

Elementary School Improvement Plan Report Updated 11/13/2008

School Name: May Watts Elementary School

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School Improvement Overview:

May Watts Elementary School maintains a continuous improvement model with both formative and summative assessment used to guide decision making. Students at May Watts continue to demonstrate excellent performance on the ISAT Reading test. The 2008 ISAT results indicate that 93.3% of the students exceed or meet State averages (Grades 3, 4, and 5 were tested). Students with Individual Education Plans, however, scored at 82.1 % which met the state target but this group still demonstrates the largest gap between the highest performing and lowest performing students. Growth with this subgroup was demonstrated from 2007, however. Last year, students with Individual Educational Plans scored at 64.7%.

ISAT Math scores continue to exceed state averages. Currently 98% of the students exceed or meet State averages. In fact, 60.6% of May Watts students exceeded state standards. The achievement gap between our highest performing subgroup and our lowest performing subgroup (IEP students) is much smaller. 96.4% of the students with Individual Educational Plans exceed or meet state goals.

The 2007-2008 ISAT scores indicate that May Watts Elementary School successfully has made adequate yearly progress (AYP) in both reading and math. Yet, after specific item analysis of the 2007 ISAT tests and an initial analysis of the 2008 scores, a particular focus on improving the extended response portion of both the reading and math should receive instructional emphasis.

Finally, writing was reinstated as an area of assessment for the 5th grade students in 2007. The 2006-2007 results indicated that 60% of the 5th grade students met or exceeded the State Standards. 2007-2008 scores improved to 76%. The results continue to indicate the need for future focus in improved teaching and learning in the area of writing.

While the May Watts staff will continue our ongoing commitment to improve teaching and learning for all students across curricular areas, our formal School Improvement plan will address three (3) questions:

- (1) How will we improve teaching and learning in the area of writing to increase student achievement?
- (2) Specifically, how can May Watts Elementary School staff improve our students' ability to provide explanation, support, and interpretation when asked to write extended response questions?
- (3) How will we continue to improve teaching and learning in reading for our special education students in order to close the identified achievement gap?

Our work will be supported by reviewing student assessment data, the Illinois learning Standards, the District curriculum, and the evidenced based practices and interventions implemented for our students. A detailed action plan is outlined on pages 7-12 of this report.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	500	560	567	534	527	536
% White	87.2	79.6	77.1	75.8	74.8	68
% Black	2.0	5.7	4.1	4.1	4.6	6.5
% Hispanic	1.0	1.1	1.4	3.6	2.7	3.2
% Asian/Pacific Islander	9.8	13.4	16.0	15.0	15.0	18.6
% Native American	0.0	0.2	0.2	0.0	0.0	0.0
% Multi Racial			1.2	2.1	3.0	3.7
Low Income rate	0.2	2.0	3.7	3.4	3.6	4.1
Limited English Proficient Rate	2.2	3.9	4.6	4.5	4.7	5.0
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	6.9	8.7	9.3	8.9	13.7	12.2
Attendance Rate	96.4	96.9	96.2	96.2	96.1	96.3
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100
Average class size grade K	23.0	21.5	22.8	19.0	25.0	21.7
Average class size grade 1	27.3	20.8	24.3	24.3	23.3	20.5
Average class size grade 3	24.0	26.0	23.3	27.0	23.3	26.3
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	60	60

MAY WATTS ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

Goal One: Given the results of the 2007 and 2008 Reading ISAT tests, 85% of the students with disabilities will meet and/or exceed state standards on the 2009 ISAT/IAA.

Goal Two: Given the 2009 ISAT reading extended-response item, students will score minimally at the same percentages as their District #204 peers in scores ranges 4 and 3.

Present Level of Performance

A. ISAT/IAA

Based on March 2006 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 2007 assessment data, 93.4% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades. Students with Individual Education Plans, however, scored at 64.7% which met the state target but this subgroup demonstrated the largest gap between the highest performing and lowest performing students. In addition, Reading extended response scores were below district percentages

Based on March 2008 assessment data, 93.3% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades. IEP students' scores improved significantly to 82.1%. We hope to see continued improvement with our students with Individual Educational plans.

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	180	92.3	183	94.1	185
	Black	83	<10	100	<10	100	<10
	Hispanic	50	<10	80	<10	83.3	<10
	Asian/Pac	100	24	100	25	90.7	43
	Native Am	NA	0	0	0	0	0
	Multiracial	100	<10	100	<10	90.9	11
	LEP	100	<10	100	<10	75	<10
	IEP	54	24	67	33	82.1	28
	FRL	60	<10	67	<10	85.7	<10

B. Curriculum Based Measurement – General Outcome Measure

May Watts Elementary School assesses all its students three times per year in the areas of fluency and comprehension using curriculum based measurements. Careful analysis is conducted after each testing session by the grade level teachers and support staff to determine whether each child is making sufficient progress in reading instruction. If students are determined not to be making progress by the school team, additional reading intervention instruction is provided. As a follow-up, frequent progress monitoring of at-risk students then occurs in order that the effectiveness of the reading intervention instruction can be monitored.

District performance standards in the area of reading achievement correspond to a 90% probability of meeting or exceeding standards on the ISAT test.

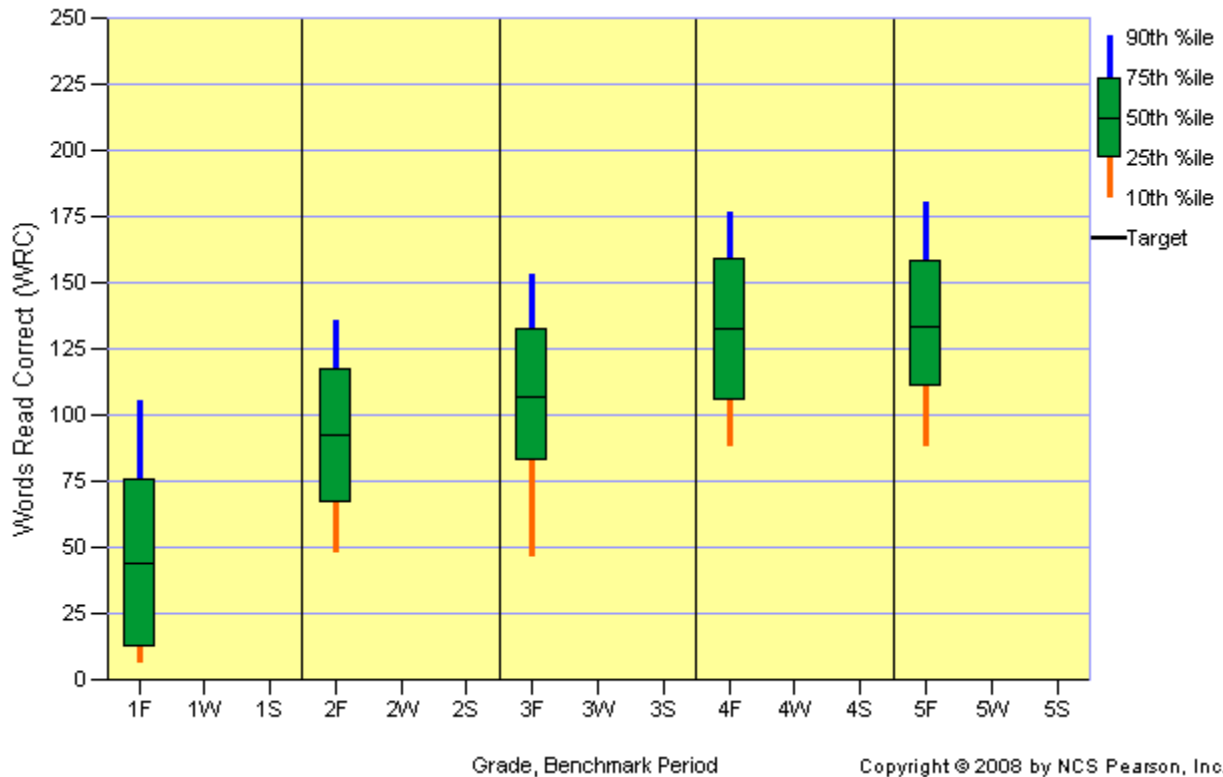
Based on September 2008 data, 76.6% of students met or exceeded district performance standards on a general outcome measure of reading.

AIMSweb® Growth Chart

Reading - Curriculum Based Measurement

Indian Prairie District #204 - MAY WATTS ELEMENTARY SCHOOL

2008-2009 School Year



Goal Three: Given the ISAT math extended response question, students will score at least as well in the areas of mathematical knowledge, strategic knowledge and explanation as their District #204 peers.

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, 98% 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, 97.8% 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, 98% 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	98	180	97.3	184	98.9	185
	Black	100	<10	100	<10	66.7	<10
	Hispanic	100	<10	100	<10	100	<10
	Asian/Pac	96	24	100	25	100	43
	Native Am	0	0	0	0	0	0
	Multiracial	100	<10	100	<10	100	11
	LEP	75	<10	100	<10	100	<10
	IEP	86	24	88.2	34	96.4	28
	FRL	100	<10	100	<10	42.9	<10

B. Curriculum Based Measurement – Mathematics Computational Fluency

May Watts Elementary School assesses all its students three times per year in the area of math computation using curriculum based measurements. Careful analysis is conducted after each testing session by the grade level teachers and support staff to determine whether each child is making sufficient progress in math instruction. If students are determined not to be making progress by the school team, additional math intervention instruction may be provided.

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.

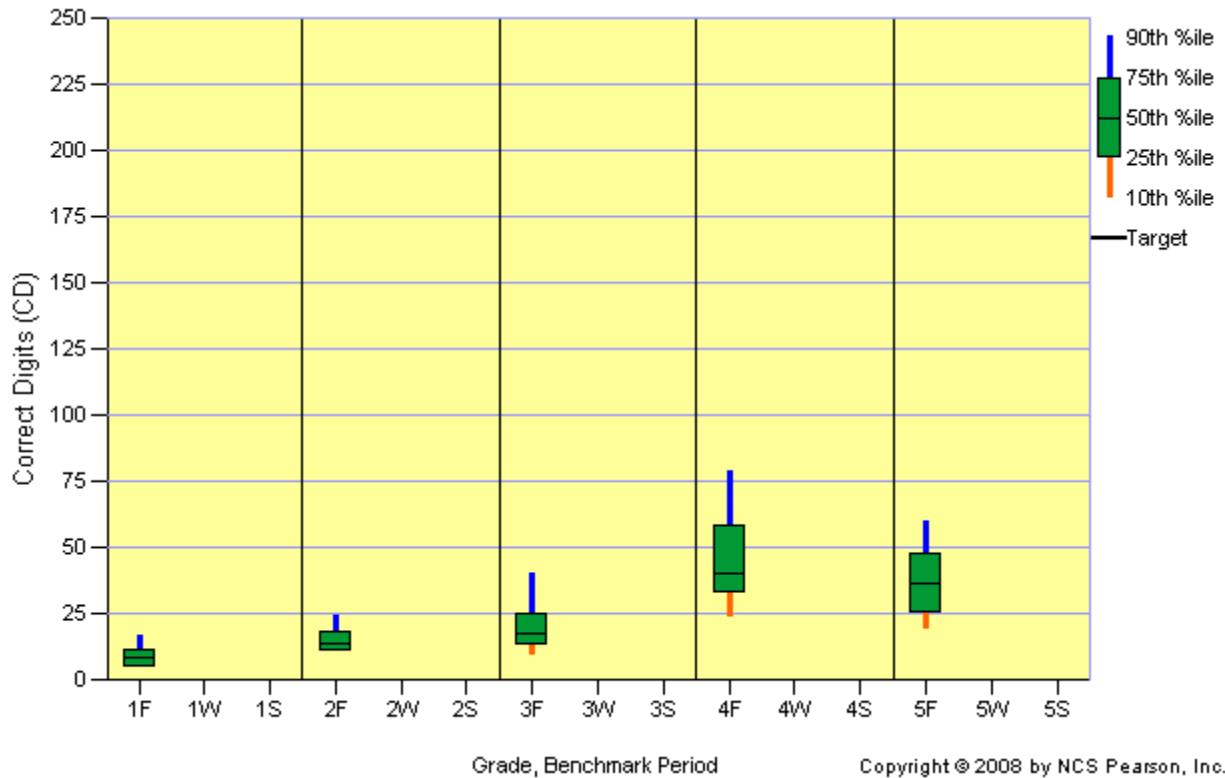
Based on September 2008 data, 69.4% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

AIMSweb® Growth Chart

Mathematics Computation

Indian Prairie District #204 - MAY WATTS ELEMENTARY SCHOOL

2008-2009 School Year



Goal Four: Given the 2007 and 2008 ISAT writing test results, 85% of the May Watts's Elementary students will meet and/or exceed state standards.

A. ISAT/IAA

Based on March 2007 assessment data, 60% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 76% 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	63	64	73
Black		100	<10		<10
Hispanic		0	<10		<10
Asian/Pac		60	5		50
Native Am		0	0	0	0
Multiracial		100	1	100	<10
LEP		0	0		<10
IEP		31	13	31	<10

	FRL	0	0	0	0
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Action Plan for Improved Learning

Goal 1: Given the results of the 2007 and 2008 Reading ISAT tests, 85% of the students with disabilities will meet and/or exceed state standards on the 2009 ISAT/IAA.

1. Objective – Area of Focus: Given the 2008-2009 school year, the May Watts staff will conduct an analysis of the 2007 and 2008 scores of individual students and their Individual Education Plans.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All 2007 third, fourth and fifth grade IEP students scores will be identified and analyzed in order that the students and scores can be presented to the grade level teams and general education staff.	November 2008	Student Service Coordinator, Interventionist Support Teachers	Score Data sheets
All third grade IEP students will be identified. A data review will be conducted in order that reading strengths and weaknesses can be identified.	November 2008	Student Service Coordinator, Support Teachers	Student Articulation sheets
A longitudinal tracking chart will be developed for Tier 2 and Tier 3 IEP students that will display all yearly assessment information.	December 2008	Interventionist	Longitudinal tracking form
All grade level teams will demonstrate understanding of each student's IEP goals as they apply to reading performance.	October 2008	Support Teachers	Student Articulation Sheets

2. Objective – Area of Focus: After completing the identification process, May Watts staff will tailor instruction and intervention to meet identified student needs with consistent progress monitoring.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Intervention programs to support the needs of IEP students, including social/emotional interventions, will be identified and implemented; progress will be monitored at regular intervals to determine effectiveness.	October 2008	Student Service Coordinator, Interventionist	CBM Intervention worksheet
To present available interventions to continue to familiarize both regular education and special education teaching staff with instructional options for Tier 2 and Tier 3 students.	October 2008	Interventionist, Support Teachers	October SIP Agenda
Revisit master schedule design to ensure that teaching and learning time frames, including intervention blocks, are maximized and	Spring 2009	Principal, Student Service	Master Schedule

strategically aligned.		Coordinator	
To analyze the effectiveness of guided reading instruction for students' with IEPs in Grades 3, 4, and 5 to determine the skills that are taught as measured by the progress monitoring results.	Spring 2009	Student Service Coordinator, Interventionist	Grade level Guided Reading Skill Sheets, Progress Monitoring Sheets

Goal 2: Given the ISAT reading extended response question, students will score at least as well as their District #204 peers in score ranges 4 and 3.

1. Objective – Area of Focus: To review the reading extended response framework that was developed in the 2007-2008 school year by the May Watts writing committee in order that school-wide consistency is achieved.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Conduct a review session on the Building Articulation Day to review the major tenets of the reading extended response framework that was developed by the Watts staff during the 2007-2008 school year.	September 2008	RI Teacher, Student Service Coordinator	BAD Agenda

2. Objective – Area of Focus: To coordinate the efforts of May Watts School to consistently practice the reading extended response prompts.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
To achieve grade level agreement on how often the reading extended response prompts should occur and be assessed.	September 2008	Building Leadership Team	Completion of Team Report re: Extended Response
Using a 2008–2009 curriculum timeline, the grade levels will achieve consensus on when the reading extended response prompts will be given to the students.	September 2008	Building Leadership Team	Completion of Extended Response Timeline
To coordinate the grade level reading extended response timelines into a school-wide	November	Building	Completion

comprehensive plan	2008	Leadership Team	of May Watts School Extended Response Timeline
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3. Objective – Area of Focus: To provide instruction to the faculty regarding the scoring rubric of the reading extended response in order that prompts can be evaluated in a consistent fashion.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Conduct instruction to the faculty regarding the state rubrics for reading extended response.	November 2008	Principal, Student Service Coordinator	SIP/Faculty Agenda
To provide two to three opportunities for grade level teachers to jointly evaluate reading extended response prompts in order that better inter-rater reliability can occur.	Spring 2009	Principal	SIP/Faculty Agenda

Goal 3: Given the ISAT math extended response question, students will score at least as well in the areas of mathematical knowledge, strategic knowledge and explanation as their District #204 peers.

1. Objective – Area of Focus: To review the math extended response framework that was developed in the 2007-2008 school year by the May Watts writing committee in order that school-wide consistency is achieved.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Conduct a review session on the Building Articulation Day to review the major tenets of the math extended response framework that was developed by the Watts staff during the 2007-2008 school year.	September 2008	RI Teacher, Student Service Coordinator	BAD Agenda

2. Objective – Area of Focus: To coordinate the efforts of May Watts School to consistently practice the math extended response prompts.

Strategies/Interventions	Timeline	Responsibility	Evidence
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			Source
To achieve grade level agreement on how often the math extended response prompts should occur and be assessed.	September 2008	Building Leadership Team	Completion of Team Report re: Extended Response
Using a 2008–2009 curriculum timeline, the grade levels will achieve consensus on when the math extended response prompts will be given to the students.	September 2008	Building Leadership Team	Completion of Extended Response Timeline
To coordinate the grade level math extended response timelines into a school wide comprehensive plan	November 2008	Building Leadership Team	Completion of May Watts School Extended Response Timeline

3. Objective – Area of Focus: To provide instruction to the faculty regarding the scoring rubric of the math extended response in order that prompts can be evaluated in a consistent fashion.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
To provide instruction to the faculty regarding the scoring rubric of the math extended response in order that prompts can be evaluated in a consistent fashion	November 2008	Principal, Student Service Coordinator	SIP/Faculty Agenda
To provide two to three opportunities for grade level teachers to jointly evaluate math extended response prompts in order that better inter-rater reliability can occur.	Spring 2009	Principal	SIP/Faculty Agenda

Goal 4: Given the 2007 and 2008 ISAT writing test results, 85% of the May Watts’s Elementary students will meet and/or exceed state standards.

1. Objective – Area of Focus: To develop a May Watts writing program that has curricular vertical and horizontal consistency.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
To develop a modes of writing rubric/checklist that is aligned to the ISAT scoring system.	October 2008	Principal, Student Service Coordinator, Writing Committee	Writing Rubric and Checklist
To develop a common language as well as grade level appropriate graphic organizers in order to design a more systematic format for May Watts’ students.	October 2008	Principal, Student Service Coordinator, Writing Committee	Graphic Organizer Format
To include a consistent writing curriculum time	August	Student	

into the Master Schedule.	2008	Service Coordinator	Master Schedule
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2. Objective – Area of Focus: To develop and implement a staff development plan that will assist teachers in the understanding of the three (3) ISAT modes.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Develop a year-long staff development plan that addresses the ISAT modes of writing, narrative, expository and persuasive.	November 2008	Student Service Coordinator, RI Teacher, Writing Committee	Writing Staff Development Plan
Given SIP days and faculty meetings, staff development plan will be presented to staff to include modes of writing, rubrics, methods, and grade level plans.	May 2009	Principal, Writing Committee	SIP and Faculty Agendas

3. Objective – Area of Focus: To coordinate the grade level efforts of May Watts School to consistently implement the components of the writing curriculum.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Using a 2008–2009 curriculum timeline, the grade levels will achieve consensus on the delivery of the writing curriculum components which include the units of study, immersion, Writer’s Workshop activities, and writing prompts.	November 2008	Principal	Curriculum Timelines
In January and then again April, all grade levels will give an expository writing prompt for the purpose of informing ongoing instruction and student reflection. The prompts will be scored using a K-2 or 3-5 checklist that aligns with ISAT rubrics.	January 2009 April 2009	Writing Committee, Building Leadership Team	Grade level Score Summaries
In May, grade levels will review their writing scope and sequence plans and make adjustments for the 2009-2010 school year.	May 2009	Writing Committee, Building Leadership	Revised Curriculum Timelines

		Team	
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MAY WATTS ELEMENTARY SCHOOL 2008 SCHOOL IMPROVEMENT SUMMARY

Goal #1: All students will meet or exceed reading standards as measured by the Illinois State Achievement Test, Illinois Measure of annual growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Report: Several ongoing school reading activities were implemented. They included:

- ◆ Curriculum based measurement assessments were administered three times during the 2007-2008 school year. These assessments were analyzed and targeted interventions were identified for students who were demonstrating poor performance.
- ◆ Staff development continued to focus on the components of a balanced literacy program with special emphasis on guided reading instruction.
- ◆ Guided Reading Instruction was implemented across all grade levels,
- ◆ After analysis of ISAT scores, it was determined that reading extended response needed instructional emphasis.
- ◆ Teachers met as grade level teams to analyze assessment data to guide instruction.
- ◆ On-going parent communication continued regarding literacy acquisition and student progress.

Students at May Watts continue to demonstrate excellent performance on the ISAT Reading test. Currently 93.3% of the students exceed or meet State averages (Grades 3, 4, and 5 were tested). Students with Individual Educational Plans scored at 82.1% which met the state target but this subgroup demonstrated the largest gap between the highest performing and lowest performing students.

Goal # 2: All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurements. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Report: Specific math activities included:

- ◆ After completing an ISAT item analysis, specific objectives were written to address math extended response. A school –wide math extended response model was developed to address these specific objectives.
- ◆ Continued use of a math fact program to increase automaticity of basic facts
- ◆ Curriculum based measurement assessment were administered three times during the 2007-2008 school year.
- ◆ Teachers met as a grade level to analyze assessment data to guide instruction.
- ◆ On-going parent communication continued regarding curricular concepts and student progress.

ISAT Math scores continue to exceed state averages. Currently 98% of the students exceed or meet State averages. In fact, 63.4% of the students at May Watts Elementary School exceeded state averages.

The 2007-2008 ISAT scores indicate that May Watts Elementary School successfully has made adequate yearly progress (AYP) in both reading and math. After analysis of the 2008 ISAT tests, particular focus on improving the extended response portion of both the reading and math will receive instructional emphasis this school year.

Writing

Finally ISAT Writing was reinstated in the 2007 school year. In 2007, 60% of the May Watts students met or exceed state standards. 2008 scores improved to 76% Despite these improvements, significant instructional emphasis will be placed on improving writing during this school year.

If you would like more information about school improvement or the educational programs at May Watts Elementary School, please contact the principal, Michael Raczak, at 630-428-6700.