

Crone Middle School Improvement Plan Report
Revised 10.15.08

School Name **Clifford Crone Middle School**

Address: 4020 111th Street, Naperville, IL 60564
Phone (630) 428-5600
Principal Stan Gorbatkin

School Improvement Team

Stan Gorbatkin	Principal
Sarah Nowak	Assistant Principal
Elizabeth Pohlmann	Assistant Principal
Sara Johnson	Lead Teacher, 6 th Gr. Support Facilitator, Problem Solving Team Member
Elizabeth Wisner	Team Coordinator, 6 th Gr. Reading
Nikki Pyle	Team Coordinator, 6 th Gr. English / Social Studies
Michelle Abrell	Team Coordinator, 6 th Gr. Reading / Social Studies
Keisha Rembert	Team Coordinator, 7 th Gr. English
Sylvia Petersen	Team Coordinator, 7 th Gr. Science / Geography
Heather Summers	Team Coordinator, Math / Social Studies
Anne Pradzinski	Team Coordinator, 8 th Gr. Social Studies / Science
Leslie Mitchell	Team Coordinator, 8 th Gr. English / Social Studies
Joan Wait	Team Coordinator, 8 th Gr. Science / Social Studies
Sue Ellen Gerchman	Team Coordinator, 6 th , 7 th , 8 th Grade Project Arrow (Gifted) / Science / Math
Christine Holden	Team Coordinator, Encore - Computers
Bob Provost	Team Coordinator, Encore - Art
Nathan Bramstedt	Team Coordinator, Chorus
Jennie Mevoli	School Psychologist / Problem Solving Team Member
Beth Highland	Direct Reading / Strategic Reading / Problem Solving Team Member
Jayne O'Gorman	Direct Reading / Strategic Reading / Problem Solving Team Member
Natalie Vlna	Student Services Coordinator

General Overview

Crone Middle School, located in the southwest quadrant of Naperville, IL, is one of six middle schools in Indian Prairie School District 204. Crone currently serves just over 1,200 6th, 7th, and 8th grade students. The current Crone facility opened in August of 2003, moving from the previous Crone building which is now the freshman campus of Neuqua Valley High School. Crone Middle School's longitudinal demographic data can be viewed in the chart on page 3 of this document.

Embracing the "middle school" philosophy, Crone students are members of interdisciplinary core teams, where they are exposed to comprehensive curricula in the areas of Literacy (Reading and Writing), Mathematics, Science, and Social Studies. Students showing high levels of academic potential are eligible for accelerated and gifted course offerings. Crone also offers academic support for students in need through differentiated intervention classes and strategies. Beyond the core program, numerous exploratory and fine arts courses are available to students. Also, vast arrays of athletic and extra-curricular activities are an additional component of the overall student experience.

To support each child in reaching his/her academic potential, we embrace a continuous improvement philosophy, with ongoing goal development and refinement through cyclical analysis of data provided by the Illinois Standards Achievement Test (ISAT), Illinois Alternative Assessment (IAA), curriculum-based measurements, and local assessments. This approach is utilized in pursuit of the following vision:

All students will meet or exceed the literacy and mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment and curriculum-based measurement. Literacy and mathematics achievement will improve for all students. The gap between the highest and lowest achieving students will narrow, inclusive of all low performing subgroups as measured by the March 2009 Illinois Standards Achievement Test/ Illinois Alternative Assessment.

Most recent performance data from the 2008 ISAT assessments indicate that the overall Crone student population exceeded the mean performance of District 204 and Illinois State student populations in all tested areas. **Illustrating this point, the data in the chart below represents the percentage of students meeting/exceeding state learning standards.**

	Crone	District 204	State
Math - Grade 6	95.5%	94.0%	82.6%
Math - Grade 7	98.3%	92.9%	80.4%
Math - Grade 8	95.9%	92.3%	80.4%
Reading- Grade 6	95.5%	92.1%	79.0%
Reading - Grade 7	96.3%	91.7%	77.7%
Reading - Grade 8	97.2%	93.5%	81.4%
Writing – Grade 6	84.0%	81.0%	60.0%
Writing – Grade 8	89.0%	86.0%	63.0%
Science – Grade 7	97.6%	92.7%	79.1%

While we are proud of this performance, we continue to employ interventions for individual students not meeting state standards, with specific focus on Literacy and Mathematics. In this plan, you can see specifics of these various interventions.

In addition, we continue to evaluate and refine our systemic practices related to gaps in performance of our various sub-groups. (See pages 5,7 and 8 for this data breakdown.) Most recent data indicates that focus is warranted on raising the achievement of students with disabilities. As a result, this year's school improvement goals contain a specific focus in this area. (Pages 10-13)

Use of Formative Assessments

The interests of students who encounter learning challenges are best served when interventions can be employed as early as possible. By utilizing ongoing formative assessments as teaching/learning occurs, progress can be monitored, allowing for timely interventions. Also, by conducting formative assessments on the entire student population, potential issues are identified before they become more difficult to remediate.

With this in mind, all students at Crone Middle School are benchmarked three times a year using Curriculum Based Measurements, also known as CBMs. Curriculum Based Measurements are formative assessments which are designed to measure growth and development in specific curricula, allowing staff to make changes in instruction as needed. The two CBMs that students are administered are the MAZE and a Math CBM. The MAZE assessment monitors progress in growth in reading comprehension, and the Math CBM monitors computation skills. All students who have an IEP with goals in reading or math, Strategic Reading students, and At-Risk students who are identified thru benchmarking periods are progress monitored weekly to ensure appropriate instruction and interventions are implemented to ensure individual student progress.

Plan Review

Within two weeks of the end of each academic quarter, the administrative and school improvement teams will review the progress of action items. Adjustments will be made as necessary, based on these reviews.

Summary

As you review the details of Crone's School Improvement Plan, please keep in mind that newly received test data will be used to determine longitudinal success of past endeavors, and plan for future school improvement activities. As always, feel free to contact Stan Gorbalkin, Crone Middle School Principal, at 630.428.5600 with questions related to this plan.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	1015	1075	1137	1163	1204	1194
% White	84.5	82.1	80.6	79.0	78.7	78.3
% Black	4.2	5.7	5.2	5.0	4.4	4.1
% Hispanic	3.3	3.3	2.3	2.7	2.1	2.4
% Asian/Pacific Islander	7.9	8.9	10.5	11.1	12.0	12.1
% Native American	0.1	0.0	0.0	0.0	0.0	0.0
% Multiracial	NA	NA	1.5	2.2	2.8	3.0
Low Income rate	0.2	0.4	0.5	0.5	0.8	0.9
Limited English Proficient Rate	3.2	2.6	1.1	0.9	0.7	1.0
Chronic Truancy Rate (%)	0.1	0.1	0.0	0.0	0.0	0.1
Mobility Rate (%)	5.1	4.5	2.9	2.4	3.1	3.4
Attendance Rate (%)	97.9	95.9	95.3	96.1	96.0	95.7
% Parent Contact	97.2	100.0	100.0	100.0	100.0	100.0
Average class size grade 6	29.9	28.4	27.7	28.2	27.1	25.3
Average class size grade 7	NA	NA	NA	29.2	27.3	28.6
Average class size grade 8	30.8	28.2	27.7	27.5	28.1	28.0
Minutes per day teaching reading/language arts	87	87	87	87	87	87
Minutes per day teaching math	44	44	44	44	44	44

Present Level of Performance – Literacy

Reading

A. ISAT/IMAGE/IAA

Based on March 2008 assessment data, 96.6 % of students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

The following table summarizes reading achievement performance by subgroup:

Subgroup Reading Performance		% M/E	Student Count
	White	96.9	892
	Black	90.7	43
	Hispanic	95.2	21
	Asian/Pac	97.7	132
	Native Am	NA	NA
	Multiracial	93.3	30
	LEP	100	5
	IEP	76.5	98
	FRL	100	7

B. Curriculum-Based Measurement

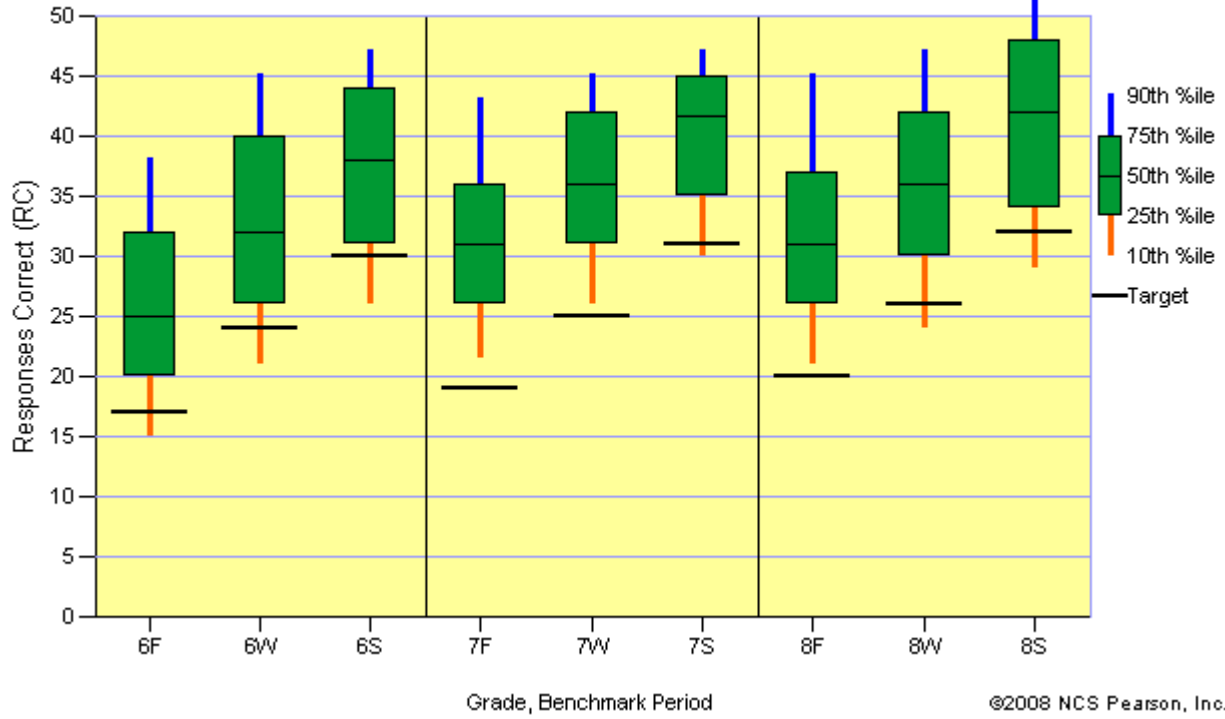
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2007 data, 91% 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, 85% of students met or exceeded district performance standards on a general outcome measure of reading.

**MAZE - Comprehension
 Indian Prairie District #204 - CLIFFORD CRONE MIDDLE SCHOOL
 2007-2008 School Year**



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Writing

A. ISAT/IMAGE/IAA

Based on March 2008 assessment data, 86.6% of students met or exceeded Illinois standards in the area of writing achievement in the sixth and eighth grades.

The following table summarizes writing achievement performance by subgroup:

Subgroup Writing Performance		% M/E	Student Count
	White	85.8	578
	Black	80.8	26
	Hispanic	92.3	13
	Asian/Pac	92.0	87
	Native Am	NA	NA
	Multiracial	90	20
	LEP	NA	NA
	IEP	52.8	72
	FRL	100	3

Present Level of Performance - Mathematics

A. ISAT/IMAGE/IAA

Based on March 2008 assessment data, 97.0% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

The following table summarizes mathematics achievement performance by subgroup:

Subgroup Math Performance		% M/E	Student Count
	White	97.4	892
	Black	90.7	43
	Hispanic	95.2	21
	Asian/Pac	97	132
	Native Am	NA	NA
	Multiracial	96.7	30
	LEP	100	5
	IEP	72.4	98
	FRL	85.7	7

B. Curriculum-Based Measurement

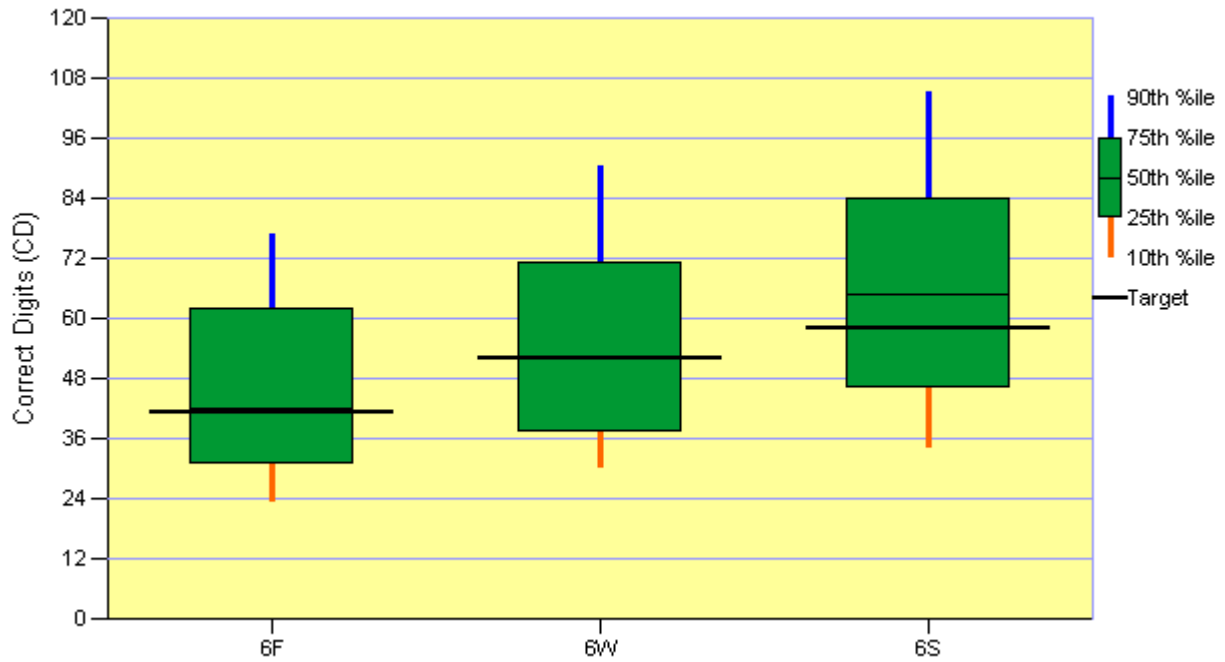
District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at grade six for each benchmark period.

Based on September 2007 data, 67% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2008 data, 67% students met or exceeded district performance standards on a measure of mathematics computational fluency.

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

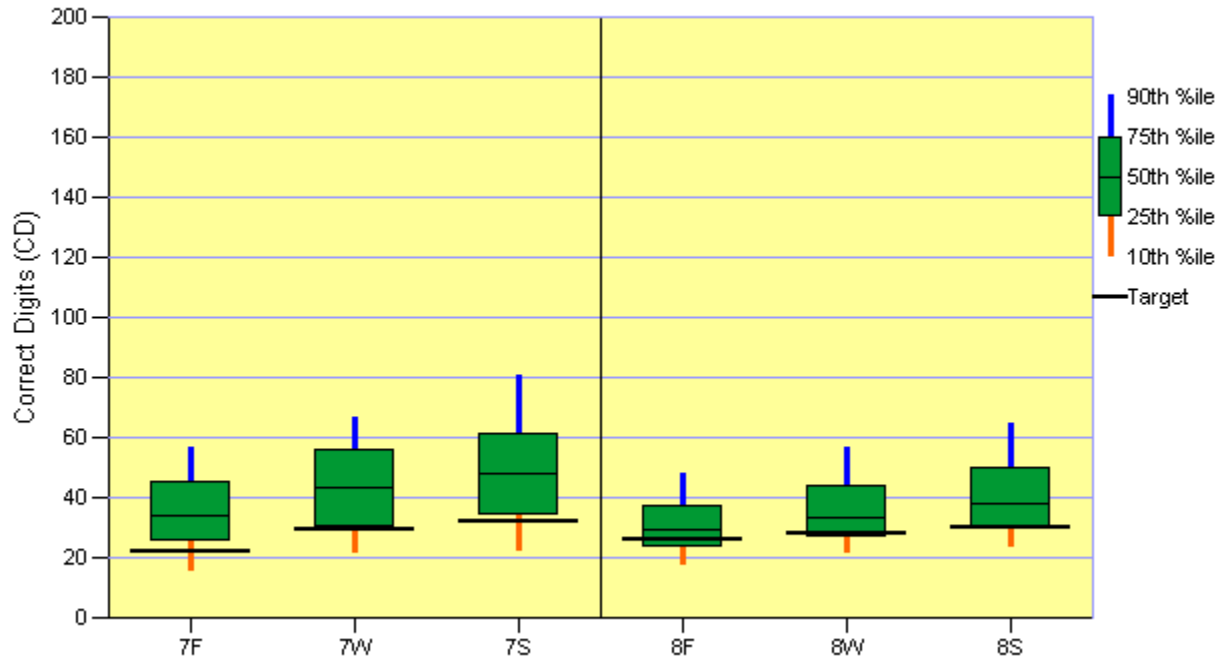
Mathematics Computation (Answer and Process)
Indian Prairie District #204 - CLIFFORD CRONE MIDDLE SCHOOL
2007-2008 School Year



Grade, Benchmark Period

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Mathematics Computation 2
Indian Prairie District #204 - CLIFFORD CRONE MIDDLE SCHOOL
2007-2008 School Year



Grade, Benchmark Period

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SCHOOL IMPROVEMENT PLAN GOAL STATEMENTS / ACTION PLANS

Goal One (Reading)

98.0% of all students will meet or exceed reading performance standards as measured by the March 2009 ISAT/IAA. This will be an increase of 1.4% from the March 2008 ISAT/IAA. In conjunction with this overall increase, the number of IEP students meeting/exceeding state standards in reading will increase by 3.5% to 80% by May 2009 as measured by the ISAT/IAA.

1. Objective – Area of Focus: Continue and refine the implementation of strategies for comprehension and vocabulary development.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
1.1.1 Utilize resources that deal with vocabulary development. (<u>Teaching Vocab</u> by Blachowicz, etc.)	Ongoing	Strategic Reading & Core Teachers	Sarah Nowak	Monitor use of resources
1.1.2 Support the teachers in the implementation of curriculum and in meeting the needs of diverse learners.	Ongoing	Administration, Support Facilitators, & Strategic Reading Teachers	Stan Gorbatkin	Monitor Time Spent in Collaboration
1.1.3 Further develop building-based professional development with instruction on formative assessment, differentiation, and Marzano’s essential nine teaching strategies.	Ongoing	Elizabeth Pohlmann, AP	Stan Gorbatkin	Activities
1.1.4 Further develop building-based professional development with a focus the QAR strategy.	Quarterly	Elizabeth Pohlmann, AP / Strategic Reading Teachers	Elizabeth Pohlmann	Administration, Core Teachers, Reading Teachers, Students
1.1.5 Increase daily reading instruction to at least sixty minutes per day / three hundred minutes per week across the curriculum for all students.	Ongoing	Sarah Nowak, AP	Sarah Nowak	Administration, Core Teachers, Reading Teachers, Students
1.1.6 Utilize results from IPI Focus Walks to guide implementation of strategies for increased level of student engagement and achievement.	Ongoing	Stan Gorbatkin, Principal / Elizabeth Pohlmann, AP	Stan Gorbatkin	Data from IPI

2. Objective – Area of Focus: Identify students who have demonstrated low levels of progress in reading, and promote the development of effective strategies to improve their reading achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
<p>1.2.1 Progress monitor all students in the area of reading as follows:</p> <ul style="list-style-type: none"> ◆ IEP students with reading goals – oral fluency and/or MAZE weekly ◆ Non-IEP strategic reading students – oral fluency and/or MAZE bi-weekly ◆ Tier Two (problem solving students without IEPs or strategic reading) – MAZE monthly <p>*See information on CMB reading targets below.</p> <p>**See information on CBM baseline information below.</p>	Ongoing as described	Core Reading Teachers, Strategic Reading Teachers	Sarah Nowak	Completion of data analysis
1.2.2 Collect baseline data specific to <u>actual</u> number of minutes of direct reading instruction occurring for IEP students.	Ongoing	Sarah Nowak	Sarah Nowak	Data sheets
1.2.3 Collect baseline data specific to <u>actual</u> number of transitions/interruptions occurring for IEP students as related to reading instruction.	Ongoing	Sarah Nowak	Sarah Nowak	Data sheets
1.2.4 Administer Gates Reading Achievement test to those students with evidence of at-risk indicators.	December & May of each year	Strategic Reading Teachers	Sarah Nowak	Completion of data analysis
1.2.5 Provide direct instruction for identified students via a supplemental strategic reading course and provide integrated support in various academic courses.	Throughout the year	Strategic Reading Teachers	Sarah Nowak	Progress Monitored Quarterly
1.2.6 Provide staff with instruction on formative assessment and differentiation.	Throughout the year	Administrative Team	Elizabeth Pohlmann	Progress Monitored
1.2.7 Create individualized plans to support at-risk students based on the problem solving model.	Throughout the year	Student Services & Classroom Teachers	Sarah Nowak	Intervention Plan for associated student(s)
1.2.8 Utilize the <i>Read Naturally</i> and <i>Lexia</i> program for students receiving supplemental reading instruction.	Ongoing	Strategic Reading Teachers	Sarah Nowak	Progression to next level

1.2.9 Utilize additional reading strategies as listed below: <ul style="list-style-type: none"> ◆ REWARDS ◆ Soar to Success Levels 6 and 7 ◆ Visualizing and Verbalizing ◆ AMP – Achieving Maximum Potential ◆ Bridges to Literature Anthology ◆ Corrective Reading ◆ Comprehension Strategy Kits – fiction and nonfiction ◆ Jamestown Education Five Star Reading and Six Way Paragraphs 	Ongoing	Strategic Reading Teachers	Sarah Nowak	Data and/or progression to next level
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*As of each trimester, starting September 2008, 100% of Crone’s Tier 2 and Tier 3 reading students will obtain a Rate of Improvement (ROI) greater than the median ROI for the grade level in which progress is being monitored.

**AIMS Web survey level assessments will be used as a factor for determining grade level progress monitoring. These assessments will be administered by support teachers and strategic reading teachers. (District norms are used for MAZE, as a large sample is available, National Norms are used for oral fluency, as a smaller population is tested.)

Goal Two (Writing)

90% of sixth and eighth grade students will meet or exceed writing performance standards as measured by the March 2009 ISAT/IAA. This will be an increase of 3.4% from the March 2008 ISAT/IAA. In conjunction with this overall increase, the number of IEP students meeting/exceeding state standards in writing will increase by 7.2% to 60%, by May 2009 as measured by the ISAT/IAA.

3. Objective – Area of Focus: Increase student achievement in the area of narrative writing as measured by the writing portion of the ISAT.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
2.3.1 Provide frequent opportunities within the curriculum for narrative writing including the areas of focus, support, and integration.	Ongoing	LA Teachers	Sarah Nowak	Progress Monitored
2.3.2 Provide direct instruction to identified students via a direct writing class	Ongoing	Assigned Teachers	Sarah Nowak	Progress Monitored
2.3.3 Utilize results from IPI Focus Walks to guide implementation of strategies for increased level of student engagement and achievement.	Ongoing	All Teachers	Stan Gorbatkin	Data from IPI

Goal Three (Mathematics)

98.0% of all students will meet or exceed mathematics performance standards as measured by the March 2009 ISAT/IAA. This will be an increase of 1.0 % from the March 2008 ISAT. In conjunction with this overall increase, the number of IEP students meeting/exceeding state standards in mathematics will increase by 2.6% (to 75%), by May 2009 as measured by the ISAT/IAA.

4. Objective – Area of Focus: Increase student achievement in the area of extended response as measured by the mathematics portion of the ISAT.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
3.4.1 Provide frequent opportunities on tests and quizzes for open-ended responses.	Ongoing	Math Department	Elizabeth Pohlmann	Progress Monitored
3.4.2 Integrate problem solving activities into lessons across the curriculum.	Ongoing	Crone Teachers	Elizabeth Pohlmann	Progress Monitored
3.4.3 Utilize results from IPI Focus Walks to guide implementation of strategies for increased level of student engagement and achievement.	Ongoing	All Teachers	Stan Gorbatkin	Data from IPI

5. Objective – Area of Focus: Identify students at an early stage in the school year who have demonstrated low levels of progress in math, and promote the development of effective strategies to improve their math achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence collected by:	Evidence Source
3.5.1 Group and regroup students during connections class to provide increased instruction time in the area of mathematics.	Throughout the year	Core Mathematics Teachers	Elizabeth Pohlmann	Intervention Plan for associated students
3.5.2 Prescribe and progress monitor Compass Learning activities per individual student needs for students who do not meet or exceed standards.	Throughout the year	Core Mathematics Teachers	Elizabeth Pohlmann	Observation