

Cowlshaw Elementary School Improvement Plan Report February 2011

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School Improvement Overview:

Cowlshaw Elementary is committed to the academic and social achievement of each and every student. We maintain a continuous improvement model which uses both formative and summative assessment to guide our decision making and instruction.

Cowlshaw ISAT Scores for the Spring of 2010 indicate the following areas of improvement:

Reading Goal and Benchmarks

In the spring of 2010 **88%** of Cowlshaw's 3rd-5th grade students met Illinois State Learning Standards in the area of Reading on ISAT whereas:

- **50% of Special Education students** met or exceeded Illinois State Standards on ISAT. Cowlshaw's 3 year goal is to close the achievement gap between regular education and special education students. **Our 3 year plan is to increase the reading scores of special education students by 9%.**
- **67% of Black student** met or exceeded Illinois State Standards on ISAT. **Cowlshaw 3 year goal is to close the achievement gap by increasing the scores of Black students by 9%.**
- **82% of Hispanic students** met or exceeded Illinois State Standards on ISAT. **Cowlshaw 3 year goal is to close the achievement gap by increasing the scores of Hispanic students by 6%.**

| Reading Goal 3 Year Benchmarks | 2010 | 2011 | 2012 | 2013 |
|---|-------------|-------------|-------------|-------------|
| Percentage of <u>Special Education</u> students meeting or exceeding Reading Illinois State Standards on ISAT | 50% | 53% | 56% | 59% |
| Percentage of <u>Black</u> students meeting or exceeding Reading Illinois State Standards on ISAT | 67% | 69% | 72% | 75% |
| Percentage of <u>Hispanic</u> students meeting or exceeding Reading Illinois State Standards on ISAT | 82% | 84% | 86% | 88% |

Cowlshaw staff will also focus upon increasing the number of students who exceed on the reading portion of ISAT. In the spring of 2010 **52%** of Cowlshaw students exceeded on the reading portion of ISAT. **Cowlshaw's 3 year goal is to increase the percentage of students who exceed standards in reading by 5%.**

| Reading Goal 3 Year Benchmarks | 2010 | 2011 | 2012 | 2013 |
|---|-------------|-------------|-------------|-------------|
| Percentage of students exceeding Reading Illinois State Standards on ISAT | 52% | 53% | 56% | 58% |

Our action plan will focus on differentiated instruction within the core curriculum and the implementation of an effective intervention system. Our work will be supported by reviewing student assessment data, the Illinois Learning Standards, District 204 curriculum, and evidence based instructional strategies, utilizing Assessment for Learning Strategies. Additionally, Cowlshaw Elementary will continue to promote parent involvement and partnerships in order to promote meaningful school connections and positively impact student achievement and school success.

Enrollment and Demographic Data

| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Total enrollment | 602 | 611 | 606 | 604 | 595 | 669 | 732 |
| % White | 47.3 | 46.2 | 42.6 | 40.1 | 38.8 | 36 | 35.8 |
| % Black | 15.9 | 14.2 | 15.0 | 15.1 | 15.6 | 16.6 | 16.5 |
| % Hispanic | 8.3 | 7.7 | 9.2 | 10.1 | 10.4 | 10.3 | 10.4 |
| % Asian/Pacific Islander | 28.4 | 27.0 | 27.7 | 28.8 | 28.7 | 29.7 | 30.3 |
| % Native American | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Multi Racial | - | 4.9 | 5.4 | 6.0 | 6.4 | 7.3 | 7.0 |
| Low Income rate | 9.5 | 11.3 | 14.4 | 11.6 | 13.4 | 19.3 | 21.3 |
| Limited English Proficient Rate | 9.6 | 7.7 | 6.1 | 5.6 | 7.6 | 12.7 | 14.9 |
| Chronic Truancy Rate | 0 | 0 | 0 | 0 | 0 | 0 | 0.4 |
| Mobility Rate | 16.4 | 10.7 | 14.8 | 18.9 | 14.6 | 11.2 | 14.2 |
| Attendance Rate | 96.5 | 95.9 | 96.0 | 96.0 | 96.1 | 96 | 95.2 |
| % Parent Contact | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Average class size grade K | 23.8 | 20.8 | 24.0 | 18.8 | 22.8 | 21.2 | 22.5 |
| Average class size grade 1 | 22.6 | 21.6 | 23.8 | 22.6 | 23 | 23.8 | 24.8 |
| Average class size grade 3 | 23.8 | 20.8 | 24.8 | 26.3 | 25 | 24 | 26.3 |
| Minutes per day teaching reading | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| Minutes per day teaching math | 60 | 60 | 60 | 75 | 75 | 75 | 75 |

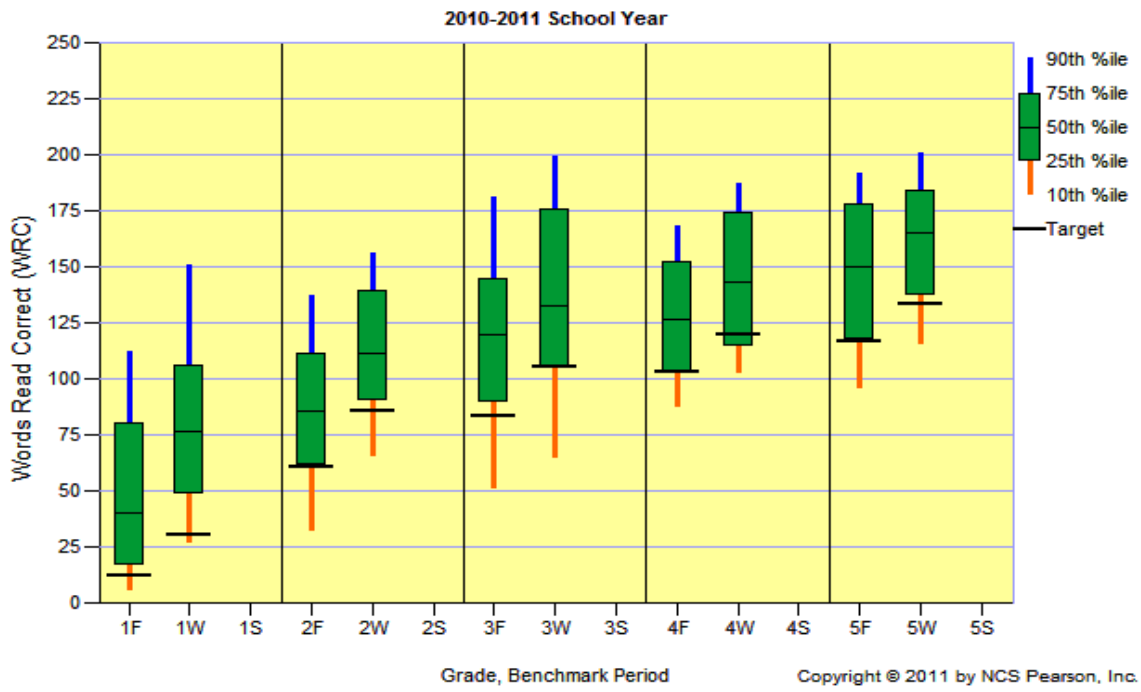
Present Level of Performance In the Area of Reading

Based on March 2010 assessment data, **88%** of students met or exceeded Illinois standards in the area of reading achievement across the third-fifth grade.

The following table summarizes reading achievement performance by subgroup:

| | | 06-07 | | 07-08 | | 08-09 | | 09-10 | |
|-------------------------------------|--------------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|
| | | % M/E | Student Count | % M/E | Student Count | % M/E | Student Count | %M/E | Student Count |
| Subgroup Reading Performance | White | 92 | 112 | 94 | 108 | 90 | 109 | 90 | 110 |
| | Black | 66 | 35 | 82 | 34 | 76 | 41 | 66 | 47 |
| | Hispanic | 88 | 24 | 79 | 29 | 79 | 29 | 81 | 26 |
| | Asian/Pac | 97 | 70 | 99 | 70 | 100 | 79 | 98 | 86 |
| | Native Am | NA | 0 | NA | 0 | NA | 0 | NA | 0 |
| | Multiracial | 58 | 14 | 88 | 17 | 94 | 17 | 90 | 20 |
| | LEP | 90 | 10 | 62 | 13 | 70 | 10 | 75 | 24 |
| | IEP | 67 | 27 | 67 | 30 | 57 | 28 | 50 | 24 |
| | FRL | 63 | 35 | 78 | 40 | 73 | 41 | 70 | 70 |

A. Curriculum Based Measurement – General Outcome Measure



Reading Goal and Benchmarks

By 2013 Cowlshaw's Goal is that 59% of our special education students meet or exceed Illinois State Standards on the reading portion of the ISAT.

By 2013 Cowlshaw's Goal is that 75% of Black students meet or exceed Illinois State Standards on the reading portion of the ISAT.

By 2013 Cowlshaw's Goal is 88% of Hispanic students meet or exceed Illinois State Standards on the the reading portion of the ISAT.

| Reading Goal 3 Year Benchmarks | 2010 | 2011 | 2012 | 2013 |
|---|-------------|-------------|-------------|-------------|
| Percentage of <u>Special Education</u> students meeting or exceeding Reading Illinois State Standards on ISAT | 50% | 53% | 56% | 59% |
| Percentage of <u>Black</u> students meeting or exceeding Reading Illinois State Standards on ISAT | 67% | 69% | 72% | 75% |
| Percentage of <u>Hispanic</u> students meeting or exceeding Reading Illinois State Standards on ISAT | 82% | 84% | 86% | 88% |

By 2013 Cowlshaw's Goal is that 58% of students exceed Illinois State Standards.

| Reading Goal 3 Year Benchmarks | 2010 | 2011 | 2012 | 2013 |
|---|-------------|-------------|-------------|-------------|
| Percentage of students exceeding Reading Illinois State Standards on ISAT | 52% | 53% | 56% | 58% |

Reading Goal Strategies and Action Steps

| Strategies/Interventions | Timeline | Responsibility | Evidence Source |
|---|-----------|---|--|
| The kindergarten teachers/Support Staff will teach the skills of letter sounds during guided reading instruction to address their special education students' needs in this area. As needed, students will receive double intervention time. | Sept.-May | Lori Wood, Kindergarten Staff/RI/Support Staff | Letter Sound Progress Monitoring Data/Monthly Data Reviews |
| The 1 st grade teachers/Support Staff will teach the skills of phonics, phonemic awareness, fluency, vocabulary, and comprehension during whole group and guided reading instruction to their identified Tier 2 and Tier 3 special education students. | Sept.-May | Jen Pachowicz/First Grade Staff/RI/Support Staff | R-CBM Progress Monitoring Data/Six Week Data Reviews |
| The 2 nd grade teachers/Support Staff will teach the Michael Heggerty Phonemic Awareness Program (whole group) daily to their identified special education students. In addition, all Tier 2 and 3 students will read 2 books per week at their independent reading level. | Sept.-May | Megan Baldwin/Second Grade Staff/RI/Support Staff | R-CBM Progress Monitoring Data/Formative Data/Monthly Data Reviews |
| The 3 rd grade teachers/Support Staff will teach the skills of fluency and comprehension during guided reading instruction to address their special education students' areas of weaknesses. | Sept.-May | David Lopez/Third Grade Staff/RI/Support Staff | R-CBM and Maze Progress Monitoring Data/March 2011 Reading ISAT/Monthly Data Reviews |

| | | | |
|---|-------------------------------------|---|--|
| The 4 th grade teachers/Support Staff will teach/focus on comprehension and vocabulary skills with their special education students to address their areas of weaknesses. | Sept.-May | Corey Swift/Fourth Grade Staff/RI/Support Staff | January & May R-CBM /Biweekly Reading Tests/March 2011 Reading ISAT/Monthly Data Reviews |
| The 5 th grade teachers will teach comprehension and fluency strategies by explicitly providing instruction using the Harcourt skills and strategies during whole group and guided reading instruction. | Sept.-May | Tamela Williams/Fifth Grade Staff/RI/Support Staff | R-CBM and Progress Monitoring Data/March 2011 Reading ISAT Data |
| The support team members will use the CORE assessment to diagnostically determine the areas of reading need for our special education students. Reading interventions will then be implemented to match the needs that are determined by the CORE assessment. | Sept.-May | Beckie Saul/RI/Supported Ed. Staff | Pre and Post Core Assessment Data/R-CBM Progress Monitoring Data/Data Review Meetings |
| The specials teachers will develop a word wall in each of their classrooms in order to increase vocabulary awareness/development for our special education students. | Sept.-May | Claudette Walton/Specials Teachers | March 2010 Reading ISAT |
| We will hold a Kindergarten (Parent Night), and 1 st grade Family Reading Night which focus on literacy skills and provide parents with resources to help their child with reading skills at home. | K – Oct. 1 st – Sept. | Lori Wood,Kindergarten/ Jen Pachowicz, First Grade Staff | Agenda, Attendance Log, Evaluations |
| We will utilize IPI (Instructional Practices Inventory) data with staff in order to develop goals regarding student engagement. | October & April | Claudette Walton/ILT | IPI Data, Team Discussion Notes |
| Provide embedded professional development on engaged learning and culturally relevant teaching practices. | October- May | Claudette Walton/Mary Howicz /ILT | PD/SIP Agenda's |
| The kindergarten teachers will teach the skills of letter sounds during guided reading instruction to address their Black and Hispanic students' needs in this area. As needed, students will receive double intervention time. | Sept.-May | Lori Wood/ Kindergarten Staff | Letter Sound Progress Monitoring Data/Monthly Data Reviews |
| The 1st grade teachers will teach the skills of fluency and comprehension during guided reading instruction to address their Black and Hispanic students' areas of weaknesses. | Sept.-May | Jen Pachowicz/First Grade Staff/RI/Support Staff | R-CBM and Progress Monitoring Data/March 2011 Reading ISAT/Monthly Data Reviews |
| The 2 nd grade teachers will teach/focus on the skills of fluency and comprehension during guided reading instruction with their Black and Hispanic students to address their areas of weaknesses. | Sept.-May | Megan Baldwin/ Second Grade Staff/RI/Support Staff | January & May R-CBM and Data/Biweekly Reading Tests/March 2011 Reading ISAT/Monthly Data Reviews |

| | | | |
|--|-----------|--|--|
| The 3rd grade teachers will teach the skills of fluency and comprehension during guided reading instruction to address their Black and Hispanic students' areas of weaknesses. | Sept.-May | David Lopez/ Third Grade Staff/RI/Support Staff | R-CBM and Progress Monitoring Data/March 2011 Reading ISAT/Monthly Data Reviews |
| The 4th grade teachers will teach/focus on comprehension and vocabulary skills with their Black and Hispanic students to address their areas of weaknesses. | Sept.-May | Corey Swift/ Fourth Grade Staff/RI/Support Staff | January & May R- CBM/Biweekly Reading Tests/March 2011 Reading ISAT/Monthly Data Reviews |
| The 5th grade teachers will teach/focus on comprehension and vocabulary skills with their Black and Hispanic students to address their areas of weaknesses. | Sept.-May | Tamela Williams/ Fifth Grade Staff/RI/Support Staff | January & May R- CBM/Biweekly Reading Tests/March 2011 Reading ISAT/Monthly Data Reviews |
| The support team members will use the 2009 ISAT data to identify Black and Hispanic students who would benefit from additional interventions. The students will be placed in interventions based on their skill deficient areas. (The CORE assessment will be used to provide diagnostic information on some of the students.) | Sept.-May | Beckie Saul Support Ed. Staff | Progress Monitoring Data/Data Review Meetings/March 2011 ISAT |
| We will provide an ELL Curriculum Night for our ELL/Bilingual Parents, which will include strategies for helping their child learn at home. | October | Melissa Eaton, ELL/Patty Sigcho, Sandy Villarreal, BIL | Agenda, Attendance Log, Evaluations |
| RI Staff will provide a Parent Night for our Reading Improvement Parents, which will include strategies for helping their child learn at home. | May | Beckie Saul/RI Staff | Agenda, Attendance Log, Evaluations |