 88.5% of each subgroup’s students will meet or exceed writing performance standards as measured by the Illinois Standards Achievement Test and Illinois Alternative Assessment. Our interim benchmark targets are 73.5% of each subgroup’s students in 2009 and 81% of each subgroup’s students in 2010.

Goal Two

By 2011, 92.5% of each subgroup’s students will meet or exceed literacy performance standards as measured by the Illinois Standards Achievement Test, Illinois Alternative Assessment, and General Outcome Measure. Our interim benchmark goals for our IEP students and FRL students are 77.5% in 2009 and 86% in 2010, for our LEP students are 100% in 2009 and 100% in 2010, and for our Multiracial students are 85% in 2009 and 92.5% in 2010.

Goal Three

By 2011, 92.5% of each subgroup’s students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Alternative Assessment, and General Outcome Measure. Our interim benchmark goals for our Black students are 89% in 2009 and 91% in 2010, our IEP students and FRL students are 82% in 2009 and 87% in 2010, for our LEP students are 100% in 2009 and 100% in 2010, and for our Multiracial students are 85.5% in 2009 and 92.5% in 2010.

Planning:

Strategies/Action Steps	Timeline	Responsibility	Evidence Source
Staff will work with Marzano’s <i>Classroom Instruction that Works</i> and the identifying similarities and differences as a strategy to assist students with activating prior knowledge. Goals 1, 2 and 3	08-09 School Year	Ms. Lindstrom Mrs. Kakos	Classroom performance data, R-GOM and M-CBM data
Professional learning community committees will identify staff development approaches and implement staff development opportunities during faculty meeting times. Goals 1, 2 and 3	08-09 School Year	Mr. Martin	Classroom performance data, self-reflective evaluations
Analyze ISAT data and match that to the scope and sequence of curriculum to determine what skills need additional reinforcement. Goals 1, 2 and 3	08-09 School Year	Mr. Martin	Individual data collection
Analyze data and classroom performance to identify students for additional reading instruction and intervention. Goal 2	08-09 School Year	Ms. Lindstrom	R-GOM and MAZE scores
Develop a common language for instruction of written extended responses. Goals 1 and 2	08-09 School Year	Ms. Slade	Classroom evidence, ISAT

Analyze math CBM data and classroom performance to guide individualized instruction and monitor ongoing progress. Goal 3	08-09 School Year	Ms. Dolan	M-CBM data. Classroom performance data
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Structures:

Strategies/Action Steps	Timeline	Responsibility	Evidence Source
Master schedule will be structured with common instructional time in all classrooms for each subject at each grade level. Goals 1, 2 and 3	08-09 School Year	Mr. Bednar	Common scheduling, Flexible groups
Common flexible grouping time at each grade level will promote increased instructional time to address student learning needs. Goal 2	08-09 School Year	Mrs. Scurr	Schedule, Flexible groups
Principal and Student Services Coordinator will create opportunities for classroom teachers to observe and engage in dialogue with peers to encourage collaboration and professional development. Goals 1, 2 and 3	08-09 School Year	Mr. Bednar, Mr. Martin	Collaborative discussion, staff development opportunities
Identify areas of concern from 2008 ISAT and develop strategies to address deficit areas. Goals 1, 2 and 3	08-09 School Year	Mr. Martin	Individual Data collection, ISAT
Every faculty meeting will include review and discussion of SIP progress and needed staff development. Goals 1, 2 and 3	08-09 School Year	Mr. Bednar	Faculty meeting agendas

Curriculum:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Incorporate all strands of new writing curriculum. Goal 1	08-09 School Year	Mrs. Bischoff	Classroom writing samples, ISAT
Increase opportunities for 40 minute writing opportunities to prepare students for Literature extended response and ISAT writing experiences. Goals 1 and 2	08-09 School Year	Mrs. Bischoff	ISAT, ISEL, Classroom performance, District Writing assessment
Incorporate Jolly Phonics and Michael Heggerty phonics programs as part of general instruction to increase decoding and phonemic awareness skills. Goals 1 and 2	08-09 School Year	Mrs. Lorenzo	LNF, LSF, PSF assessments

Pedagogy:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Develop common language for staff to use in instruction of practice prompts, writing expectations and writing components. Goal 1	08-09 School Year	Ms. Slade	Classroom writing samples, ISAT
Increase teacher use of identifying similarities and differences to increase student activation of prior knowledge and connection to texts. Goals 1, 2 and 3	08-09 School Year	Ms. Dolan	R-GOM and MAZE data
Increase staff use of culturally relevant pedagogy to enhance student learning opportunities in literacy. Goals 1, 2 and 3	08-09 School Year	Mr. Bednar	ISAT, R-GOM data
Use guided reading books at appropriate challenge levels to differentiate instruction and reinforce group lessons and concepts. Goal 2	08-09 School Year	Mrs. Scurr, Mrs. Tracy	RIGBY scores, ISAT, R-GOM, MAZE
Fully implement all components of the District Literacy framework, including guided reading, in every classroom. Goal 2	08-09 School Year	Mrs. Tracy	Classroom performance, flexible group data
Provide opportunities for students to respond to literature in a variety of contexts and formats. Goals 1 and 2	08-09 School Year	Mrs. Scurr	ISAT, student work
Incorporate opportunities for students to use a variety of genres to activate and reinforce the use of prior knowledge. Goals 1, 2 and 3	08-09 School Year	Mrs. Scurr	Unit lesson notes, ISAT, Classroom Performance
Increase use of all Marzano research-based strategies based on individual student needs. Goals 1, 2 and 3	08-09 School Year	Ms. Lindstrom, Mrs. Kakos	ISAT, Classroom Performance

Assessment:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Continue development of data triangulation efforts to promote a more explicit picture of student performance to analyze for student deficit areas. Goals 1, 2 and 3	08-09 School Year	Mr. Martin	Data Den, Grade Level Data worksheet
Increase use of 1-minute and 2-minute Otter Creek math assessments to generate data to guide instruction. Goal 3	08-09 School Year	Mrs. Lorenzo	Assessments
Incorporate frequent writing opportunities and individualized support in classroom instruction. Goal 1	08-09 School Year	Mrs. Bischoff	Classroom performance data
Use technology assessment tool to develop appropriate study guides and assessment tools for all students to master math skills. Goal 3	08-09 School Year	Mrs. Lorenzo, Mrs. Kakos	Otter Creek data, M-CBM data, unit assessments

Intervention:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Analyze data to match student need with appropriate interventions. Implement district and building reading interventions and review flexible reading group assignments to increase reading instructional time. Goals 1, 2 and 3	08-09 School Year	Ms. Lindstrom	R-GOM and MAZE data, Progress Monitoring Data
Utilize Number Worlds Intervention to reinforce and supplement basic computation skills. Goal 3	08-09 School Year	Ms. Lindstrom	M-CBM data
Incorporate guided math differentiation groups to target individualized goals. Goal 3	08-09 School Year	Mrs. Lorenzo	M-CBM data

Professional Development:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Provide opportunities for teachers to share learned information from professional library materials. Goals 1, 2 and 3	08-09 School Year	Mrs. Scurr	Book Study group notes
Increase teacher knowledge of identifying similarities and differences strategies to increase student activation of prior knowledge and connection to texts. Goals 1, 2 and 3	08-09 School Year	Ms. Dolan	Seen in instructional use in classroom
Model and Instruct on effective writing strategies for extended response prompts. Goal 1	08-09 School Year	Ms. Slade	ISAT, student work
Provide on-going staff development regarding instructional strategies and interventions available in our building. Goals 1, 2 and 3	08-09 School Year	Ms. Lindstrom	Strategies and Interventions in classroom use.
Offer training on use of EDM software, Teacher's Assessment Assistant, Interactive Teacher's Lesson Guide and Differentiation Handbook, to enhance instruction. Goal 3	08-09 School Year	Mrs. Kakos	ISAT, M-CBM data
Continue staff training on Number Worlds intervention program. Goal 3	08-09 School Year	Ms. Lindstrom	M-CBM data, classroom performance, ISAT
Instruct on effective writing strategies for math extended response prompts and provide opportunities for students to practice those skills. Goal 3	08-09 School Year	Mrs. Lorenzo	ISAT, classroom work

Continue staff training on Otter Creek program, M-CBM assessments and EDM strategies. Goal 3	08-09 School Year	Mrs. Lorenzo	Pre and post-test data, M-CBM data, classroom performance
Implement faculty-driven staff development offerings incorporating differentiation strategies, guided reading and formative assessments. Goals 1, 2 and 3	08-09 School Year	Mr. Martin	ISAT, CBM, classroom performance

Budget:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Prioritization of budget resources to provide necessary materials to support classroom instruction and intervention needs. Goals 1, 2 and 3	08-09 School Year	Mr. Bednar	Budget

Community:

Strategies/Action Plan	Timeline	Responsibility	Evidence Source
Continue efforts to create culturally relevant school events that include parent involvement. Goals 1, 2 and 3	08-09 School Year	Mr. Bednar	Event calendar, parent participation
Support and increase opportunities for parental involvement within the school day in a variety of contexts. Goals 1, 2 and 3	08-09 School Year	Mr. Stedman, Mrs. Davis	Volunteer records, parent feedback

Progress Summary

During the 2007-2008 school year, Owen Elementary has been focused on narrowing the achievement gap between our overall student scores and those of individual subgroups as measured by IAA and ISAT. We regularly use faculty meeting time, 15 hour release time and School Improvement times to assess our progress towards our action plan goals and to identify on-going staff development needs. Our School Improvement team will meet quarterly to evaluate the progress of the action plan and make decisions whether to continue, modify or abandon any specific items.

In a few goal areas we did not make the progress we desired. On the 2008 ISAT, our overall writing scores dropped from 75% M/E to 66%. Our FRL students had an 18 percentage point drop in M/E for Reading and our Multiracial students had a 9 percentage point drop in Math.

In contrast to those setbacks, we also found areas of success. On the 2008 ISAT, we had an improvement of 35 percentage points for our IEP students in reading and a 23 percentage point improvement in math compared to 2007 ISAT results. Our African-American students improved by 5 percentage points in Math and our Multiracial students improved by 15 percentage points in Reading.

To continue our strides towards all students being successful, every faculty meeting will include opportunities for staff development to enhance our professional abilities and for reflection on the status of our efforts to identify new and continued areas of focus.