

Spring Brook Elementary School Improvement Plan Report September 2008

School Name: Spring Brook Elementary School

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School Improvement Overview:

Spring Brook Elementary School focuses on continuous school improvement, using both formative and summative assessment to guide decision making. In analyzing our recent test data, it was noted that our ISAT Writing scores are discrepant from our ISAT scores in reading and math. Our student learning data also shows a marked discrepancy in learning for our IEP students in the area of reading as compared to our overall reading achievement.

Spring Brook 2008 ISAT scores indicate that 94.5% of third-fifth grade students met or exceeded standards in reading. A closer examination of ISAT reading assessment data shows that 62.5% of students with IEP's met or exceeded standards in reading. We recognize the need to examine our instructional practices in order to raise achievement of IEP students in the area of reading to 73%.

In 2007, writing was reinstated as a feature of ISAT for fifth graders. In 2007, 53% of fifth graders met or exceeded standards in the area of writing. In 2008, 86% of Spring Brook fifth grade students met or exceeded standards in the area of writing. Our goal is for 92% of our third and fifth grades students to meet or exceed expectations.

While Spring Brook staff will continue our ongoing commitment to improve teaching and learning for all students across curricular areas, our formal School Improvement Plan will specifically focus on these questions:

- (1) How will we improve teaching and learning in reading for our IEP students in order to close the identified achievement gap?
- (2) How will we improve teaching and learning in the area of writing to increase student achievement?

Our action plan will focus on data analysis, system analysis and differentiated instruction within the core curriculum, evidence-based interventions, staff articulation and collaboration. This will be supported by review of the Illinois learning standards, District 204 curriculum, and a staff pedagogical focus on

improving balanced literacy with a primary focus on guided reading. 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 1

Our goal is to improve reading achievement for IEP students by 10% which would reduce the 32% discrepancy between our regular education students and our students with Individual Education Plans to 22%, as measured by the 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

Goal 2

Our goal is for fifth grade students to improve by 5.8%, from 86.2% to 92% on the writing performance standards as measured by the 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment. Our goal is for 80% of third grade students to meet or exceed writing performance standards as measured by the 2009 Illinois Standards Achievement Test.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	863	825	757	760	682	682
% White	87.8	86.3	85.1	82.2	82.1	78.9
% Black	1.7	1.8	1.8	1.4	1.8	1.8
% Hispanic	0.8	1.6	1.7	2.4	2.5	3.1
% Asian/Pacific Islander	9.6	10.2	9.2	11.2	11.0	13.8
% Native American	0.0	0.0	1.2	0.0	0.0	0.0
% Multi Racial			0.9	2.8	2.6	2.4
Low Income rate	0.2	0.9	0.0	1.1	0.4	1.0
Limited English Proficient Rate	1.5	1.5	1.3	1.3	2.8	2.7
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	3.5	4.0	4.0	3.1	3.7	6.1
Attendance Rate	96.8	96.9	96.3	96.5	96.5	96.3
% Parent Contact	100	100	100	100	100	100
Average class size grade K	23.6	18.6	22.3	22.0	21.8	21.2
Average class size grade 1	22.4	25.8	22.6	27.5	22.8	23.5
Average class size grade 3	26.2	24.4	22.6	26.2	23.8	26.5
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	60

SPRING BROOK ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

Goal One

Our goal is to improve reading achievement for IEP students by 10% which would reduce the 32% discrepancy between our regular education students and our students with Individual Education Plans to 22%, as measured by the 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, 94.8% 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, 93.8% 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, 94.5% 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	94.4	328	93.1	276	95.3	255
	Black	87.5	<10	100	<10	75	<10
	Hispanic	85.7	<10	100	<10	66.7	<10
	Asian/Pac	97.4	38	95.7	47	94.5	55
	Native Am	NA	0	NA	0	NA	0
	Multiracial	100	<10	100	<10	100	<10
	LEP	100	<10	100	<10	57.1	<10
	IEP	83	42	74	35	62.5	24
	FRL	0	<10	66.7	<10	100	<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. Curriculum Based Measurements are used to monitor student growth on a continuous basis, determine effective instructional practices for the core curriculum and interventions, and to determine necessary interventions for individual students.

Based on May 2007, 84.9% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 79.1% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 84.6% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 85.1% of students met or exceeded district performance standards on a general outcome measure of reading.

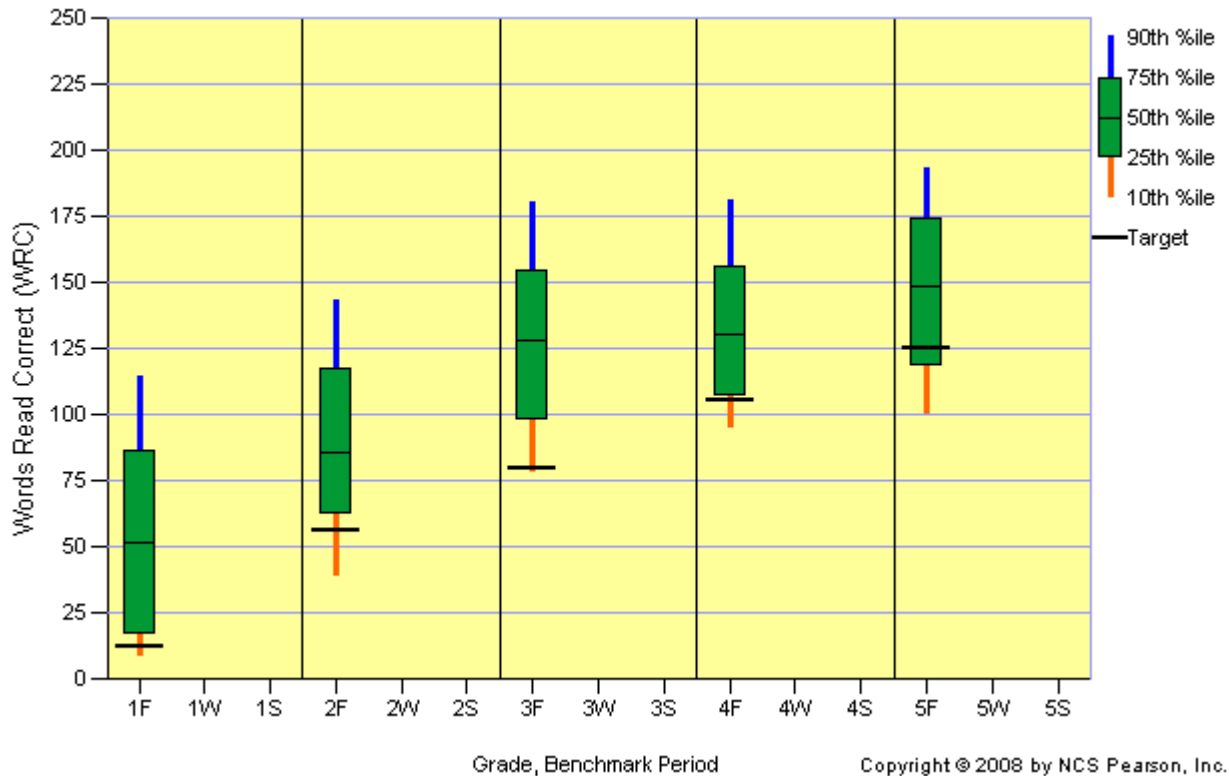
Based on September 2008 data, 80.6% of students met or exceeded district performance standards on a general outcome measure of reading.

AIMSweb® Growth Chart

Reading - Curriculum Based Measurement

Indian Prairie District #204 - SPRING BROOK ELEMENTARY SCHOOL

2008-2009 School Year



Goal Two

Our goal is for fifth grade students to improve by 5.8%, from 86.2% to 92% on the writing performance standards as measured by the 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment. Our goal is for 80% of third grade students to meet or exceed writing performance standards as measured by the 2009 Illinois Standards Achievement Test.

A. ISAT/IAA

Based on March 2006 assessment data, NA% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2007 assessment data, 53% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 86.2% 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	
			Student		Student
		% M/E	Count	% M/E	Count
Subgroup Writing Performance	White	49	98	82.5	97
	Black	0	<10	100	<10
	Hispanic	100	<10	100	<10
	Asian/Pac	100	<10	100	22
	Native Am	NA	0	NA	0
	Multiracial	50	<10	100	<10
	LEP	0	NA	NA	0
	IEP	20	15	72.7	11
	FRL	0	<10	100	<10

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, 96.9% 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, 97.7% 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, 97.9% 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	
			Student		Student		Student
		% M/E	Count	% M/E	Count	% M/E	Count
Subgroup Math Performance	White	96.3	328	97.3	276	97.6	255
	Black	100	<10	100	<10	75	<10
	Hispanic	100	<10	100	<10	100	<10
	Asian/Pac	100	38	100	48	100	55

	Native Am	NA	0	NA	0	NA	0
	Multiracial	100	<10	100	<10	100	<10
	LEP	100	<10	100	<10	85.7	<10
	IEP	83	42	94.4	35	83.3	24
	FRL	100	<10	100	<10	100	<10

B. Curriculum Based Measurement – Mathematics Computational Fluency

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. Curriculum Based Measurements are used to monitor student growth on a continuous basis, determine effective instructional practices for the core curriculum and interventions, and to determine necessary interventions for individual students.

Based on May 2007 data, 66.5% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

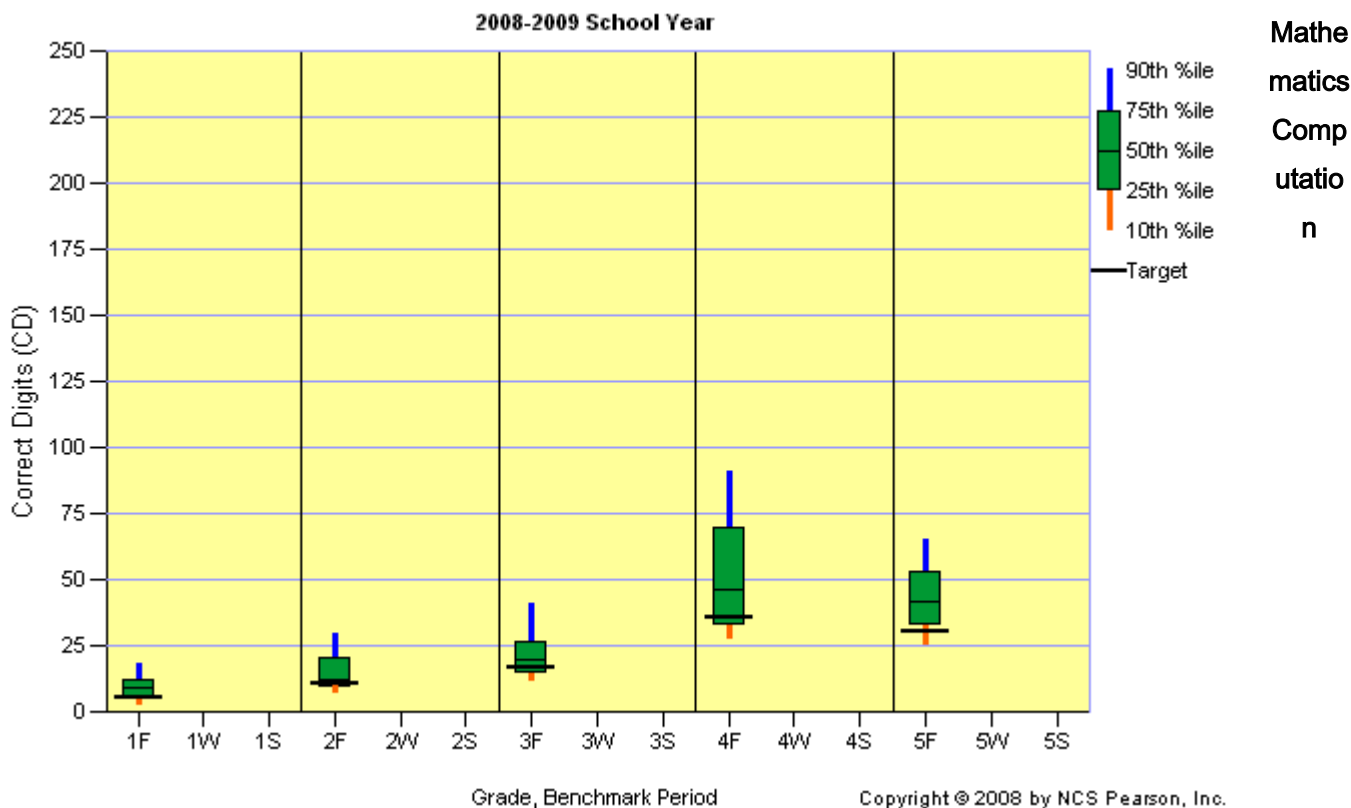
Based on September 2007 data, 72.2% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 73.2% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 67.4% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on September 2008 data, 74.3% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

AIMSweb® Growth Chart



Indian Prairie District #204 - SPRING BROOK ELEMENTARY SCHOOL

Action Plan for Improved Learning

Goal 1

Our goal is to improve reading achievement for IEP students by 10% which would reduce the 32% discrepancy between our regular education students and our students with Individual Education Plans to 22%, as measured by the 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment.

- Objective – Area of Focus: Implement a building master schedule.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Implement building master schedule with focus on instructional blocks for reading, writing and math core curriculum	August 2008- June 2009	Building Leadership team, Administrative team, Interventionist	Team meeting notes, observations, walk throughs
Implement intervention blocks within the master schedule to support students needing additional instruction in Tier 2 and 3	August 2008- June 2009	Building Leadership team, Administrative team, Interventionist	Team meeting notes, observations, walk throughs

- Objective – Area of Focus: Improve reading instruction delivery for all students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
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Maintain reading committee to guide staff in improving reading instruction	August 2008- June 2009	Reading Committee	Ongoing professional development, assessment data
Improve instruction through guided reading, literacy work stations and research based curriculum and instruction	August 2008- June 2009	Administrative team, all staff members	Team Planning Form, team notes, formal and informal observations, integrity check lists, walk throughs, assessment data

3. Objective – Area of Focus: Create a building wide culture that has all educators taking ownership of student learning.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use flexible grouping to enable students to receive additional instruction	August 2008- June 2009	Spring Brook staff	Schedule, student groups, Grouping Form
Utilize resource map to determine available staff to effectively support student instruction	August 2008- June 2009	Building Leadership team, Administrative team, Problem Solving Committee, Interventionist	Schedule, Students Groups, Grouping Form
Stagger instructional blocks throughout the school day to enable staff to work with students throughout school day maximizing instructional time	August 2008- June 2009	Building Leadership team, Administrative team, Interventionist	Schedule
Use grade level planning meetings to collaboratively plan reading instruction with teachers and support staff	August 2008- June 2009	Administrative team, Building Leadership team, support staff	Reading plans, common assessments, assessment data

4. Objective – Area of Focus: Maintain ongoing data analysis

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Analyze student needs through assessment-CBM's Rigby, Gates	Ongoing	Principal, Interventionist, Reading Improvement Teacher, grade level teams	Data Charts
Use data review meetings with support staff and administrative team to analyze data	Ongoing	Principal, Interventionist, Reading Improvement Teacher, grade level teams	Data charts, student flexible grouping
Develop focused instructional intervention plans for students in Tier 2 and 3	Ongoing	Principal, Interventionist, Reading Improvement Teacher, grade level teams	Data charts, student flexible grouping
Maintain building wide student intervention data and history for grade levels	Ongoing	Principal, Interventionist, Psychologist	Data Charts, spread sheet

Goal 2

Our goal is for fifth students to improve by 5%, from 86.2% to 92% on the writing performance standards as measured by 2008 and 2009 Illinois Standards Achievement Test and the Illinois Alternative Assessment. Our goal is for 80% of third students to meet or exceed writing performance standards as measured by 2009 Illinois Standards Achievement Test.

1. Objective – Area of Focus: Improve writing instruction delivery for all students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Utilize writing committee to guide staff in improving instructional methods	August 2008- June 2009	Building leadership team, principal, Writing Committee, Interventionist	Staff development, committee notes
Use district curriculum to improve writing instruction	August 2008- June 2009	Building leadership team, principal, Writing Committee, Interventionist	ISAT scores
Use dedicated writing block for writing instruction	August 2008- June 2009	Building leadership team, principal, Interventionist	Schedule, walk throughs
Use grade level planning meetings to collaboratively plan writing instruction with teachers and support staff	August 2008- June 2009	Building leadership team, principal, staff, Interventionist	Writing plans, common assessments, assessment data
Assess student writing quarterly using a common rubric	August 2008- June 2009	Teachers	Writing assessments

2. Objective – Area of Focus: Create a building wide culture that has all educators taking ownership of student learning.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use flexible grouping to enable students to receive additional instruction	August 2008- June 2009	Spring Brook staff	Schedule, student groups, Grouping Form
Utilize resource map to determine available staff to effectively support student instruction	August 2008- June 2009	Building Leadership team, Administrative team, Problem Solving Committee, Interventionist	Schedule, Students Groups, Grouping Form
Stagger instructional blocks throughout the school day to enable staff to work with students throughout school day maximizing instructional time	August 2008- June 2009	Building Leadership team, Administrative team, Interventionist	Schedule
Use grade level planning meetings to collaboratively plan reading instruction with teachers and support staff	August 2008- June 2009	Administrative team, Building Leadership team, support staff	Writing plans, common assessments, assessment data

3. Objective – Area of Focus: Maintain ongoing data analysis

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use grade level team meetings to create rubrics to analyze building writing samples	August 2008- June 2009	Grade level teams	Rubrics, writing samples
Analyze students needs through assessment-CBM's, writing samples	August 2008- June 2009	Grade level teams	Rubrics, writing samples

SPRING BROOK ELEMENTARY SCHOOL 2008 SCHOOL IMPROVEMENT SUMMARY

Progress Summary