

Elementary School Improvement Plan Report October, 2008

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School Improvement Overview:

Peterson School maintains a continuous improvement model with both formative and summative assessments used to guide decision making. An analysis of our 2008 ISAT scores indicate that 91.5% of our students in grades 3-5 met or exceeded standards in reading, with 54.5% of our IEP students meeting or exceeding standards. Based on May, 2008 data, 84% of students in grades 1-5 met or exceeded district performance standards on a general outcome measure of reading. The rate of improvement, based on curriculum based measures, were inconsistent in comparison with district norms. We recognize the need for continued improvement in our delivery of reading interventions across all grade levels.

An analysis of our 2008 ISAT scores in the area of math indicate that 97.6% of our students in grades 3-5 met or exceeded standards in math, with 72.7% of our IEP students meeting or exceeding standards.

Students in grade 5 were administered the ISAT writing assessment in 2008. The results indicate that 72% of the 5th grade students met or exceeded the state standards. This was a decline from the 2007 results, indicating the need for continued focus on improved teaching and learning in the area of writing.

While we continue our dedication to improved teaching and learning for all students in all curriculum areas, Peterson's School Improvement Plan will formally address 3 specific questions:

1. How can we design and implement an intervention system that consistently delivers reading interventions for all students with the highest level of integrity?
2. How can we utilize our core instructional blocks and intervention system to consistently provide instruction and intervention to close the gap between our regular education students and our IEP students in the area of reading?
3. How will we improve teaching and learning in the area of writing to increase student achievement?

Our action plan will focus on continued improvement and differentiation of core instruction in the areas of reading and writing. In addition, we will define a consistent delivery system for reading interventions with ongoing and frequent assessments being used to determine effectiveness. A detailed action plan is outlined on pages 9-13 of this report.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	318	332	352	345	348	444
% White	81.8	79.5	75.9	73.9	68.4	69.4
% Black	4.4	5.1	5.1	4.3	4.9	7
% Hispanic	2.2	3.3	2.0	2.0	2.9	1.1
% Asian/Pacific Islander	11.6	12.0	11.6	14.2	17	18.5
% Native American	0	0	.03	.3	.3	.3
% Multi Racial	n/a	n/a	5.1	5.2	6.6	3.6
Low Income rate	.3	.3	2.3	2.3	2.3	1.4
Limited English Proficient Rate	1.9	2.4	2.0	2.3	2.0	1.6
Chronic Truancy Rate	0	0	0	0	0	0
Mobility Rate	9.9	7.6	5.6	6.1	7.1	4.6
Attendance Rate	96.1	96.4	95.8	96.1	96.2	95.6
% Parent Contact	100	100	100	100	100	100
Average class size grade K	17	23	21	28	23.5	21
Average class size grade 1	19.7	20.3	26.5	23	22.3	26
Average class size grade 3	22.7	27.5	21	19.3	22.7	22
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

**DANIELLE-JOY PETERSON ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2007-2008**

Present Level of Performance - Reading

A. ISAT/IAA

Based on March 2006 assessment data, 90% 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, 94% 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, 91.5% 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	87	134	93	120	91.5	152
	Black	100	<10	100	<10	87.5	<10
	Hispanic	100	<10	100	<10	50	<10
	Asian/Pac	100	19	100	25	92.9	28
	Native Am	NA	NA	100	<10	100	<10
	Multiracial	100	<10	93	14	100	<10
	LEP	100	<10	100	<10	75	<10
	IEP	59	17	88	16	54.5	11
	FRL	100	<10	100	<10	25	<10

B. Curriculum Based Measurement – General Outcome Measure

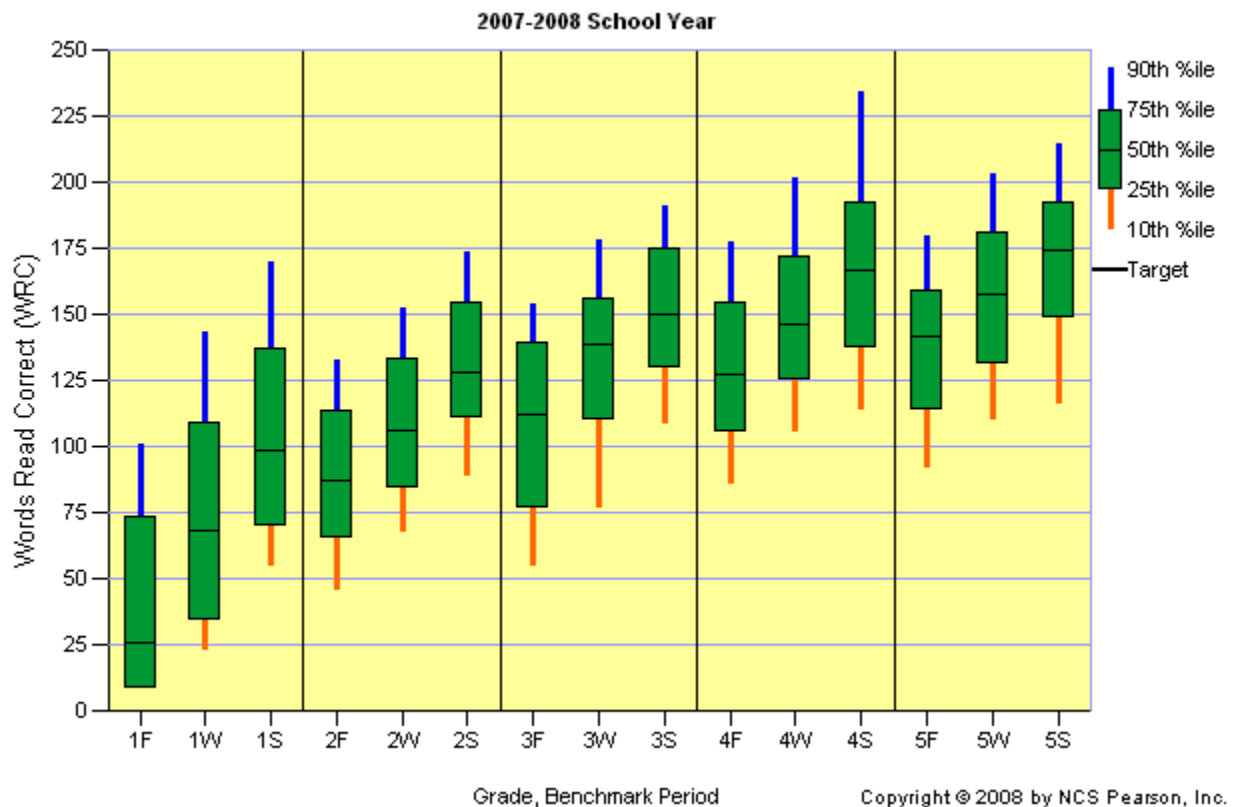
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period. This data is used to consistently assess individual student growth and progress. In addition, our staff analyzes this data to determine instructional groupings and necessary interventions.

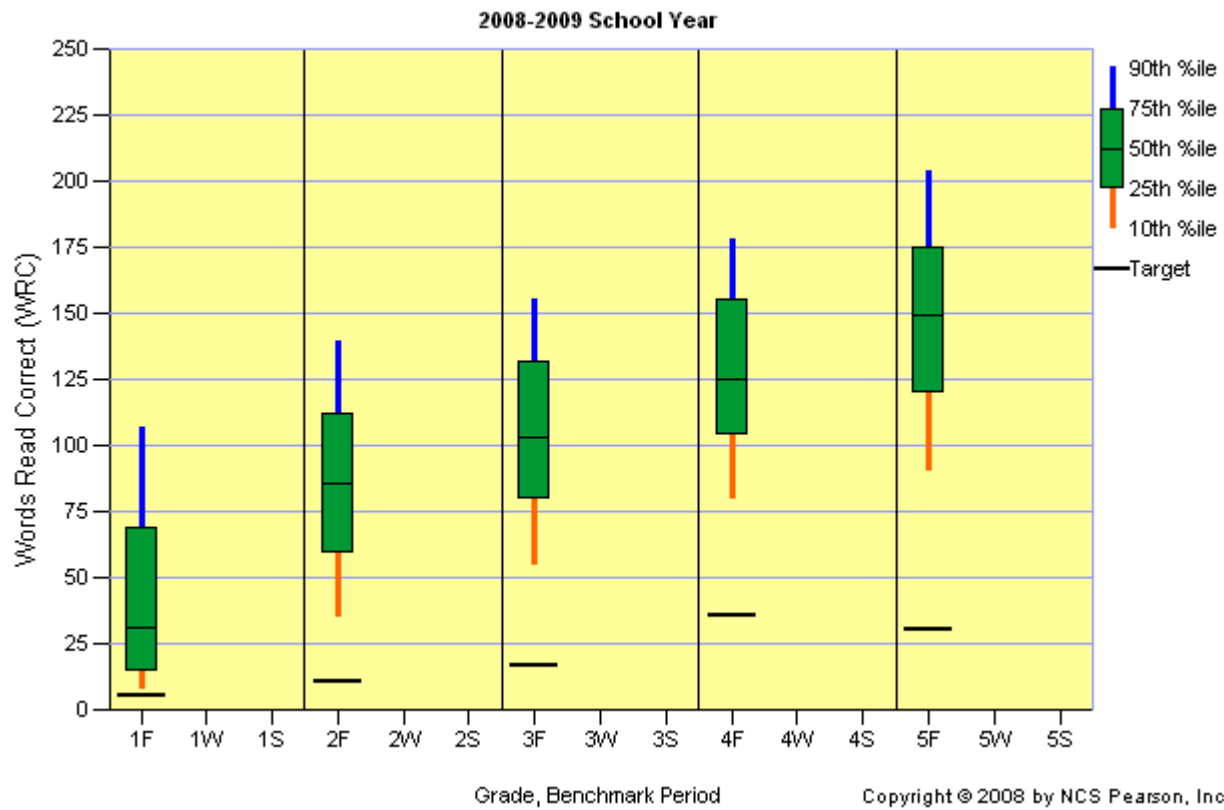
Based on September 2007 data, 76% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 81% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 84% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2008 data, 76% of students met or exceeded district performance standards on a general outcome measure of reading.





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Present Level of Performance - Math

B. ISAT/IAA

Based on March 2006 assessment data, 99% 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, 99.4% 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, 97.5% 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	99	134	99	120	97.4	152
	Black	100	<10	100	<10	99	<10
	Hispanic	100	<10	100	<10	50	<10
	Asian/Pac	100	19	100	25	100	28
	Native Am	NA	NA	100	<10	100	<10
	Multiracial	100	<10	100	14	100	<10
	LEP	100	<10	100	<10	75	<10
	IEP	59	17	100	16	72.7	11
	FRL	100	<10	100	<10	50	<10

C. Curriculum Based Measurement – General Outcome Measure

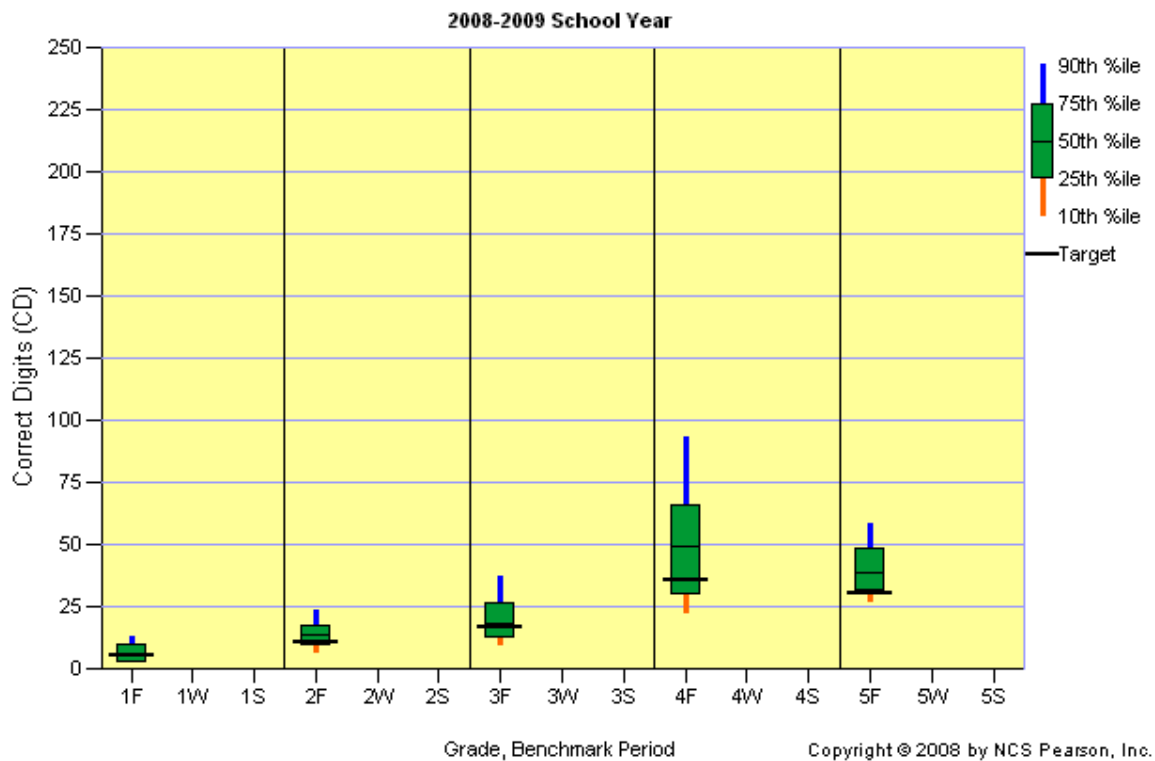
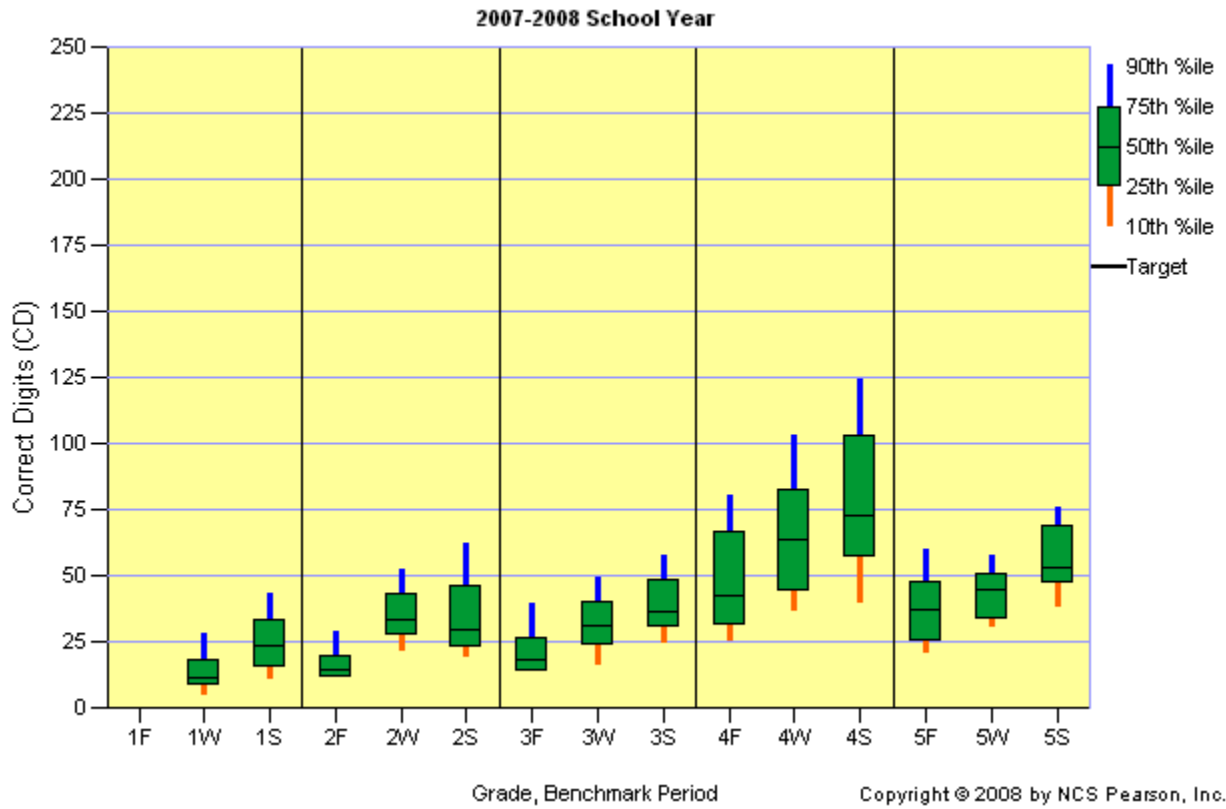
District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period. This data is used to consistently assess individual student growth and progress. In addition, our staff analyzes this data to determine instructional groupings and necessary interventions.

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, 73% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 75% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on September 2008 data, 68% of students met or exceeded district performance standards on a measure of mathematics computational fluency.



Present Level of Performance – Writing

ISAT/IAA

Based on March 2007 assessment data, 89% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 72% 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**

		06-07 (Baseline)		07-08	
		% M/E	Student Count	% M/E	Student Count
Subgroup Writing Performance	White	85	75	72	55
	Black	NA	NA	66	<10
	Hispanic	100	<10	50	<10
	Asian/Pac	100	<10	33	<10
	Native Am	NA	NA	N/A	N/A
	Multiracial	100	<10	100	<10
	LEP	50	<10	N/A	N/A
	IEP	60	<10	40	<10
	FRL	100	<10	100	<10

Action Plan for Improved Learning

Goal 1 and 2: **Peterson students will meet or exceed state reading standards at a rate of 94.5%, 96.5% and 98% as measured by the 2009, 2010, and 2011 Illinois Standards Achievement Tests and the Illinois Alternative Assessments respectively. In the same time period, IEP students will meet or exceed standards at a rate of 65%, 75% and 85% using the same assessments.**

1. Objective – **(Model)** Create a master building schedule that allows for consistent delivery of core instruction and interventions for Tier 1,2 and 3 students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Create reading/math/writing blocks to protect core instructional time (Tier 1).	May-August 2008	SIP Team/Principal, interventionist	Schedule
Create ½ hour of flex reading time, in addition to core reading time, to allow for consistent, additional reading at each student’s level (Tier 1,2,3).	May-August 2008	SIP Team, Principal, teaching staff, interventionist	Schedule
Create an intervention block for additional intervention time, particularly for tier 3 students.	May-August 2008	SIP Team, principal, teaching staff, support staff, interventionist	Schedule

2. Objective – **(Culture)** Continue to create a culture where everyone owns all children.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use flexible grouping times in reading to enable classroom teachers and specialists to share students in order to meet small group needs	August, 2008-June, 2009	Classroom teachers/support staff, interventionist	Classroom schedule/student groupings
Stagger reading times to enable cross-grade level reading instruction when necessary.	May-August, 2008	SIP Team, principal, interventionist	Schedule, student groupings
Resource mapping to determine all available staff members who can provide interventions.	May-August, 2008	SIP Team, principal, SSC, interventionist	Map/diagram of available certified staff

3. Objective – **(Data Driven)** Continue to determine the best avenue for consistent, efficient and effective analysis of data.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Analyze data from computer based interventions to determine student growth (Lexia, Read Naturally, etc)	Current-ongoing	Support staff, classroom teacher, interventionist	Data graphs, integrity checklist
Use one data meeting per month for grade levels and support staff to efficiently analyze integrity and success of interventions (review of progress monitoring data)	August, 2008-June, 2009	Principal, SSC, classroom teachers, support staff, interventionist	Agenda checklist, student progress form
Create a specific agenda or checklist of activities to accomplish, (for monthly data meetings) in order to efficiently assess integrity and achievement.	June – August, 2008	Principal, SSC, interventionist	Agenda/checklist
Continue to use the data den as an avenue for ALL of us to know all students	Current-ongoing	Principal, SSC, interventionist, all staff	Data Den
Use grade level literacy assessment spreadsheet to “gate keep” all grade level data for efficient analysis	Current-ongoing	Principal, SSC, classroom teachers	Completed spreadsheet

4. Objective – **(Supplemental Materials)** System for consistent identification of student need and most effective intervention(s) to facilitate highest growth.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Prioritize intervention material needs and purchase those of greatest need.	June, 2008-May, 2009	All certified staff	List of needs and purchases
Development of “intervention flowchart” identifying diagnostic need and the correct “chain” of interventions to support the need.	June – August, 2008	Problem solving team, SSC, principal, interventionist	flowchart
Use Instructional Practices Inventory to identify building needs in relationship to the highest level of engaged student learning	August, 2008-ongoing	Principal, interventionist	IPI checklist

5. Objective – **(Staffing)** Continue staff development opportunities to train staff members on interventions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Continued training on interventions (how they are used and for which needs)	August, 2008-ongoing	Support staff, classroom teachers, interventionist	Training agendas
Continued training on AIMSWEB and CBM administration	August, 2008-ongoing	District problem solving coach, SSC, interventionist	Training agendas
Continued training on how to interpret graphs and share with parents.	August, 2008 – ongoing	District PSC, SSC, interventionist, principal	Training agendas, parent letters
Determine most effective role for the LMC and LMC staff in the problem solving and intervention delivery process	June, 2008 – ongoing	Principal, interventionist, LMC staff	LMC staff schedule
Staff development training opportunities on differentiation of instruction and cooperative learning.	September, 2008-ongoing	Principal, interventionist, identified classroom teachers	Training schedule/agendas
Imbedded staff development through classroom modeling and class visitations (differentiation of instruction and cooperative learning)	September, 2008-ongoing	Principal, interventionist, identified classroom teachers	Schedule of interventionist’s classroom modeling and visitations

Goal 3: Peterson students will meet or exceed state writing standards at a rate of 82%, 90% and 95% as measured by the 2009, 2010, and 2011 Illinois Standards Achievement Tests respectively.

1. Objective – Create a master schedule that contains a consistent writing block at each grade level to maximize instructional time.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use writing block to teach district writing curriculum, in addition to integrated writing activities.	August, 2008 ongoing	SIP team/principals	schedule
Classroom observations during writing instruction to provide feedback on best practice and to provide time for teacher reflection.	August, 2008- June, 2009	Principal	evaluations

2. Objective – Grade level teachers will have a clear understanding of writing curriculum, including genres, curriculum objectives and supportive activities.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use grade level planning guide to determine and document curriculum focus and grade level consistency	August, 2008 – ongoing	Grade levels and team leaders	Planning guide
Determine assessment system or rubrics to determine student progress on specific skills	Sept., 2008 – ongoing	Writing committee	rubrics
Develop a list of consistent academic (writing) vocabulary to be used throughout the grade levels	Sept., 2008 – ongoing	Writing committee/SIP team	Academic vocab. list
Develop a list of available books that are referenced as books for immersion.	Sept., 2008 – ongoing	Writing committee, grade levels, LMC director	Immersion lists

3. Objective – Provide staff development activities that allow for ongoing professional development in the teaching of writing.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Writing committee member provides training and updates on writing curriculum	Feb, 2008 institute day-ongoing	Writing committee, principal	Agendas
Provide opportunities for imbedded staff development – teachers observing other teachers during writing instruction	Sept., 2008 – ongoing	Principal, interventionist, writing committee members	List of activities completed in classrooms
Share rubrics/assessment tools with partner school in order to learn from teachers outside our building	Dec., 2008 – ongoing	Principal, interventionist, writing committee, partner school	List of items shared and used

School Improvement Analysis For Effectiveness:

A critical component to any plan, is the consistent analysis of its effectiveness. At Peterson School, we review and analyze our plan in the following ways:

1. Curriculum Based Measures are given and analyzed 3 times per year to determine student growth in the area of reading.
2. Progress Monitoring Data is analyzed on a monthly basis to determine student growth and allow for fluid movement in flexible reading groups.
3. The Peterson School Improvement Team completes a quarterly analysis of our school improvement plan. At these times, we determine the integrity with which we have implemented our plan and evaluate the completion and effectiveness of our strategies and interventions. Modifications or changes to the plan are made as necessary.

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.