

**Thomas G. Scullen Middle School Improvement Plan Report  
September 2008**

**School Name:** Thomas G. Scullen Middle School  
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**Phone:** (630) 428-7000  
**Principal:** Kathleen Kosteck  
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**School Improvement Overview:**

Scullen Middle School maintains a continuous improvement model with both formative and summative assessments used to guide decision making. Of the 1339 students enrolled at Scullen, 66% are white, 5.5% are African-American, 3.7% are Hispanic, and 22.3% are Asian. 2.8% of our students are on free and reduced lunch and 1.4% have limited English proficiency.

Based on March 2007 and 2008 assessment data, the overall percentage of students meeting and exceeding Illinois standards in the area of reading achievement increased from 91.7% to 93.9%. In the area of math achievement, the overall percentage of students meeting and exceeding Illinois standards increased from 94.9% in 2007 to 95.4% in 2008.

While the gap has narrowed in 2008, an analysis of our demographic data indicates that a greater percentage African-American students and students with an IEP do not meet standards in math and reading as compared to their peers. Scullen Middle School will continue to focus on closing the reading and math achievement gaps between demographic subgroups of IEP, African American students, and their peers in its action plan.

Based on 2007-2008 data, writing has improved by 12.7%. However, an analysis of our student learning data indicates that students' writing performance is slightly below the district average. Scullen Middle School will therefore focus on improving writing skills for all students.

**Enrollment and Demographic Data**

	2004-05	2005-06	2006-07	2007-08
Total enrollment	1231	1299	1363	1339
% White	72	69.7	65.3	64.1
% Black	5.9	5.8	6.9	6.4
% Hispanic	3.2	3.2	3.9	3.8
% Asian/Pacific Islander	16.6	19	21.9	22.9
% Native American	0.1	0.2	.1	0.2
% Multi Racial	2.3	2.2	2.0	2.6
Low Income rate	2.6	3.4	3.0	3.2
Limited English Proficient Rate	1.8	1.9	1.7	2.1
Chronic Truancy Rate	0	0.2	0.0	0.1
Mobility Rate	3.4	6.2	11.2	6.1
Attendance Rate	95.5	96.2	96.2	95.7
% Parent Contact	100	100	100	100
Average class size grade 6	29.7	28	27.9	29.5
Average class size grade 7	N/A	25.2	30.2	28.9
Average class size grade 8	31.4	28.9	29.7	32.8
Minutes per day teaching reading/language arts	87	87	87	87
Minutes per day teaching math	44	44	44	44

## THOMAS G. SCULLEN MIDDLE SCHOOL PRESENT LEVEL OF PERFORMANCE - READING 2007-2008

### Present Level of Performance for Reading

ISAT/IAA

Based on March 2007 assessment data, 73% of African-American students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

Based on March 2008 assessment data, 81.1% of African-American students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

Although the reading scores of African-American students increased by 8.1% from 2007 to 2008, there is a 13.4% difference between African-American and white students meeting or exceeding reading standards in 2008.

Based on March 2007 assessment data, 44.5% of students with IEPs met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

Based on March 2008 assessment data, 65.5% of students with IEPs met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

Although the reading scores of students with IEPs increased by 21% from 2007 to 2008, there is a 28.4% difference between students with IEPs and the overall student population meeting or exceeding reading standards in 2008.

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
<b>Subgroup Reading Performance</b>	<b>White</b>	92%	845	92.3%	834	94.5%	884
	<b>Black</b>	75%	64	73%	75	81.1%	74
	<b>Hispanic</b>	77%	34	86.6%	45	85.7%	49
	<b>Asian/Pac</b>	95%	224	94.5%	258	96.3%	298
	<b>Native Am</b>	50%	<10	0	<10	0	<10
	<b>Multiracial</b>	93%	28	100%	25	97.1%	34
	<b>LEP</b>	100%	10	100%	12	73.7%	19
	<b>IEP</b>	50%	119	44.5%	110	65.5%	116
	<b>FRL</b>	65%	31	61.7%	34	67.6%	37

**THOMAS G. SCULLEN MIDDLE SCHOOL  
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT - READING 2007-2008**

**Goal One**

While we continue to focus on achievement of all students, we will work to increase the percentage of students meeting or exceeding reading performance standards in the African-American demographic subgroup by at least 10% and the IEP demographic subgroup by at least 15% over the next three years to achieve adequate yearly progress or to reach a safe harbor target as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.

<i>Three Year Benchmarks</i>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b><i>African-American</i></b>	3%	3%	4%
<b><i>IEP</i></b>	5%	5%	5%

**Action Plan for Improved Learning**

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility (Reporter)</b>	<b>Evidence Source</b>	<b>Review Dates</b>
Identify and enroll students not meeting standards in Strategic Reading course which meets daily.	August 2008 ongoing	Strategic Reading Teachers (Waddell)	IRI and Gates Assessment	May 2008, Sept. 2008
Identify reading strategies for teachers to incorporate in all curricular areas and provide training on the effective use of these strategies.	August 2008 - May 2009	Core Reading Teachers & Strategic Reading Teachers (Zawlocki)	SIP Agendas, Department, Team Agendas	9/15/08 - BAD 10/7/08 - TC Meeting
Engage in Book Study: <u>Teaching Reading in the Content Areas</u> By: Billmery & Barton (1998)	Winter 2008	Team Coordinators (Kosteck)	Book summary	Monthly; beginning Dec 08 thru March 09

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility (Reporter)</b>	<b>Evidence Source</b>	<b>Review Dates</b>
Audit curriculum resources to assess cultural relevance and diversity.	Fall 2008- Winter 2009	Classroom Teachers (Figuerras)	Department Meetings	10/15/08 4/7/09
Continue with Equity Discussions with a focus on identifying instructional strategies which have been researched to be helpful in addressing learning needs of minority students.	Spring 2008 – Fall 2008	Equity Team Members (Figuerras)	Research Artifacts	10/15/08 4/7/09
Provide teachers training on developing vocabulary skills of all students by incorporating vocabulary strategies across the curriculum.	August 2009 – May 2010	Core Reading Teachers & Strategic Reading Teachers (Waddell)	SIP Agendas, Department, Team Agendas	September 09 – BAD October 09 – SIP
Identify students not meeting standards prior to annual review. Address goals and specific instruction methods to address individual needs.	Spring 2008	Case Managers & Student Services Coordinator (Haeger)	IEP, schedules for 08/09 school year	Individual Students’ annual review dates as indicated on IEP (On- going throughout the year.)
Implement a study skills class targeted at improving reading skills in the content areas.	Fall 2008	Case Managers and Assistant Principals (Crescio)	IEP, Schedules and Curriculum	Individual Students’ annual review dates as indicated on IEP (On- going throughout the year.)
Provide all teachers additional training on differentiated instruction; specifically targeting ideas for struggling learners.	SIP day October 2008 & On-going	Strategic Reading Teachers, District Curriculum Leaders (Kosteck)	SIP Agendas and Department meeting Agendas	September 09 – BAD 09/10 – SIP Days
Identify specific students who have demonstrated low levels of progress in reading (either vocabulary or comprehension), as indicated by the Spring 2008 ISAT, IAA, IMAGE, Gates, and/or MAZE and provide targeted instruction using the Problem Solving Process.	Fall 2008	Core Teams (Morley)	Tier 2 Intervention Progress Monitoring Data	January 09 April 09 June 09

**THOMAS G. SCULLEN MIDDLE SCHOOL  
PRESENT LEVEL OF PERFORMANCE - WRITING 2007-2008**

**Present Level of Performance for Writing**

ISAT/IAA

Based on March 2007 assessment data, 75.7% of eighth grade students met or exceeded Illinois standards in the area of writing achievement in eighth grade.

Based on March 2008 assessment data, 88.4% of sixth grade and eighth grade students met or exceeded Illinois standards in the area of writing achievement in eighth grade.

The following table summarizes writing achievement performance by subgroup:

**06-07  
(Baseline)                      07-08**

		<b>06-07 (Baseline)</b>		<b>07-08</b>	
		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
<b>Subgroup Writing Performance</b>	<b>White</b>	75.9%	245	87.6%	598
	<b>Black</b>	51.9%	27	80.9%	47
	<b>Hispanic</b>	76.5%	17	79.3%	29
	<b>Asian/Pac</b>	78.6%	70	99.6%	191
	<b>Native Am</b>	n/a	0	0	0
	<b>Multiracial</b>	71.4%	<10	88.9%	27
	<b>LEP</b>	n/a	0	0	0
	<b>IEP</b>	17.9%	28	42.1%	76
	<b>FRL</b>	44.4%	<10	70.8%	24



**THOMAS G. SCULLEN MIDDLE SCHOOL  
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT - WRITING 2007-2008**

**Goal Two**

We will work to increase the percentage of students meeting or exceeding writing performance standards by 7% over the next three years as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.

<i>Three Year Benchmarks</i>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>All Students</b>	2%	2%	3%

**Action Plan for Improved Learning**

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility (Reporter)</b>	<b>Evidence Source</b>	<b>Review Dates</b>
Utilize Problem Solving Process and RtI to implement a Tier 2 intervention for students demonstrating below standards performance on ISAT Writing.	Fall 2008	Teams & Assistant Principal (Waddell, Crescio)	Tier 2 Intervention Planning Sheet	9/15/08 – BAD 10/15/08 – SIP Teams review Monthly
Provide all teachers additional training on incorporating writing in all curricula areas to increase writing opportunities for all students on a weekly basis.	2008/2009 school year	Department Leaders & Curriculum Coordinator (Zawlocki)	SIP & Department Agendas, Training Materials	May 2009
Distribute anchor papers to all non-writing teachers to establish a clear standard of expectations for student writing in all subject areas.	2008/2009 school year	Department Leaders & Curriculum Coordinator (Kosteck, Waddell)	Anchor papers	April 2009

**THOMAS G. SCULLEN MIDDLE SCHOOL  
PRESENT LEVEL OF PERFORMANCE - MATH 2007-2008**

**Present Level of Performance for Math**

ISAT/IAA

Based on March 2007 assessment data, 69% of African-American students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

Based on March 2008 assessment data, 79.7% of African-American students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

Although the mathematics scores of African-American students increased by 10.7% from 2007 to 2008, there is a 16.5% difference between African-American and white students meeting or exceeding mathematics standards in 2008.

Based on March 2007 assessment data, 64% of students with IEPs met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

Based on March 2008 assessment data, 65.5% of students with IEPs met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

Although the mathematics scores of students with IEPs increased by 1.5% from 2007 to 2008, there is a 29.9% difference between students with IEPs and the overall student population meeting or exceeding mathematics standards in 2008.

The following table summarizes math achievement performance by subgroup:

		<b>05-06</b>		<b>06-07</b>		<b>07-08</b>	
		<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>	<b>% M/E</b>	<b>Student Count</b>
<b>Subgroup Math Performance</b>	<b>White</b>	95%	846	96%	834	96.2%	887
	<b>Black</b>	72%	64	69%	75	79.7%	74
	<b>Hispanic</b>	88%	34	93%	45	93.9%	49
	<b>Asian/Pac</b>	98%	224	98%	258	97.7%	298
	<b>Native Am</b>	100%	<10	100%	1	0	0
	<b>Multiracial</b>	93%	28	96%	25	91.2%	34
	<b>LEP</b>	90%	10	92%	12	84.2%	19
	<b>IEP</b>	57%	120	64%	110	65.5%	116
	<b>FRL</b>	68%	31	71%	34	64.9%	37

**THOMAS G. SCULLEN MIDDLE SCHOOL  
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT - MATH 2007-2008**

**Goal Three**

While we continue to focus on achievement of all students, we will work to increase the percentage of students meeting or exceeding mathematics performance standards in the African-American demographic subgroup by at least 10% and the IEP demographic subgroup by at least 15% over the next three years to achieve adequate yearly progress or to reach a safe harbor target as measured by the Illinois Standards Achievement Test and the Illinois Alternative Assessment.

<i>Three Year Benchmarks</i>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b><i>African-American</i></b>	3%	3%	4%
<b><i>IEP</i></b>	5%	5%	5%

**Action Plan for Improved Learning**

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility (Reporter)</b>	<b>Evidence Source</b>	<b>Review Dates</b>
Provide homework practice within school day using a flexible delivery model.	1 <sup>st</sup> quarter	Teams (Math Teachers)	Individual Student Schedules	January 09 April 09 June 09
Provide re-teaching of mathematical concepts within school day by increasing students' instructional time beyond 39 minutes/day.	1 <sup>st</sup> quarter	Teams and Administrators (Math Teachers)	Individual Student Schedules	January 09 April 09 June 09
Provide instruction using a scientifically based math calculations program for students who do not meet standards as indicated by performance on the Spring 2008 ISAT, Fall 2008 CBM, and or by classroom teacher.	December 2008 – May 2009	Math Teachers (Morley, Waddell)	Tier 2 Intervention Progress Monitoring data	January 09 April 09 June 09
Schedule students into small groups to meet a minimum of 2 times per week.	October 1 <sup>st</sup> , 2008	Team Math Teacher	AIMS data & ISAT	October 2008
Provide training to teachers on data entry for AIMS web Progress Monitoring.	October 1 <sup>st</sup> , 2008	Principal, Psychologist (Philipp)	AIMS Web data	October 2008
Administer bi-weekly probes to students in identified group.	October 2008-May 2009	Team Math Teacher	Student progress Chart	Bi-weekly throughout the year
Communicate progress to students and parents using the AIMS web progress charts.	January 2008 & May 2009	Team Math Teacher	Student progress chart	January 09 April 09, June 09

## **Progress Summary**