

# **Elementary School Improvement Plan Report**

## **October, 2008**

### **White Eagle Elementary School**

1585 White Eagle Drive

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Jon Vogel, Principal

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### **School Improvement Overview:**

White Eagle Elementary School is committed to a model of continuous school improvement. Formative and summative assessments are utilized to guide decision making. The 2008 ISAT scores indicate that 94.7% of students met or exceeded state standards in reading. When disaggregating the data, it shows that 72.7% of students with IEP's met or exceeded state standards in reading. This indicates a need to intensify our work in order to raise the achievement of IEP students in the area of reading to close that achievement gap.

The 2008 ISAT scores indicate that 96.1% of students met or exceeded state standards in Math. When disaggregating the data, it shows that 71.9% of students with IEP's met or exceeded state standards in math. This again indicates a need to intensify our work in order to raise the achievement of IEP students in the area of math to close that achievement gap.

White Eagle's School Improvement Plan will therefore focus upon the following:

- How can we improve teaching and learning in the area of reading for our students with IEP's to close the identified achievement gap?
- How can we improve teaching and learning in the area of math for our students with IEP's to close the identified achievement gap?

Our action plan will focus on data analysis to inform instruction, differentiated instruction within the core curriculum, utilization of evidence-based interventions, staff collaboration, and building a strong foundation for collective efficacy. All of this work will be supported by review of Illinois Learning Standards, District 204 curriculum, and an all-school pedagogy focus in the area of guided reading.

The effectiveness of the school improvement plan will be measured at the end of the second, third and fourth quarters by the school improvement committee. Each action item outlined within the plan will be analyzed to identify evidence of effectiveness, thus determining whether each item should be continued, modified or abandoned.

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	659	654	657	647	606	575
% White	78.9	75.1	72.8	66.5	65.2	62.8
% Black	2.7	3.7	3.3	3.9	3.1	2.8
% Hispanic	2.7	4.0	2.4	3.1	2.5	2.4
% Asian/Pacific Islander	15.6	17.3	19.5	23.8	26.4	29.2
% Native American	0	0	0.0	0.0	0.0	0.0
% Multi Racial			2.0	2.8	2.8	2.8
Low Income rate	0.3	0.5	1.4	1.9	2.0	2.2
Limited English Proficient Rate	3.9	2.1	1.8	1.1	2.3	5.4
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0.0
Mobility Rate	4.8	4.7	5.8	3.7	3.8	4.9
Attendance Rate	96.8	96.6	96.3	96.3	96.4	95.2
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	21.5	23.5	24.5	19.8	25.3	19
Average class size grade 1	25.2	25.3	24.8	22.0	23.0	25
Average class size grade 3	28	23	26.4	24.0	26.8	28
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

## WHITE EAGLE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009

### Goal One

As we strive to ensure that all students achieve, our IEP students will score 80% or higher in the meets and/or exceeds Reading performance standards as measured by the 2009 Illinois Standards Achievement Test and Illinois Alternative Assessment.

### Present Level of Performance

#### A. ISAT/IAA

Based on March 2006 assessment data, 90% 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, 92% 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, 94.7% 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	
Subgroup Reading Performance		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
White		90	215	92	203	94.7	188
Black		75	12	71	7	100	10
Hispanic		89	<10	85	13	90.9	11
Asian/Pac		94	71	93	76	93.9	66
Native Am		NA	0	NA	0	NA	0
Multiracial		83	12	100	10	100	7
LEP		NA	NA	86	7	71.4	7
IEP		72	39	69	36	72.7	33
FRL		67	<10	75	8	87.5	8

B. Curriculum Based Measurement – General Outcome Measure

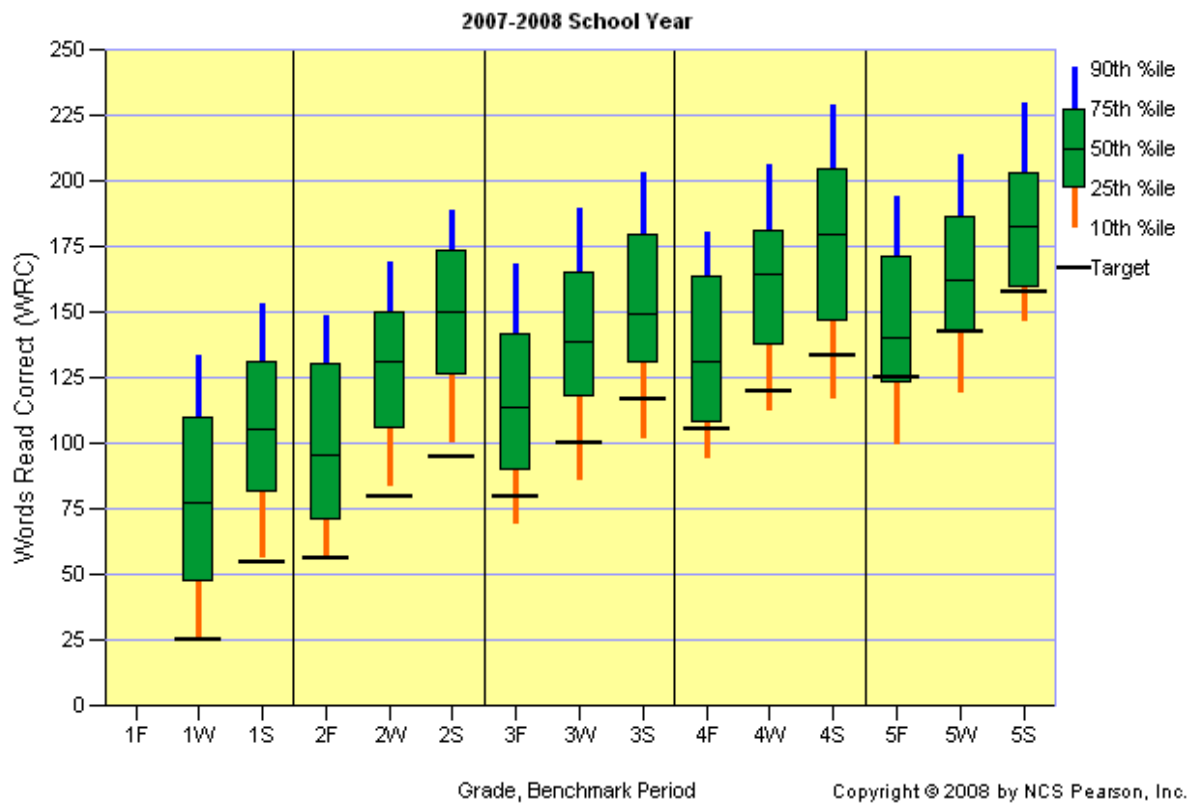
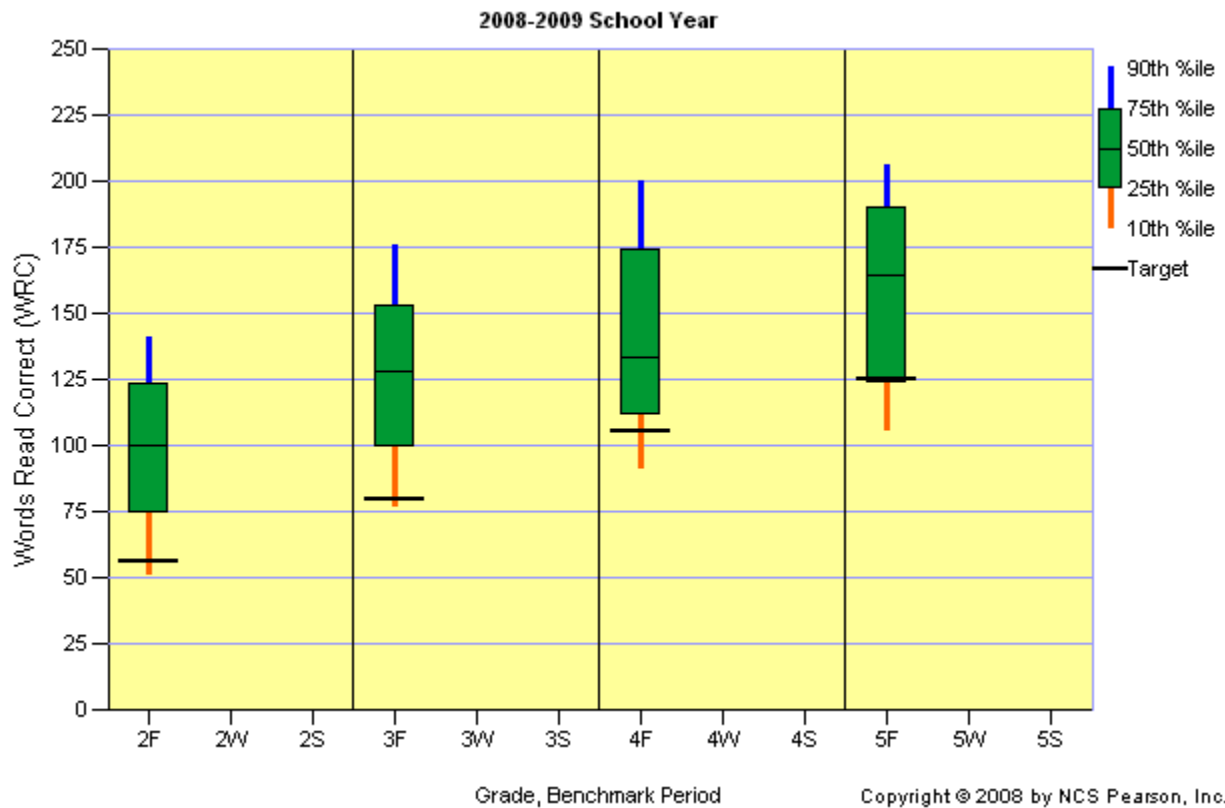
District performance standards in the area of reading achievement correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period. Given the high correlation between achievement on the reading outcome measure and achievement on the ISAT assessment,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

Based on May 2007, 86% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2007 data, 84% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008 data, 88% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008 data, 90% of students met or exceeded district performance standards on a general outcome measure of reading.



**Goal Two**

As we strive to ensure that all students achieve, IEP students will score 80% or higher in the meets and/or exceeds Math performance standards as measured by the 2009 Illinois Standards Achievement Test and Illinois Alternative Assessment.

**Present Level of Performance**

A. ISAT/IAA

Based on March 2006 assessment data, 96% 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, 96% 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, 96% 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:

		<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>	96	215	96	203	96.3	187
	<b>Black</b>	75	12	86	7	90	10
	<b>Hispanic</b>	89	<10	100	13	100	11
	<b>Asian/Pac</b>	99	71	96	76	95.5	66
	<b>Native Am</b>	NA	0	NA	0	NA	0
	<b>Multiracial</b>	100	12	100	10	100	7
	<b>LEP</b>	NA	NA	57	7	85.7	7
	<b>IEP</b>	82	39	81	36	71.9	32
	<b>FRL</b>	83	<10	63	8	87.5	8

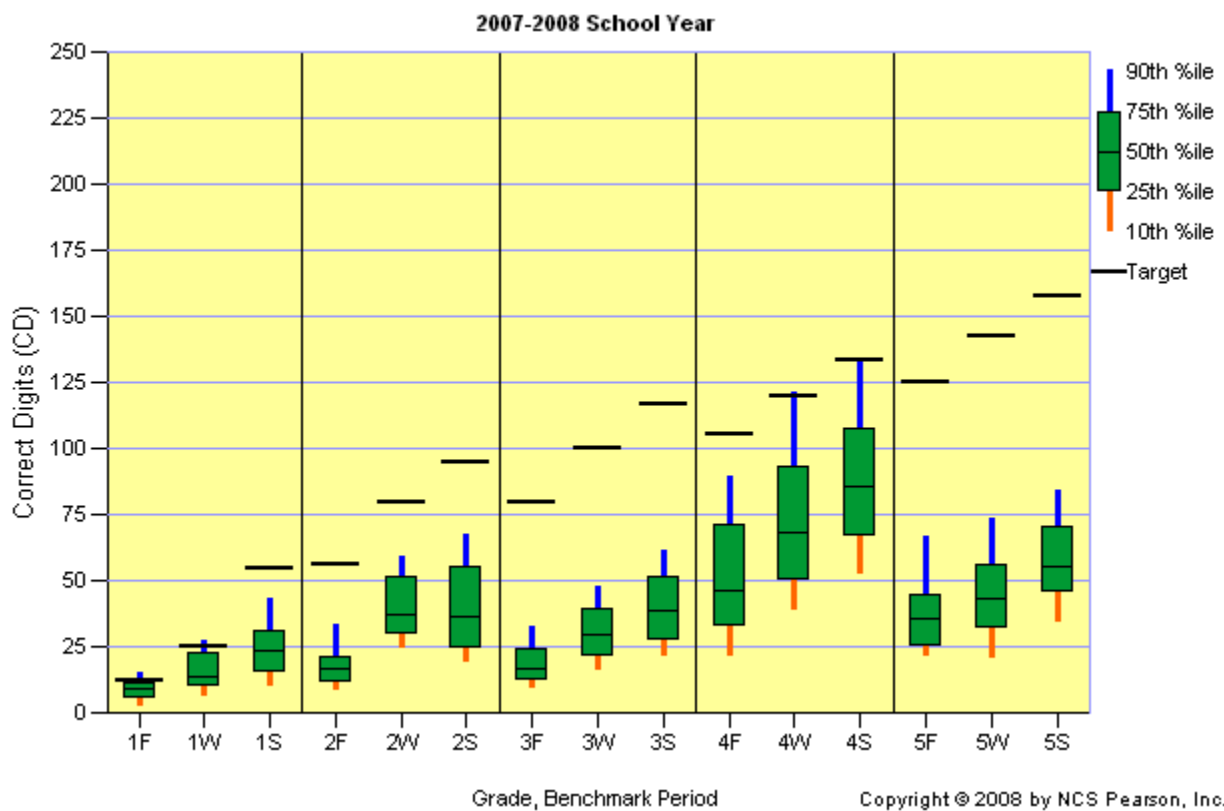
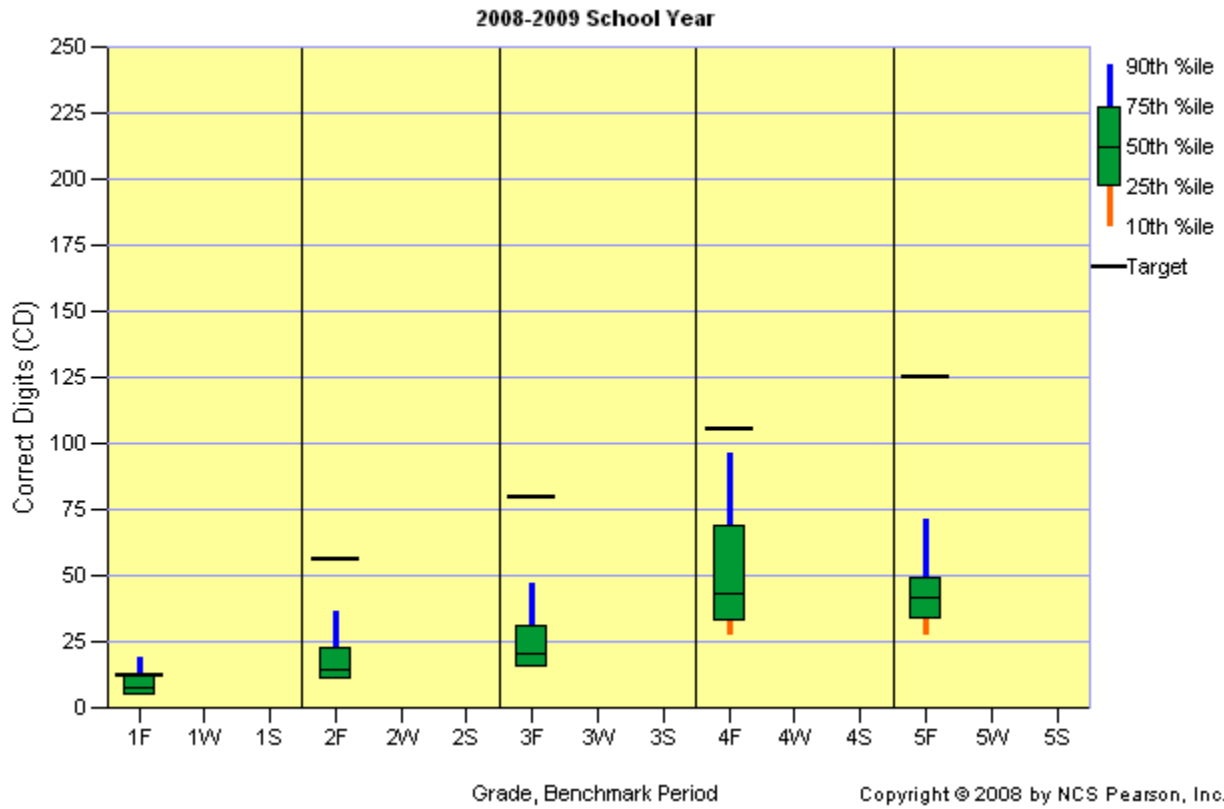
B. Curriculum Based Measurement – Mathematics Computational Fluency

District performance standards in the area of mathematics computation correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period. CBM data will be used as an interim measure to monitor student growth.

Based on September 2007 data, 68% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 70% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2008 data, 75% of students met or exceeded district performance standards on a measure of mathematics computational fluency.



## Action Plan for Improved Learning

Goal 1: **As we strive to ensure that all students achieve, IEP students will score 80% or higher in the meets and/or exceeds Reading performance standards as measured by the 2009 Illinois Standards Achievement Test and Illinois Alternative Assessment.**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
<p>a. Data spreadsheets and 'triangles' provided for analysis, tier creation, student/parent feedback, and targeted instruction and interventions using the following assessments:</p> <ul style="list-style-type: none"> <li>◆ Oral Reading Fluency CBM</li> <li>◆ Early Literacy CBM (LNF, LSF, NWF)</li> <li>◆ Darrell Morris Developmental Spelling</li> <li>◆ High Frequency Sight Words</li> <li>◆ Rigby Benchmark</li> <li>◆ Gates-MacGinite</li> <li>◆ ISEL</li> </ul>	<p>F, W, S and formative</p>	<p>Principal, Psychologist, Interventionist</p>	<p>Data Wall  AIMSweb Database  School Database  Apollo Database</p>
<p>b. Based on data analysis, targeted interventions will be implemented for at-risk students:</p> <ul style="list-style-type: none"> <li>◆ Harcourt Intervention Kits</li> <li>◆ Flexible Grouping/Guided Reading</li> <li>◆ Read Naturally</li> <li>◆ Read Naturally Phonics</li> <li>◆ ReadAbout</li> <li>◆ Discover Intensive Phonics</li> <li>◆ Lexia</li> <li>◆ Michael Heggerty Phonemic Awareness</li> <li>◆ Text Talk</li> <li>◆ Soar to Success</li> <li>◆ Jolly Phonics</li> <li>◆ Starlit</li> <li>◆ KIT</li> <li>◆ Early Steps</li> </ul>	<p>SY 08-09</p>	<p>K-5 Teachers, Support Teachers, Interventionist, Reading Improvement</p>	<ul style="list-style-type: none"> <li>◆ Harcourt Assessments</li> <li>◆ Rigby Levels</li> <li>◆ Early Literacy CBM</li> <li>◆ R-CBM</li> <li>◆ HF Sight Words</li> <li>◆ DMD Spelling</li> <li>◆ ISEL</li> <li>◆ Gates</li> <li>◆ Progress Notes</li> <li>◆ Word Recognition Assessments</li> </ul>
<p>c. Based on data analysis, targeted interventions will be implemented for IEP students:</p> <ul style="list-style-type: none"> <li>◆ Horizons</li> <li>◆ Wilson Reading</li> <li>◆ Earobics</li> <li>◆ Edmark</li> <li>◆ Great Leaps in Reading</li> <li>◆ ISAT Prep Reading Activities</li> </ul>	<p>SY 08-09</p>	<p>Support Teachers</p>	<p>Progress Monitoring through CBMs, Comprehension Checks, Practice Tests</p>
<p>d. Training will take place for staff in the use and implementation of the following interventions:</p>	<p>SY 08-09</p>	<p>Interventionist, Reading Improvement</p>	<p>Professional Development Calendar and</p>

♦ Road to Success			completion of training
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<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
e. Using a Problem Solving Model, weekly or bi-weekly progress monitoring will take place to determine effectiveness of intervention(s). If identified gap is not closing sufficiently, adjustments will be made to the type and/or frequency of intervention(s).	SY 08-09	Principal, K-5 Teachers, Support Teachers, Interventionist	AIMSweb Database  IEP Goal Updates  PS Paperwork
f. Guided Reading ( <i>Staff Pedagogy Focus Through Formal Observation</i> )	SY 08-09	Principal, K-5 Teachers	Team Meeting Notes; Agendas; Formal Observations
g. Maximize collaboration and use of building resources to build collective efficacy: <ul style="list-style-type: none"> <li>♦ Implement Block Schedule that maximizes student contact time while providing opportunities for collaboration, team teaching, support staff push-in/pull-out, and embedded staff development.</li> <li>♦ Support staff and classroom teachers to share responsibility of data collection, data analysis, programming/interventions, progress monitoring, and IEP goal development and review.</li> <li>♦ Monitor time allocated for targeted Tier 2 and Tier 3 interventions.</li> <li>♦ Collaborate to ensure that IEP goals and objectives align with district curriculum and state standards, and reflect high expectations that are designed to close the gap.</li> </ul>	SY 08-09	Interventionist, K-5 teachers	IEP Quarterly Goal Updates  Progress monitoring data  ISAT Data
h. Literacy Committee provided K-5 Extended Response Plan for teachers to implement 08-09.	SY 08-09	Literacy Committee, Reading Improvement, Math Liason	Yearly K-5 Plan & Graphic Organizers
i. Item Analysis of 2008 ISAT Reading to determine performance gaps.	Fall 2008	Principal/BLT	ISAT Data

**Goal 2: As we strive to ensure that all students achieve, IEP students will score 80% or higher in the meets and/or exceeds Math performance standards as measured by the 2009 Illinois Standards Achievement Test and Illinois Alternative Assessment.**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Based on CBM data analysis, targeted interventions will be implemented for Tier 3 students: <ul style="list-style-type: none"> <li>◆ Number Worlds</li> <li>◆ Saxon Math</li> <li>◆ Great Leaps in Math</li> </ul>	SY 08-09	Support Teachers	Progress Monitoring with Unit Tests, Weekly Charting
Based on ISAT data analysis targeted students will receive the following: <ul style="list-style-type: none"> <li>◆ Comprehensive CBM Word Problems</li> <li>◆ ISAT Math Prep Activities</li> </ul>	SY 08-09	Support Teachers, Interventionist	Progress Monitoring Quarterly, Completion of Activities, Practice Test Results
Item Analysis ISAT Math <ul style="list-style-type: none"> <li>◆ Develop a school wide common vocabulary for extended response</li> </ul>	SY 08-09	Interventionist, K-5 Teachers	SIP Day Agenda
Maximize collaboration and use of building resources to build collective efficacy: <ul style="list-style-type: none"> <li>◆ Implement Block Schedule that maximizes student contact time while providing opportunities for collaboration, team teaching, support staff push-in/pull-out, and embedded staff development.</li> <li>◆ Support staff and classroom teachers to share responsibility of data collection, data analysis, programming/interventions, progress monitoring, and IEP goal development and review.</li> <li>◆ Collaborate to ensure that IEP goals and objectives align with district curriculum and state standards, and reflect high expectations that are designed to close the gap.</li> </ul>	SY 08-09	Interventionist, K-5 teachers	IEP Quarterly Goal Updates  Progress monitoring data  ISAT Data

**Progress Summary**

