

| | | | | | | |
|----------------------------------|-------|-------|-------|--------|------|--|
| % Asian/Pacific Islander | 25.1 | 26.7 | 27.4 | 29.5 | 31.1 | |
| % Native American | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| % Multi Racial | 0.0 | 3.7 | 4.7 | 5.0 | 5.2 | |
| Low Income rate | 2.9 | 2.8 | 4.3 | 5.5 | 5.6 | |
| Limited English Proficient Rate | 4.2 | 2.8 | 1.7 | 2.7 | 4.7 | |
| Chronic Truancy Rate | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Mobility Rate | 8.3 | 7.7 | 9.9 | 8.1 | 8.4 | |
| Attendance Rate | 96.5 | 95.7 | 96.0 | 95.7 | 95.6 | |
| % Parent Contact | 100.0 | 100.0 | 100.0 | 100.00 | 100 | |
| Average class size grade K | 19.8 | 22.0 | 26.8 | 20.2 | 22.2 | |
| Average class size grade 1 | 23.8 | 23.8 | 24.5 | 24.9 | 22.5 | |
| Average class size grade 3 | 23.3 | 21.7 | 23.3 | 23.5 | 27.8 | |
| Minutes per day teaching reading | 150 | 150 | 150 | 150 | 150 | |
| Minutes per day teaching math | 60 | 60 | 60 | 75 | 75 | |

**ARLENE WELCH ELEMENTARY SCHOOL
PRESENT LEVELS OF PERFORMANCE 2008-2009**

PRESENT LEVELS OF PERFORMANCE IN THE AREA OF READING

A. ISAT/IAA

Based on March 2006 assessment data, 91.2% 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, 89.7% 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, 91.4% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2009 assessment data, __% 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 | 92% | 244 | 89.5% | 219 | 91.1% | 202 |
| | Black | 64% | 25 | 66.5% | 30 | 82.8% | 29 |
| | Hispanic | 94% | 18 | 100 % | 14 | 90.9% | 11 |
| | Asian/Pac | 94% | 106 | 97.0% | 105 | 96.4% | 110 |
| | Native Am | - | 0 | - | 0 | - | 0 |

| | | | | | | | |
|--|--------------------|-----|-----|-------|-----|-------|-----|
| | Multiracial | 94% | 17 | 94.0% | 17 | 81.0% | 21 |
| | LEP | 66% | <10 | 85.5% | <10 | 100 % | <10 |
| | IEP | 70% | 46 | 65.0% | 40 | 64.3% | 28 |
| | FRL | 62% | 13 | 73.0% | 26 | 78.9% | 19 |

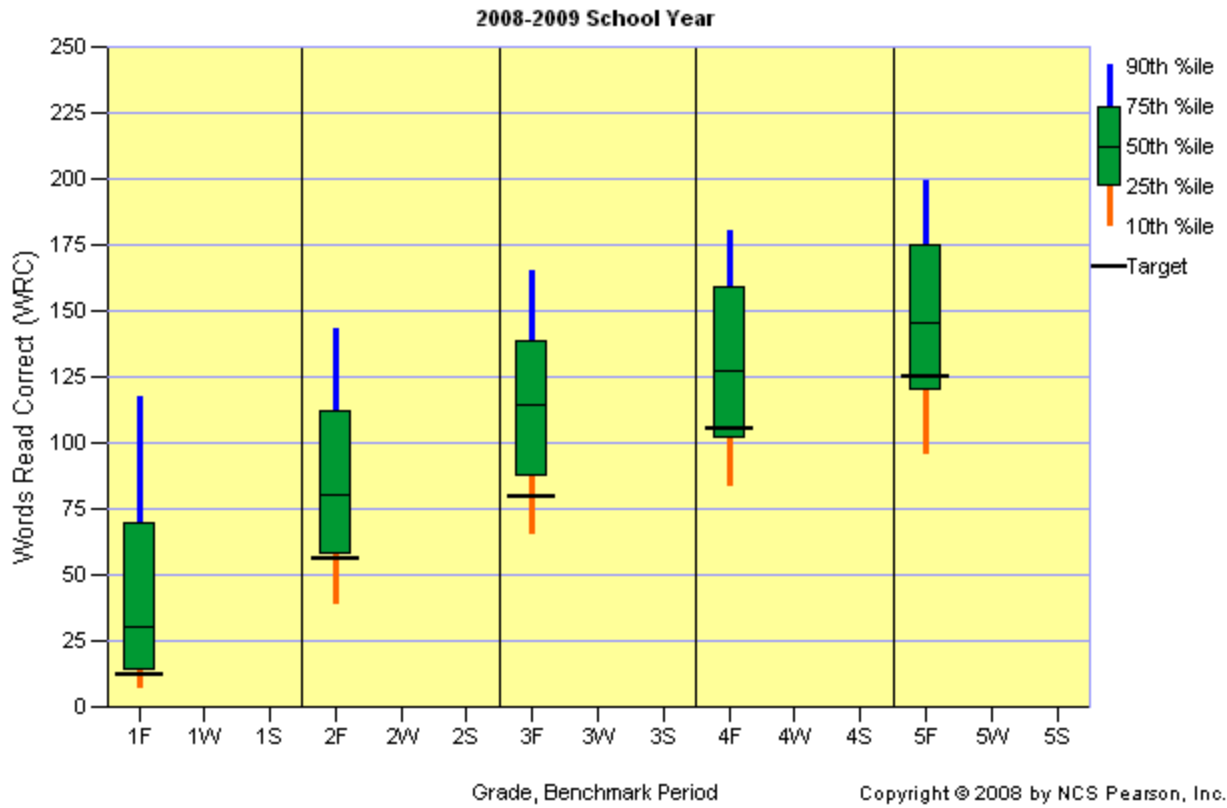
B. Curriculum Based Measurement – General Outcome Measure

Benchmark and progress monitoring data are systematically collected and studied using Curriculum-Based Measurement (CBM). These interim CBM assessments provide a consistent measure of student progress and inform instructional decision-making to ensure continued growth.

Based on September 2008 data, 75.2% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2009 data, __% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2009 data, __% of students met or exceeded district performance standards on a general outcome measure of reading.



PRESENT LEVEL OF PERFORMANCE IN THE AREA OF WRITING

ISAT/IAA

Based on March 2007 assessment data, 54% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, 79.1% of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2009 assessment data, % of third grade and 5th 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 | 07-08 | 08-09 | | | |
|------------------------------|--------------|--------------|---------------|--------------|---------------|-------|---------------|
| Subgroup Writing Performance | | % M/E | Student Count | % M/E | Student Count | % M/E | Student Count |
| | White | | 51% | 86 | 83.6% | 73 | |

| | | | | | | | |
|--|--------------------|-----|-----|-------|-----|--|--|
| | Black | 23% | 13 | 75.0% | 12 | | |
| | Hispanic | - | <10 | 80.0% | <10 | | |
| | Asian/Pac | 71% | 41 | 71.9% | 32 | | |
| | Native Am | - | 0 | - | 0 | | |
| | Multiracial | - | <10 | 71.4% | <10 | | |
| | LEP | - | <10 | - | 0 | | |
| | IEP | 10% | 20 | 66.7% | <10 | | |
| | FRL | - | <10 | 75.0% | <10 | | |

PRESENT LEVELS OF PERFORMANCE IN THE AREA OF MATHEMATICS

A. ISAT/IAA

Based on March 2006 assessment data, 95.1% 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, 93.1% 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, 95.4% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2009 assessment data, __% 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:

| Subgroup Math Performance | | % M/E | Student Count | % M/E | Student Count | % M/E | Student Count |
|---------------------------|-------------|-------|---------------|-------|---------------|-------|---------------|
| | White | 96% | 244 | 94.5% | 219 | 96.0% | 202 |
| | Black | 76% | 25 | 73% | 30 | 75.9% | 29 |
| | Hispanic | 94% | 18 | 85.5% | 14 | 90.9% | 11 |
| | Asian/Pac | 98% | 106 | 99% | 105 | 100 % | 110 |
| | Native Am | - | 0 | - | 0 | - | 0 |
| | Multiracial | 88% | 17 | 80.9% | 21 | 95.2% | 21 |
| | LEP | 33% | <10 | 85.5% | <10 | 100 % | <10 |
| | IEP | 83% | 46 | 77.5% | 40 | 82.1% | 28 |
| | FRL | 69% | 13 | 69% | 26 | 78.9% | 19 |

SCHOOL IMPROVEMENT GOALS AND ACTION PLAN

Goal 1: **Our three year plan (initiated during the 07-08 academic year) is to increase our students' performance in the area of writing to be commensurate with achievement in reading as measured by the Illinois Standards Achievement Test and Illinois Alternative Assessment.** The number of students meeting and exceeding performance standards on ISAT 2008 (year one) increased by 25%, exceeding our stated goal to increase achievement in writing by 15%. Our current goal (year two) is to realize a 7.5% increase on ISAT 2009. An 8.5%

increase on ISAT 2010 (year three) will meet our goal to close the gap between our students' writing and reading performance.

1.Objective – Area of Focus: Study the new District 204 writing curriculum and implement writers workshop and curricular content with integrity

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|--|--------------------------------|---|--|
| Teacher leaders will present essential expectations and non negotiable features of the curriculum. Extended time during SIP days will be reserved to examine and discuss curriculum. | Fall 07; ongoing through 08-09 | Welch Writing Advisory rep, BLT, principal, ass't principal | Quality of observed lessons and student products |
| Grade level teams will prioritize planning for writing instruction during weekly meetings. Team notes will be formatted to reflect performance descriptors and unit/lesson detail. Weekly notes will be shared building-wide, providing a vehicle for discussion and continuity. | Fall 07; ongoing through 08-09 | BLT, teachers, principal, ass't principal | Quality of weekly notes and observed lessons |
| Formal and informal observations of teaching and learning during writing lessons will be conducted to promote instructional focus, provide timely feedback and evaluate building-wide progress. A checklist will be developed to guide observation and discussion. | Fall 07; ongoing through 08-09 | Stud Serv Coord, principal, ass't principal | Quality of observed lessons and student engagement |
| Writing resource carts of supplemental professional materials and trade books for immersion will be developed to support lesson preparation and enhance instructional delivery. | Fall 07; updated Fall 08 | LMC Director, Welch Writing Advisory rep, principal | Usage log; lesson plans and observed lessons |
| 08 ISAT performance will be studied to determine areas of relative strength/weakness, and interface resulting instructional decisions with curricular content. | Fall 08; ongoing | All staff | 09 ISAT student achievement |
| 3 rd and 5 th grade teachers will attend Jim Gates ISAT Writing sessions; subsequently, attendees will present training highlights to 2 nd and 4 th grade teachers, and support staff. | Fall 08; ongoing | 3 rd / 5 th grade teachers | 09 ISAT student achievement |

2. Objective – Area of Focus: Develop quality assessment for learning to gauge students' progress as writers and inform instructional decision making

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|--|------------|----------------|-------------------|
| Grade level and cross grade level teams will study | Spring 08; | Grade level | Assessment |

| | | | |
|--|-----------------------|--|---|
| embedded curriculum rubrics/assessments and design a cohesive assessment plan. | ongoing through 08-09 | teams, BLT, Writing Advisory rep | performance; instructional decision making |
| Grade level teams will study student artifacts / portfolio pieces as an authentic component of comprehensive assessment. | Fall 08; ongoing | Grade level teams, BLT, Writing Advisory rep | Assessment performance; instructional decision making |

3. Objective – Area of Focus: Plan and implement professional development sequences designed to establish a community of writing teachers in our school

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|---|--|---|--|
| Opportunities for demonstration teaching (writers workshop emphasis) and observations/conversations among colleagues, (internal and external) will be systematically arranged. | Fall 07; ongoing throughout 08-09 | Principal, ass't principal, teachers | Quality of conversation and subsequent lessons, student engagement |
| <i>Regie Routman in Residence</i> will anchor our staff development work in the area of writing. Specific emphasis and sequence will be determined through examination of 08 ISAT performance and classroom assessment/work products. | Bldg Artic Day;9/08; ongoing through 08-09 | Team Summer, BLT, Writing Advisory rep principal, ass't principal | Quality of conversation, subsequent lessons, student engagement |
| Book study of <u>Writing Essentials</u> by Regie Routman will be planned and implemented. | Fall 08 | Welch Writing Advisory rep, BLT, teachers | Quality of conversation, subsequent lessons, student engagement |

4. Objective – Area of Focus: Involve parents in educational programs and provide meaningful school connections aligned to our stated school improvement goals to positively impact student achievement and school success.

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|---|----------|-----------------------|-------------------|
| 1 st Grade Reading and Writing Night will be | Begin to | 1 st grade | Attendance |

| | | | |
|---|---|---|---|
| planned and implemented. Parents of Reading Improvement students will be invited to a special 30 minute program earlier in the evening. Modeling and instructional PowerPoint, "How to Help Your Child Read and Write," will be presented, along with selected materials (books, games) for home use. | plan fall 08; schedule event for April 09 | teachers; RI teachers; Title 1 Parent Liaison; principal; ass't principal | logs; parent evaluations; staff evaluations; student response |
| "Welcome to Welch," a Saturday program for incoming kindergartners and their parents, focusing on early literacy will be planned and implemented. Informational and educational materials will be distributed to parents to use at home with their incoming kindergartners. | Begin to plan winter 08; schedule event for May | Kindergarten, RI teachers; SLPs; Title 1 Parent Liaison; principal; ass't principal | Attendance logs; parent evaluations; staff evaluations; school preparedness |
| "Say Yes to Writing Success" parent presentation will be planned and implemented. Teachers will model effective ways to work with students and provide reading and writing materials, along with rationale and directions, to promote informed home support. | Begin to plan fall 08; implement spring 09 | Writing Advisory rep, RI teachers, Title 1 Parent Liaison, ass't principal, Interventionist | Parent program evaluations program; student preparedness /performance |

*Overriding evidence source for measuring the success of strategies/interventions is increased student achievement.

Goal 2: Our three year plan (initiated during the 07-08 academic year) is to increase our IEP students' performance in the area of reading to be commensurate with overall student achievement in reading as measured by the Illinois Standards Achievement Test and Illinois Alternative Assessment. The number of IEP students meeting and exceeding reading performance standards on ISAT 2008 (year one) remained consistent, and did not meet our goal to increase achievement by 7%. Our current goal (year two) is to realize an 8% increase on ISAT 2009. An 8% increase on ISAT 2010 (year three) will meet our goal to narrow the gap between IEP students' reading performance as compared to overall achievement in reading.

1. Objective – Area of Focus: Tailor interventions to identified student needs, implement with integrity and monitor progress. Design effective time frames to maximize teaching and learning.

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|---|--|---|--|
| Welch Interventionist and support staff will participate fully in district level training sequences designed to increase proficiency in selection and implementation of targeted interventions. | Fall 08; ongoing throughout 08-09 | Interventionist, support staff | Increased skill in matching interventions to student need; CBM data |
| Presentations will be developed to familiarize teaching staff with available interventions. Extended time will be scheduled during data review meetings to examine and discuss intervention programs. Ongoing training sequences will be planned as needed. | Fall 07; ongoing throughout 08-09 | Interventionist, support staff | Demonstrated teacher knowledge and tailored application; student response; CBM data |
| Intervention programs to support the needs of IEP students, including social/emotional interventions, will be explored and implemented; progress will be monitored at regular intervals to determine effectiveness. Psychologist time will be increased to 1.0 to facilitate/oversee programming | Fall 08; ongoing | Psychologist, social worker, SS Coord, Interventionist | Increased student engagement; CBM data, classroom assessment) |
| Student progress will be reported to parents at regular intervals (CBM benchmarks, progress monitoring graphs, IEP goal updates, meetings). Recommendations will be offered and targeted materials provided for home support. | Fall 07; ongoing | Support staff, classroom teachers | Increased parent involvement and student achievement |
| Master schedule will be designed to ensure that teaching and learning time frames, including intervention blocks, are maximized and strategically aligned. The need for students to receive interventions outside of core curriculum blocks to optimize teaching and learning will be reinforced. | Spring 08; ongoing throughout 08-09 | Support staff, classroom teachers | Increased student achievement through full participation in core curriculum and tailored interventions |

1. Objective – Area of Focus: Provide additional support beyond the regular school day to increase student achievement

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|--|---------------|---------------------------|------------------------|
| Leveled books will be purchased to develop summer starter libraries for selected students. | Spring 08; | RI teachers, classroom | Parent feedback and |

| | | | |
|---|-----------------------|------------------------|--|
| Book Bags will be tailored to students' reading levels and interests, and suggestions for summer reading will be included. | repeated Spring 09 | teachers, principal | student interest |
| Selected students will be involved in before/after school one-to-one or small group tutoring sessions to provide additional, targeted academic support. | 07-08; 08-09 | Teacher volunteers | Increased student preparedness, achievement |

↔ Objective – Area of Focus: Study IEP development and base goals on high expectations and thorough understanding of essential learning.

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|--|--|--|---|
| Work with District level staff to develop training sequences designed to refine IEP goal development. Include discussion of embedded high expectations in conjunction with essential learning / differentiation of core curriculum delivery. | Fall 08; ongoing throughout 08-09 | Dist Support Services, Support Teachers, SLPs, Interventionist | Increased student achievement; CBM, ISAT data |
| Each teaching team will demonstrate deep understanding of the student's IEP goals with particular respect to shared high expectations and identified essential learnings / differentiation across core curriculum. | Fall 08; ongoing | Classroom teachers, Support staff, TAs, Interventionist | Increased student achievement; CBM, ISAT data |

*Overriding evidence source for measuring the success of strategies/interventions is increased student achievement.

Goal 3: Our three year plan (initiated during the 07-08 academic year) is to increase our black students' performance in the area of reading to be commensurate with overall student achievement in reading as measured by the Illinois Standards Achievement Test and Illinois Alternative Assessment. The number of black students meeting and exceeding reading performance standards on ISAT 2008 (year one) increased by 16%, exceeding our goal to increase achievement in reading by 12%. Our current goal (year two) is to realize an 8% increase on ISAT 2009. An 8% increase on ISAT 2010 (year three) will meet our goal to close the gap between black students' reading performance as compared to overall achievement in reading.

1. Objective – Area of Focus: Continue to study differentiation, including culturally relevant instruction, and identify/embed best practices

| Strategies/Interventions | Timeline | Responsibility | Evidence |
|--------------------------|----------|----------------|----------|
|--------------------------|----------|----------------|----------|

| | | | Source * |
|---|--|--|--|
| Welch E Team will maintain a leadership role in equity training, designing ways to share relevant learning with broader staff and translate knowledge into practice in our school. A minimum of three training sequences will be implemented | Fall 08; ongoing throughout 08-09 | E Team; all staff | Increased awareness and positive impact on teaching and learning |
| Teacher leader will plan/implement book study of <u>Educating Everybody's Children; Diverse Teaching Strategies for Diverse Learners</u> , Robert Cole, editor. Trainer of trainers model will encourage repeated cycles. Differentiation of core curriculum delivery will be emphasized. | Winter 08 session 1; repeated 08-09 | Support Team | Increased awareness and positive impact on teaching and learning |
| District teachers who demonstrate exceptional ability to differentiate instruction for diverse learners will be identified and a forum to observe/discuss their work will be created. | Fall 08 | E team; principal, ass't principal | Increased awareness and positive impact on teaching and learning |
| Individual students will be supported based on specific learner needs. In addition to differentiation of core curricular instruction, strategic programs (e.g., peer buddies, targeted interventions, before/after school tutoring, homework club) will be implemented. | Fall 07; ongoing throughout 08-09 | All staff | Increased student achievement; CBM, ISAT data |

↑ Objective – Area of Focus: Engage district staff, parents and community members in focused conversation to gain a deeper understanding of diverse learners' needs with particular attention to the achievement of black students

| Strategies/Interventions | Timeline | Responsibility | Evidence Source * |
|---|--|--|--|
| Welch Parent Liaison will represent our school on a district Parent Advisory Committee. The committee will work to plan and implement programs that will benefit parents and students, including a district level book study of <u>School, Family and Community Partnerships</u> , by Epstein | Fall 07; ongoing throughout 08-09 | Parent liaison; teacher liaison; principal | Parent volunteer reports; program evaluations |
| Parents and community members will be invited to participate in discussions centered on the academic achievement of our black students. | Winter 08 | Principal, E Team | Community support; increased student achievement |

* Overriding evidence source for measuring the success of strategies/interventions is increased student achievement.

Progress Summary

