

Elementary School Improvement Plan Report September 2008

School Name: Reba O. Steck Elementary School

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School Improvement Overview:

Steck Elementary School maintains a continuous improvement model with both formative and summative assessment used to guide decision-making. The 2008 ISAT scores indicate that 94.5% of Steck students in grades 3-5 met or exceeded standards in reading. In addition, the 2008 ISAT scores indicate that 70.3% of students with IEPs in grades 3-5 met or exceeded standards in reading.

Students in grade 5 were administered the ISAT writing assessments in 2008. The results indicate that 74% of the 5th grade students met or exceeded the State Standards. These results indicate the need for a future focus on improved teaching and learning in the area of writing.

Steck's School Improvement Plan will therefore focus on:

- ♦ How can we improve teaching and learning in the area of writing in order to increase student achievement?
- ♦ How can we improve teaching and learning in reading for our students with IEPs in order to close the identified achievement gap?

As our action plan is developed, it will focus on the need for differentiated instruction within the core curriculum and ongoing assessment. Reviewing student assessment data, the Illinois Learning Standards, the District curriculum, and the evidence-based instructional practices and interventions implemented for our students will support our work. A detailed action plan is outlined on pages 7-10 of this report.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	748	755	747	735	705	660
% White	83.4	81.9	81.8	77.4	76.6	73.7
% Black	4.3	5.3	4.4	5.0	3.8	5.2
% Hispanic	3.1	3.4	1.9	1.8	2.6	3.9
% Asian/Pacific Islander	9.2	9.4	9.5	11.8	12.9	13.3
% Native American	0	0	0	0	0	0.3
% Multi Racial			2.4	3.9	4.1	3.7
Low Income rate	0.4	0.5	1.6	2.7	2.8	2.7
Limited English Proficient Rate	3.5	3.4	2.7	2.7	4.0	5.0
Chronic Truancy Rate	0	0	0	0	0	0
Mobility Rate	6.5	4.6	5.3	3.4	4.6	6.2
Attendance Rate	96.7	96.9	96.4	96.5	96.5	96.1
% Parent Contact	100	100	100	100	100	100
Average class size grade K	21	22.8	23.4	24.5	23.8	24.3
Average class size grade 1	26.2	22.6	24.4	22.7	21.4	25.0
Average class size grade 3	25.8	25.4	26.2	23.6	23.4	26.8
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	60

STECK ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

Goal One

While we will work to raise the achievement of all students, by the end of the 2008-2009 school year, 80% of the students with an IEP will meet/exceed Illinois State Standards in Reading as measured by the ISAT and IAA.

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, 90.4% 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, 91.5% 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	91.2	274	91	262	96.2	263
	Black	61.9	21	75	16	87.5	16
	Hispanic	100	8	100	6	85.7	7
	Asian/Pac	95	40	98	42	91.7	48
	Native Am	0	0	0	0	0	0
	Multiracial	100	11	94	16	83.3	12
	LEP	100	5	100	7	44.4	9
	IEP	64.7	34	66	41	70.6	34
	FRL	88.9	9	86	7	62.5	8

B. Curriculum Based Measurement – General Outcome Measure

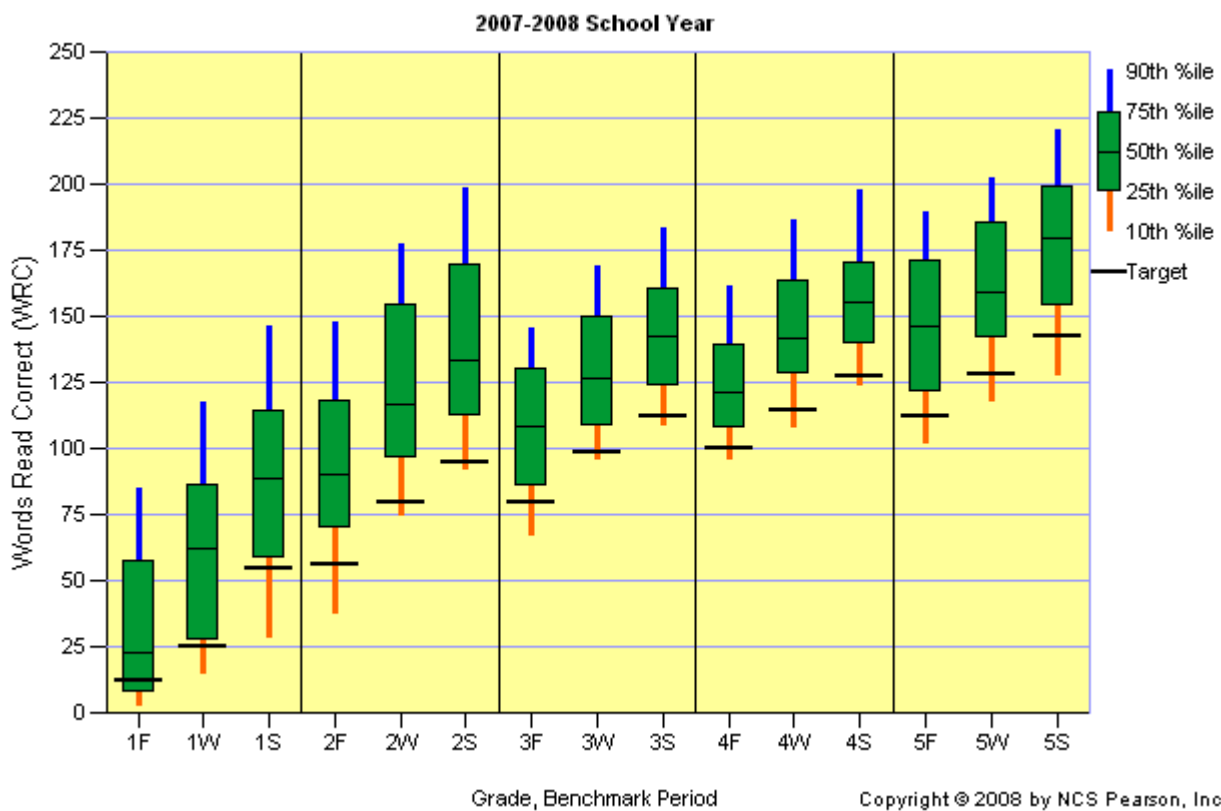
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period. Given the correlation between achievement on the Reading CBM and achievement on the ISAT, CBM data will be used as an interim assessment to monitor student growth and progress.

Based on May 2007, 80% of students in Grades 1-5 met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 78.2% of students in Grades 1-5 met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 84.4% of students in Grades 1-5 met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 85.6% of students in Grades 1-5 met or exceeded district performance standards on a general outcome measure of reading.



Goal Two

While working to raise the achievement of all students, by the end of the 2008-2009 school year, 82% of the students tested will meet/exceed the Illinois State Standards in Writing as measured by the ISAT.

Present Level of Performance

A. ISAT/IAA

Based on March 2007 assessment data, 56% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 74% 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		
	% M/E	Student Count	% M/E	Student Count	
Subgroup Writing Performance	White	54	93	73	85
	Black	67	6	60	<10
	Hispanic	100	1	67	<10
	Asian/Pac	58	12	100	15
	Native Am	0	0	0	0
	Multiracial	71	7	50	<10
	LEP	100	1	NA	0
	IEP	40	15	58	12
	FRL	67	3	0	<10

Mathematics

Student performance in the area of Mathematics has been maintained at high levels as measured by the Illinois Standards Achievements Test. Student achievement will be monitored through the use of Curriculum Based Measurements.

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% 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, 97.1% 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	97.4	274	97	262	98.9	263
	Black	85.7	21	86	16	81.2	16
	Hispanic	100	8	83	6	85.7	7
	Asian/Pac	97.5	40	100	42	95.8	48
	Native Am	0	0	0	0	0	0
	Multiracial	100	11	100	16	91.7	12
	LEP	100	5	71	7	77.8	9
	IEP	88.2	34	90	41	82.4	34
	FRL	88.9	9	86	7	75.0	8

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. Given the correlation between achievement on the Math CBM and achievement on the ISAT, CBM data will be used as an interim assessment to monitor student growth and progress.

Based on September 2007 data, 61.4% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

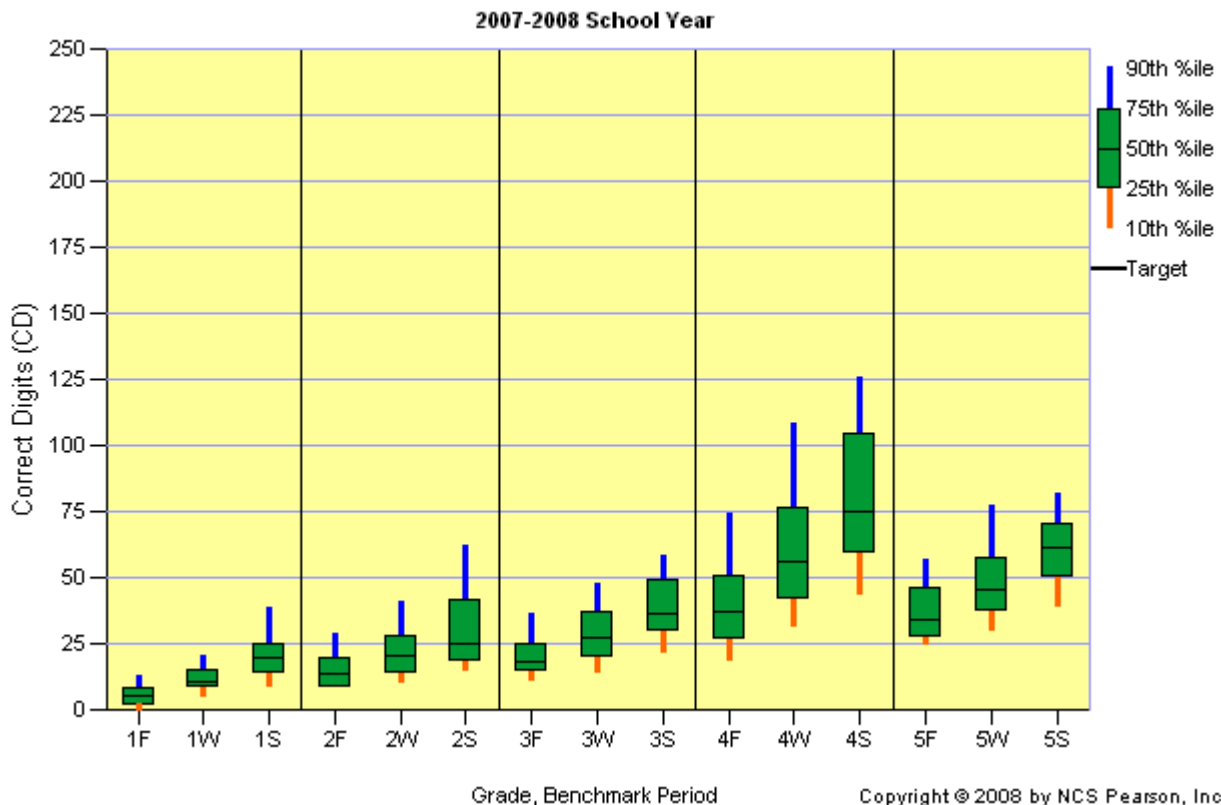
Based on January 2008 data, 58.6% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 70.4% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

AIMSweb® Growth Chart

Mathematics Computation

Indian Prairie District #204 - REBA STECK ELEMENTARY SCHOOL



School Improvement Goals and Action Plan

At the end of the second, third, and fourth quarters, the Steck 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 item.

Action Plan for Improved Learning

Goal 1: While we will work to raise the achievement of all students, by the end of the 2008-2009 school year, 80% of the students with an IEP will meet/exceed the Illinois State Standards in Reading as measured by the ISAT and IAA.

1. Objective – Area of Focus: Planning & Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Support staff will attend grade level meetings to collaboratively plan for curriculum, modifications, and team teaching opportunities.	Ongoing	Classroom teachers, Support staff, Reading Improvement, Interventionist	Meeting minutes submitted to Principal and other staff.
Share and utilize a scope and sequence of the focus skills and story selections at each grade level with Support staff.	Ongoing,	Classroom teachers, Support staff, Reading Improvement, Interventionist	Grade level planning meeting minutes, Quarterly review by Principal
In addition to core curriculum, identify critical learning topics and focus skills within Harcourt Intervention Kits at each grade level.	Weekly, quarterly	Classroom teachers, Support staff, Reading Improvement, Interventionist	Grade level planning meeting minutes.
Include Intervention Blocks within Master Schedule	Aug. 08	BLT, Principal	Create Master Schedule
Identify focus skills and Essential Learning topics at primary and intermediate levels in reading.	Weekly, quarterly	Classroom teachers, Support staff, Reading Improvement, Interventionist	Grade level planning meeting minutes.

2. Objective – Area of Focus: Curriculum & Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
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Instruct students in choosing appropriate reading material for independent reading.	Ongoing	Classroom teachers, Support staff	Teacher/student conferences, teacher observation & notes, Accel. Reader, Rigby Assessments
Implement explicit instruction regarding the reading process, specifically comprehension and decoding strategies.	Ongoing	Classroom teachers, Support staff, Reading Improvement, Interventionist	Curriculum Integrity Checks, Principal observation
Refine the use of the Reader's Workshop instructional format in all classrooms Gr. K-5	Ongoing	Classroom teachers, Support staff, Reading Improvement, Interventionist	Grade level planning meeting minutes, Principal observation
Utilize the methods of: pre-teach/re-teach, multi-sensory approach, and repetitive instructional strategies	Ongoing	Support staff	Team planning notes, informal assessment data, progress monitoring data
Implement reading interventions with integrity and consistency.	Ongoing	Classroom teachers, Support staff, Reading Improvement, Interventionist	Develop and maintain a monthly Integrity Checklist, Principal observation

3. Objective – Area of Focus: Assessment & Intervention

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Disaggregate IEP student data in order to select and implement appropriate interventions and to individualize instruction.	Ongoing	Classroom teachers, support staff, Problem Solving Team	Monthly Data Review meetings, Progress & Strategic monitoring data
Develop and implement the use of a Student Needs form to document individual student data for instructional planning purposes	Ongoing	Classroom teachers, support staff, Problem Solving Team	Individual Problem Solving forms, meeting notes
Monitor data to determine the effectiveness of the interventions for fluency improvement.	Ongoing	Support staff, classroom teachers, Problem Solving Team	Aimsweb data charts, setting appropriate goals, Harcourt assessments
Monitor data to determine the effectiveness of the	Ongoing	Classroom	Aimsweb

interventions for comprehension improvement.		teachers, support staff, Problem Solving Team	data charts, setting appropriate goals, Harcourt assessments
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4. Objective – Area of Focus: Professional Development

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Plan training sessions for all staff in the delivery of various reading interventions.	Quarterly, SIP Days, Faculty Meetings	BLT, Literacy Committee, Support staff	Meeting agendas, informational packets and resources lists
Plan training sessions for all staff in the delivery of the Reader’s Workshop format.	Aug.- Oct., ongoing	Outside consultant, BLT, Lit. Comm.	Meeting agendas, informational packets, resource lists, book study groups

Goal 2: By the end of the 2008-2009 school year, 82% of the students tested will meet/exceed the Illinois Standards in Writing as measured by the ISAT.

1. Objective – Area of Focus: Planning and Structures

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Study curriculum/content sequencing and pacing	Qtrly review	Teachers, BLT, Literacy Committee	Checklist, Sequencing/pacing grid
Include a Writing Block for each grade level within the instructional Master Schedule	Aug. 08	BLT	Master Schedule

2. Objective – Area of Focus: Curriculum and Pedagogy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Document essential learning & performance descriptors at each grade level through curriculum mapping.	Weekly grade level meetings, Qtrly review	All Faculty, BLT, Literacy Committee	Curriculum Map document, checklist
Identify and communicate essential components of Writer’s Workshop format.	Ongoing, SIP Days, Faculty Meetings	All staff, Literacy Consultant. Writing Coach	List of essential components, Completion of R. Routman resources
Plan and conduct classroom observations during	October –	Classroom	Observational

writing instruction and schedule follow up discussions.	May	teachers, support staff, interventionist, writing coaches, Principal	feedback forms

3. Objective – Area of Focus: Assessment

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Research appropriate rubrics for evaluating student writing samples.	2008-2009	Literacy Committee	Rubric samples
Consider methods for implementing inter-rater reliability training.	2008-2009	Literacy Committee	Integrity checklists
Develop assessment data collection system, including the use of student portfolios.	2008-2009	Literacy Committee	Portfolios, classroom assessment data

4. Objective – Area of Focus: Professional Development

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Conduct staff training on the use of the Writer’s Workshop format.	2008-2009	Literacy Committee, Principal, Writing Coaches	Meeting minutes, resources lists, completion of book study
Staff members attend ROE workshops re: ISAT preparation	2008-2009	Writing Coaches, classroom teachers	Shared workshop resources
Research and conduct Book Study discussion groups.	2008-2009	Literacy Committee	Shared resources, share at Faculty Meetings
Invite a professional author to consult with classroom teachers and students.	2008-2009	Literacy Committee	Grant proposal through IPEF, PTA funding
Attend appropriate Writing conferences and workshops.	2008-2009	All staff	R. Routman training kit

5. Objective – Area of Focus: Parent Education/Community

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Host a Parent Writing Information Night to describe curriculum overview.	Fall 2008	Literacy Committee, Principal	Informational packet, parent feedback form
Develop a brochure of support strategies for at-	2008-	Literacy	Strategy

home use by parents.	2009	Committee	brochure

Progress Summary

During the 2007-2008 school year the School Improvement goals were focused on improved student achievement in the areas of reading and math as measured by the Illinois Standards Achievement Tests.

By analyzing local assessments, informal teacher assessments, and state test results (ISAT), students who were considered to be at risk were identified. Teams of teachers and support staff were able to provide appropriate levels of assistance by using the building and district resources. School Improvement Days, Building Articulation Day, Faculty Meetings, and Staff Development opportunities were provided to assist the staff in:

- ◆ Continuing to implement the Problem Solving process that included a flexible delivery model and the administration of Curriculum Based Measures at all grade levels in reading and math. The data was collected at 3 benchmarking periods for the purpose of monitoring student progress and making decisions for appropriate instruction and intervention.
- ◆ Conducting monthly Data Review sessions for grade level teachers and support staff to analyze the effectiveness of reading intervention programs on student achievement.
- ◆ Becoming familiar with various reading intervention programs to facilitate implementation for specific student learning needs.
- ◆ Creating common instructional blocks within the Master Schedule to allow grade level teams flexibility in grouping students with similar needs.
- ◆ Creating a specific intervention block within the Master Schedule for every grade level for the purpose of delivering reading interventions.

The development and implementation of these initiatives assisted the staff in recognizing and meeting the wide variety of student needs found within the classrooms.

As reported by the Illinois State Board of Education, test results indicate that Adequate Yearly Progress in the areas of Reading and Math was achieved by the students at Steck School. In addition:

94.5% of all students tested met/exceeded the state reading standards.

97.1% of all students tested met/exceeded the state math standards.

In both areas an increase in students meeting/exceeding the state standards is noted compared to the 2006-2007 results. In both areas Steck students scored above the District and State averages.

The Steck 2008-2009 School Improvement Plan will focus on:

- ◆ Decreasing the gap in the area of reading between regular education students and students with an IEP. (Target: 80% of students with an IEP will meet/exceed the Illinois State Standards in reading as measured by ISAT and IAA)
- ◆ Increasing the number of students who will meet and/or exceed the Illinois State Standards in Writing. (Target: 82% of students tested will meet/exceed the writing standards as measured by ISAT and IAA)

Questions about the Steck School Improvement Plan or the School Report Card can be directed to Mrs. Kerry Merrill, Principal, at 630-375-3500 or kerry_merrill@ipsd.org.