

**Elementary School Improvement Plan Report
January 2007**

School Name	Gwendolyn Brooks Elementary School
Address	2700 Stonebridge Blvd., Aurora, IL 60502
Phone	(630) 375-3200
Principal	Dave Younce
School Improvement Team	Maryann Frantzen, Kathy Phillips, Michelle Martin, Edna Roberts, Tim McDermott, Susie Duval, Brad Persson, Joelle Barrett, Rebecca Stewart, Darlene Stuckey, Dave Younce

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	681	697	686	655
% White	77.2	76.8	71.0	69.2
% Black	5.9	5.5	5.2	5.0
% Hispanic	8.8	9.0	11.5	10.8
% Asian/Pacific Islander	7.6	8.5	9.5	11.5
% Native American	.4	.3	0.0	0.0
% Multi-racial			2.8	3.5
Low Income rate	1.2	2.7	3.6	3.8
Limited English Proficient Rate	5.0	5.7	6.6	6.6
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	5.5	8.8	5.2	6.8
Attendance Rate	96.5	96.5	96.1	96.1
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	26.0	21.6	21.4	25.8
Average class size grade 1	23.4	22.0	22.6	23.6
Average class size grade 3	27.4	22.6	23.4	25.5
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

GWENDOLYN BROOKS 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, 92% 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	94%	216
	Black	82%	17
	Hispanic	85%	33
	Asian/Pac	97%	30
	Native Am	N/A	N/A
	Multiracial	75%	<10
	LEP	83%	18
	IEP	66%	32
	FRL	86%	14

B. Curriculum-Based Measurement

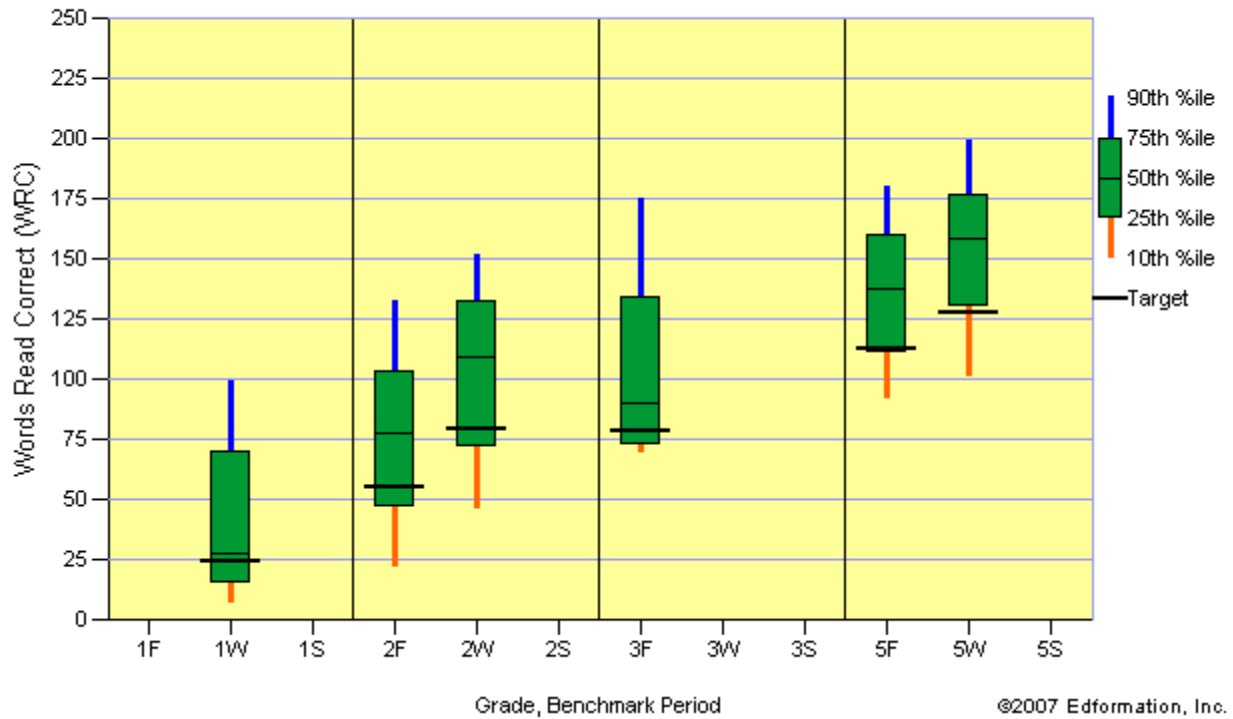
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 71% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 63% 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 - Brooks 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, 96% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes reading achievement performance by subgroup:

Subgroup Mathematics Performance		% M/E	Student Count
	White	98%	216
	Black	88%	17
	Hispanic	88%	33
	Asian/Pac	97%	30
	Native Am	N/A	N/A
	Multiracial	100%	<10
	LEP	78%	18
	IEP	78%	32
	FRL	86%	14

B. Otter Creek Fact Fluency Assessment

District performance standards in the area of mathematics fact fluency are under development. Growth targets will be identified as summative data collection is completed in January 2007. The table below summarizes the median number of accurately completed math facts within two minutes by grade level across the academic year. First grade students complete addition facts; second grade students complete addition and subtraction facts; third grade students complete addition, subtraction, and multiplication facts; and fourth and fifth grade students complete addition, subtraction, multiplication, and division facts.

DATE	GRADE	MEDIAN
WINTER	1	10
SPRING	1	
FALL	2	11
WINTER	2	26
SPRING	2	
FALL	3	9
WINTER	3	23
SPRING	3	
FALL	4	14
WINTER	4	31
SPRING	4	
FALL	5	30
WINTER	5	45
SPRING	5	

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 K-5 will participate in R-CBM benchmarking during the 07-08 school year	Ongoing 2007- 2008 School Year	Problem- Solving Team, Grade- Level Teams	Increased achievement demonstrated through AimsWeb Benchmark & progress- monitoring data and ISAT Ethnic Cohort achievement

Additional Team Data Planning time will be implemented to assist in making informed instructional decisions	Ongoing 2007- 2008 School Year	Grade-Level Teams, Principal, Support Staff	"15 Hour" Meeting Agendas & Notes, progress demonstrated in grade-level CBM Benchmark data.
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2. Objective – Area of Focus: **Intervention Infrastructure**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Reading Fluency Lab will be established to benefit targeted students in need of intervention	Fall 2007	Principal/RI Staff/LMC	Ongoing progress-monitoring using intervention data and AimsWeb progress-monitoring charts
Reading Intervention Training Program will be established to integrate parent volunteers into existing and new reading intervention efforts	Summer 2007	Principal/PTA/Reading Improvement Staff	Measured parent involvement in programs; progress-monitoring data demonstrating growth from students involved in intervention efforts

3. Objective – Area of Focus: **Creative Use of Personnel/Scheduling**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All certified staff members maximized and focused to support reading instruction – including creative use of building and grade-level scheduling	Ongoing 2007- 2008	All certified staff, Principal	Progress demonstrated in benchmark/progress-monitoring data across all levels

4. Objective – Area of Focus: **Target Reading Achievement of Black/Hispanic Students**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase representation of Black & Hispanic students in Project Arrow program by considering alternative sources of program entry criteria through building placement review process	Ongoing 2007-2008	Principal, all certified staff	Program demographics and continued monitoring of student success in both classroom & PA program
Establish mentoring groups with Black & Hispanic students focused toward improved reading achievement through growing relationships with specific staff members	Ongoing 2007-2008	Principal/Student Services	Analysis of students involved demonstrating reading achievement growth through R-CBM data.

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: **Target Math Achievement of Black/Hispanic students**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase representation of Black & Hispanic students in Math Acceleration program by considering alternative sources of program entry criteria through building placement review process	Ongoing 2007-2008	Principal, all certified staff	Program demographics and continued monitoring of student success in classroom & MA program

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Implement M-CBM at grades 3-5 to monitor student progress in math on a regular basis	Ongoing 2007- 2008	Grade-level teams, Problem-Solving team	Increased achievement demonstrated through AimsWeb Benchmark & progress-monitoring scores and ISAT Ethnic Cohort achievement
Develop flexible math class rosters at grades 3-5 targeting students with varied levels of math achievement and focusing instruction to increase achievement in specific areas of challenge and success	Ongoing 2007- 2008	Grade-level teams	Increased achievement demonstrated through AimsWeb Benchmark & progress-monitoring scores and ISAT Ethnic Cohort achievement
Continue Otter Creek Fluency Assessment	Ongoing 2007- 2008	Grade-level teams	Otter Creek data monitoring 3x per year

Goal 3: The Staff at Gwendolyn Brooks Elementary will continue to develop a culture of collaboration, respect, and shared ownership of students focused on student achievement and learning.

1. Objective – Area of Focus: **Professional Learning Community development**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Book studies will be utilized as tools for improving staff background knowledge and supporting the increase of student learning & achievement in reading	Ongoing	Building Leadership Team	Reports to Staff and survey follow-up

Staff development focus for 2007-2008 school year will be determined with a focus on using available data to direct instruction for students	June 2007	Building Leadership Team	Reports to staff and follow-up survey data to gauge implementation
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Goal 4: **Parent Involvement**

1. Objective – Area of Focus: **Increased Volunteerism and Support**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
30% of our families will volunteer in classrooms and/or intervention programs	Ongoing	Classroom teachers, PTA, Principal	Data generated to indicate level of increased parent involvement in classroom activities and intervention programs
Parent participation in classrooms or intervention programs will occur for at least 3 hours per week	Ongoing	Classroom teachers, PTA, Principal	Data generated to indicate level of increased parent involvement in classroom activities and intervention programs
LMC Volunteer program will continue to grow and recruit new members	Ongoing	LMC Director	Data generated by LMC indicating growth

Progress Summary

Brooks Elementary School 2005-2006 School Improvement Plan was focused in the areas of reading and mathematics. In 2004, 85% of our students tested met or exceeded state standards in reading. In 2005 that percentage dropped slightly, to 80.7%. 2004 math ISAT results indicated that 93% of our students were meeting or exceeding state standards, followed by 92% in 2005. Our School Improvement Plan for 2005-2006 focused on staff development, assessment, intervention, and curricular integrity.

The number of students meeting or exceeding state standards at Brooks Elementary School in 2006 increased in both reading and math. **92.1% of our students tested met or exceeded standards in reading. 96.4% of our students tested met or exceeded state standards in math.**

The 2007 School Improvement Plan for Brooks Elementary will continue to focus on reading and mathematics. We will continue to make instructional decisions using the most current data available to us about our students. Our students of color will meet or exceed standards and begin to close the achievement gap that exists among the various populations of our school. Intervention programs and the infrastructure to successfully carry them out will be implemented and developed. Building scheduling and staff assignments will creatively address the needs of our students. Our parents will continue to be involved in their children's education and will volunteer at an increasing rate. Our staff will continue to model lifelong learning by developing and fulfilling strategic staff development objectives and strengthening our practices as a professional learning community.