

**Elementary School Improvement Plan Report  
January 2007**

**School Name:** Brookdale Elementary School

Address: 1200 Redfield Road, Naperville, Illinois 60563  
 Phone: (630) 428-6800  
 Principal: Theresa Drendel  
 School Improvement Team: Julie Troemel, Susan Lambert, Mary Brigman, Jeff Modaff,  
 Brian Schumann, Cindy Frestel, Judi Buckman, Carrie Ory  
 and Candy Michelli

**Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06
Total enrollment	513	498	522	523
% White	73.3	73.7	68.4	68.5
% Black	7.8	8.4	7.3	6.9
% Hispanic	3.9	5.6	5.6	4.0
% Asian/Pacific Islander	14.6	11.8	14.6	14.9
% Native American	0.4	0.2	0.6	0.6
% Multi-Racial			3.6	5.2
Low Income rate	1.0	2.4	4.8	5.4
Limited English Proficient Rate	4.9	5.0	6.7	6.3
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	11.8	13.9	10.9	14.1
Attendance Rate	96.3	96.8	96.1	96.2
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	19.3	22.8	17.8	20.5
Average class size grade 1	20.5	17.8	25.3	20.5
Average class size grade 3	26.0	23.0	26.3	24.7
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

## BROOKDALE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2006-2007

### Goal One

All students will meet or exceed reading performance standards as measured by the Illinois Standards 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.

### Present Level of Performance

#### A. ISAT/IMAGE/IAA

Based on March 2006 assessment data, 87% 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:

Subgroup Reading Performance		% M/E	Student Count
	White	88	163
	Black	46	13
	Hispanic	80	10
	Asian/Pac	100	26
	Native Am	100	<10
	Multiracial	91	11
	LEP	100	<10
	IEP	50	22
	FRL	50	<10

#### B. Curriculum-Based Measurement

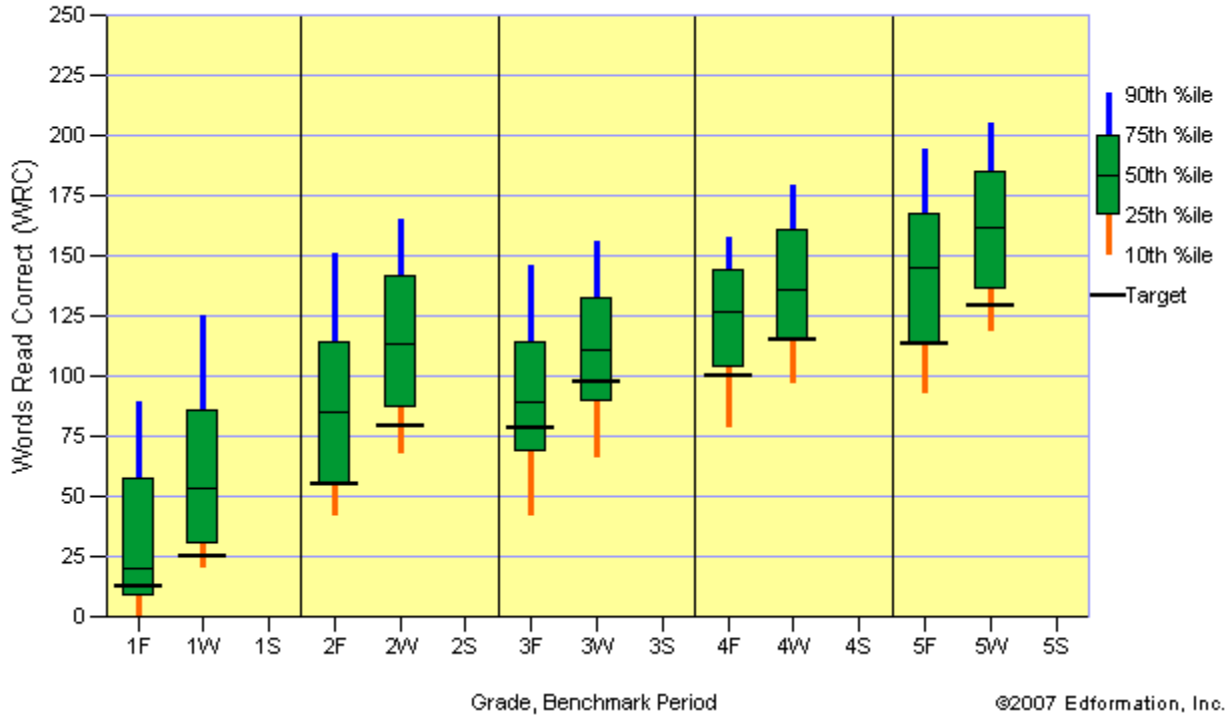
District performance standards in the area of reading achievement correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 72% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 76% of students met or exceeded district performance standards on a general outcome measure of reading.

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

**Reading - Curriculum Based Measurement  
Indian Prairie District #204 - Brookdale Elementary School  
2006-2007 School Year**



## Goal Two

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 measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

### Present Level of Performance

#### A. ISAT/IMAGE/IAA

Based on March 2006 assessment data, 94% 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 Reading Performance		% M/E	Student Count
	White	95	163
	Black	62	13
	Hispanic	100	10
	Asian/Pac	100	25
	Native Am	100	<10
	Multiracial	91	11
	LEP	86	<10
	IEP	74	23
	FRL	50	<10

#### B. Curriculum-Based Measurement

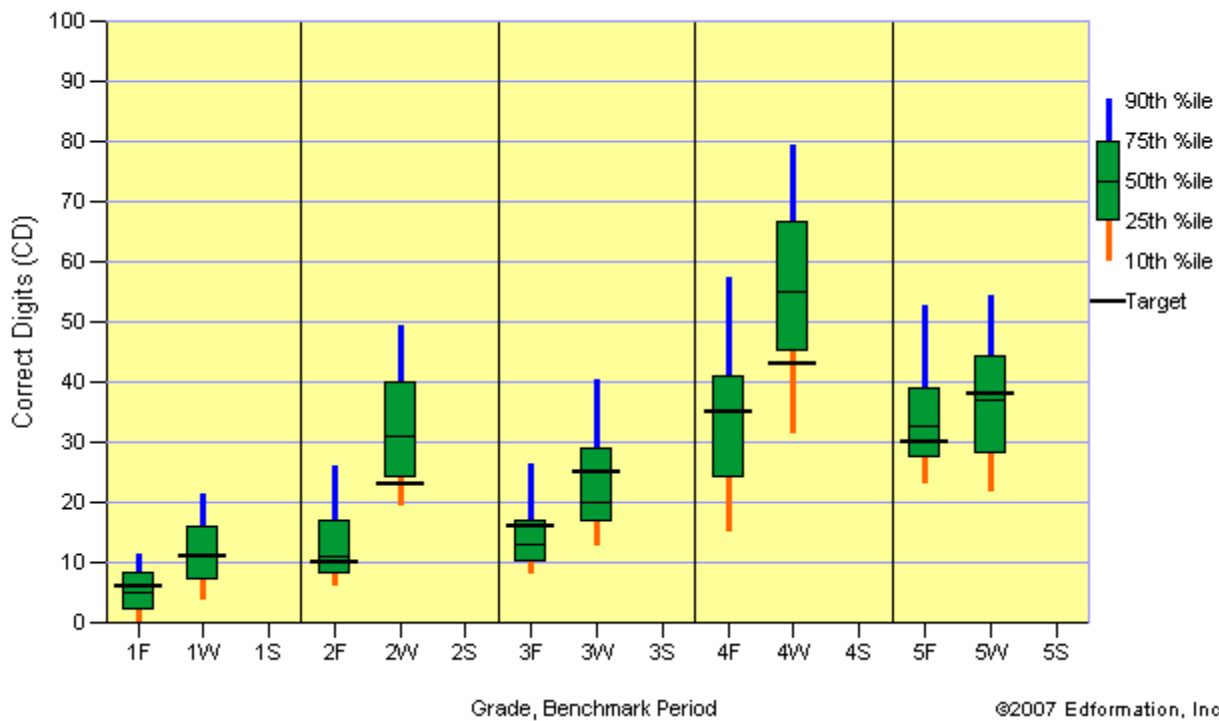
District performance standards in the area of mathematics computation correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 49% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 58% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

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

**Mathematics Computation**  
**Indian Prairie District #204 - Brookdale Elementary School**  
**2006-2007 School Year**



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## Action Plan for Improved Learning

Goal 1: **All students will meet or exceed reading performance standards as measured by the Illinois Standards 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.**

### 1. Objective – Area of Focus: **Data-Based Decision Making**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All grade levels will participate in reading curriculum based measures benchmarking three times per year.	Beginning September 2006	Support Staff, Grade Level Teachers, Problem-Solving Team	Increased achievement demonstrated by increasing number of students above the target at each benchmarking period
All grade level teams and support staff will use data and additional team planning time to make long-term and short term instructional decisions.	Beginning September 2006	Grade Level Teams, Support Staff and Principal	Baseline and adapted instructional planning forms and increased achievement as demonstrated by ISAT scores and CBM's

### 2. Objective – Area of Focus: **Reading Comprehension**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Focus on using picture clues and schema to determine meaning while practicing sequencing, retelling and summarizing.	Ongoing	Kindergarten Staff	Observation
Focus on main idea by modeling think aloud and rereading for evidence to support thinking during small group and whole group instruction.	Ongoing	First Grade Staff	Improved CBM scores

Focus on comprehension strategies taught in first grade using common language, strategy wheel and Harcourt materials.	Ongoing	Second Grade Staff	Improved CBM scores
Focus on main ideas, summarizing and making inferences based on evidence in text while requiring 20 minutes of uninterrupted daily reading outside of school.	Beginning March 2007	Third Grade Staff	Improved ISAT and CBM scores
Focus on using leveled instruction to practice summarizing, think alouds, using schema and text evidence to make inferences. Introduce IEIE format for reading response.	Ongoing	Fourth Grade Staff	Improved ISAT and CBM scores
Focus on small group targeted instruction and reading response using the IEIE format. Involve families in literacy activities through parent workshop.	Beginning Sept 2006	Fifth Grade Staff	Improved ISAT and CBM scores
Evidence based interventions will be used with students identified as being below target levels on the CBM's. Read Naturally, Horizons, Harcourt Interventions and Rewards will be used and student progress will be monitored weekly and/or monthly.	Ongoing	Support Staff	Improved ISAT and CBM scores

### Action Plan for Improved Learning

**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 measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.**

#### 1. Objective – Area of Focus: **Data-Based Decision Making**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All grade levels will participate in math curriculum based measures benchmarking three times per year.	Beginning September 2006	Support Staff, Grade Level Teachers, Problem-Solving Team	Increased achievement demonstrated by increasing number of students above the target at each benchmarking period

All grade level teams and support staff will use data and additional team planning time to make long-term and short term instructional decisions.	Beginning September 2006	Grade Level Teams, Support Staff and Principal	Baseline and adapted instructional planning forms and increased achievement as demonstrated by ISAT scores and CBM's
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2. Objective – Area of Focus: **Math Computation/Automaticity**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Number recognition and number sense will be practiced daily within integrated activities.	Ongoing	Kindergarten Staff	Improved CBM scores
Math facts will be practiced for 15 minutes, three times per week and two minute timed tests will be given weekly.	Beginning January 2007	First Grade Staff	Improved CBM scores
Otter Creek math facts program will be used daily.	Ongoing	Second Grade Staff	Improved CBM scores
Increased instructional time will be allocated, support resources will work with small groups for reteaching and fact practice will be required outside of the school daily.	Beginning September 2006	Third Grade Staff	Improved ISAT and CBM scores
Daily practice of mental math, review games and use of the Otter Creek program will improve student automaticity.	Ongoing	Fourth Grade Staff	Improved ISAT and CBM scores
Daily use of the Otter Creek program and weekly computation competitions will improve student automaticity.	Ongoing	Fifth Grade Staff	Improved ISAT and CBM scores
Evidence based interventions will be used with students identified as being below target levels on the CBM's. EDM games, Edmark computer practice and small group practice will be used.	Ongoing	Support Staff	Improved ISAT and CBM scores

## Progress Summary

Brookdale Elementary School has focused on improving student learning in the areas of reading, writing and mathematics during the 2005-2006 school year. Assessment data, including the Illinois Standards Achievement Test and local evaluations were used to monitor progress. Activities designed to improve learning in the area of reading included but were not limited to:

- extensive staff development on guided reading and balanced literacy instruction
- school wide reading programs to promote daily practice and enjoyment of print
- examination of areas of need and solutions by the building based literacy committee
- early intervention strategies initiated for students with identified special needs
- development of the literacy lab of resources for differentiated instruction, assessment and staff development
- shared information on prereading and reading skills and strategies with parents

Activities designed to improve learning in the area of writing included but were not limited to:

- use of monthly writing prompts
- selection of vocabulary building resources
- staff development on vocabulary instruction and integration
- continued implementation of the 6+1 writing traits
- development of staff writing committee to examine current practice, research and share ideas for best practice writing instruction

Activities designed to improve learning in the area of mathematics included but were not limited to:

- articulation between grade level staff regarding implementation of Everyday Math and Otter Creek math fact study
- implementation of daily math fact study
- after school enrichment opportunities offered in the area of problem-solving
- math skills checklists used to communicate student strengths to parents
- development of a math center for practice and small group support of math skills

As a result of these efforts, 93.7% of Brookdale students in grades 3-5 met or exceeded state standards in the area of math on the Illinois Standards Achievement Test. 87% of Brookdale students in grades 3-5 met or exceeded state standards in the area of reading on the Illinois Standards Achievement Test. 99.6% of the third through fifth grade students at Brookdale completed the Illinois Standards Achievement Test.

The Brookdale Elementary School Staff will continue to target student learning in the areas of reading, writing and math. The school leadership team, in collaboration with the building literacy, writing and math committees plan to:

- emphasize staff development in the areas of balanced literacy and mathematical thinking
- develop school wide activities that promote reading, writing and math
- examine assessments and other data to target specific areas of need
- increase daily independent reading and guided reading
- expand early intervention programs for students with identified special needs
- integrate vocabulary instruction into all curricular areas
- emphasize mastery of basic math facts using technology, tutoring, games and daily practice
- provide opportunities for students to practice extended time writing

If you would like more information regarding the School Improvement Plan, the School Report Card or programs at Brookdale Elementary School, please contact the principal, Theresa Drendel at 630-428-6800.