



**ROBERT E. CLOW 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:

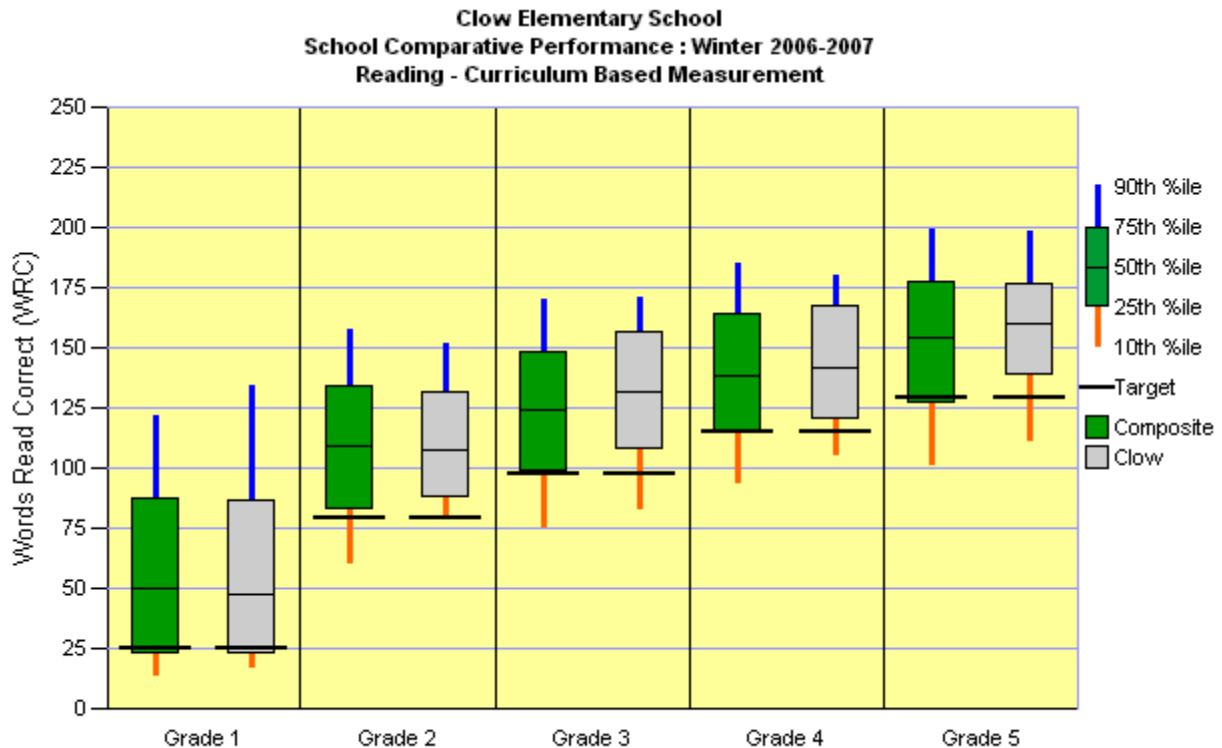
			% M/E	Student Count
			<b>White</b>	92
<b>Black</b>	75	<10		
<b>Hispanic</b>	100	<10		
<b>Asian/Pac</b>	100	15		
<b>Native Am</b>	NA	0		
<b>Multiracial</b>	100	<10		
<b>LEP</b>	100	<10		
<b>IEP</b>	44	23		
<b>FRL</b>	100	<10		

## 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, 80% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 80% of students met or exceeded district performance standards on a general outcome measure of reading.



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## 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, 97% 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:

<b>Subgroup Reading Performance</b>		<b>% M/E</b>	<b>Student Count</b>
	<b>White</b>	98	240
	<b>Black</b>	50	<10
	<b>Hispanic</b>	86	<10
	<b>Asian/Pac</b>	100	15
	<b>Native Am</b>	NA	0
	<b>Multiracial</b>	100	<10
	<b>LEP</b>	100	<10
	<b>IEP</b>	87	23
	<b>FRL</b>	100	<10

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	13
SPRING	1	
FALL	2	12
WINTER	2	23
SPRING	2	
FALL	3	13
WINTER	3	23
SPRING	3	
FALL	4	17
WINTER	4	33
SPRING	4	
FALL	5	31
WINTER	5	43
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: Determine the author’s purpose for writing a variety of texts.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Daily instruction will include opportunities to discuss author’s purpose.	March 06- Jan. 07	K-Fifth Grade Teachers	Biweekly Harcourt Assesments
Develop a chart for students’ writing folders that shows the purpose of each writing piece.	March 06- Jan. 07	Fourth Grade Teachers	Student Charts
Expand Literature Logs to include identification of author’s purpose and written support for answers.	March 06- Jan. 07	Fifth Grade Teachers	Teacher Record of 3 Logs/Quarter

2. Objective – Area of Focus: Distinguish between minor and significant details, including identifying main ideas in fiction and nonfiction text.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Daily instruction will include opportunities to discuss main idea and details, in fiction and nonfiction text.	March 06-Jan. 07	K-Fifth Grade Teachers	Biweekly Harcourt Assesments
Main idea materials from Harcourt core curriculum will be utilized for each story.	March 06-Jan. 07	K-Fifth Grade Teachers	Teacher record of Harcourt assmt twice/quarter
Develop an “important detail” table to be used with a variety of passages.	March 06-Jan. 07	Fourth Grade Teachers	Assesments <ul style="list-style-type: none"> <li>quarterly in social studies</li> <li>twice/quarter w/ Harcourt core reading materials</li> </ul>
Graphic organizers for main idea & support and detail charts will be used during social studies lessons.	March 06-Jan. 07	Fifth Grade Teachers	Assessment of charts once/quarter

3. Objective – Area of Focus: Identify genres and subcategories of genres (including story, poem, fairy tale, tall tale, fable, nonfiction, essay, folk tale, science fiction, historical fiction, myth or legend, drama, and biography/autobiography) of text.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Daily instruction will include opportunities to discuss genres and subcategories.	March 06-Jan. 07	K-Fifth Grade Teachers	Biweekly Harcourt Assesments
Continue monthly genre studies for Independent Reading.	March-June 06	Third Grade Teachers	Year-end Genre Test
Include books from chosen genre in classroom library and teacher read-alouds each month.	March-June 06	Third Grade Teachers	Year-end Genre Test
Incorporate a genre chart into Literature Log. The chart will include an explanation of why each book is classified in a genre.	March 2006-Jan. 07	Fourth Grade Teachers	Genre Charts
Revise Accountability Charts to include genre classifications.	March 2006-Jan. 07	Fifth Grade Teachers	Accountability Chart performance

**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: Identify geometric patterns and distinguish between flips, rotations, reflections, and translations of figures.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Create greater opportunities for practice identifying geometric patterns.	March 07- Jan. 08	K-Fifth Grade Teachers	Everyday Math Boxes
Students will receive direct instruction and be able to identify and sketch geometric patterns including flips, rotations, reflections, and translations of figures.	March 07- Jan. 08	Third and Fourth Grade Teachers	Everyday Math Boxes
Realign when geometric concepts are taught to assure student exposure to material prior to ISAT testing. <ul style="list-style-type: none"> <li>Third grade teachers will teach sections of fourth grade EDM core curriculum.</li> </ul>	March 06- March 07	Third, Fourth, and Fifth Grade Teachers	Teacher records of assessments
Develop projects to be taught by Art Teacher reinforcing geometric concepts including flips, rotations, reflections, and translations of figures.	March 07 - Jan. 08	Art and Third Grade Teachers	Rubric to assess art projects

2. Objective – Area of Focus: Investigate, represent, and solve problems using number facts, operations and their properties, algorithms and their relationships.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Maintain/require daily delivery of math fact fluency curriculum and emphasis of facts and operations throughout the spiraling of curriculum.	March 07- Jan. 08	First-Fifth Grade Teachers	CBM computational fluency measure.
Create greater opportunities for practice, repetition, and review of operations and fact fluency on a regular basis.	March 07- Jan. 08	First-Fifth Grade Teachers	CBM computational fluency measure.
Use regularly scheduled Otter Creek assessments to monitor progress of all students.	March 07- Jan. 08	First-Fifth Grade Teachers	CBM computational fluency measure.
Solicit parent reinforcement/cooperation in practice opportunities beyond the school day.	Sept. 07	First-Fifth Grade Teachers	CBM computational fluency measure.

## Progress Summary

The staff of Robert Clow Elementary School, as part of our continuous improvement philosophy, maintained our focus on developing students' reading and mathematics skills. Two improvement goals were developed for 2006:

- All students will meet or exceed reading standards as measured by the Illinois State Assessments.
- All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Improvement activities included staff training, development of learning activities, and improved instruction. Teachers were trained in reading and math instructional strategies during the spring and fall 2006 semesters. The staff was inserviced on newly adopted literacy materials. Grade-level trainers were involved in planning reading curriculum at the district level as well as training colleagues on the implementation of new materials.

Reading strategies and comprehension are emphasized during instruction. Teachers are emphasizing automaticity of math facts on a weekly basis. Curriculum at all grade levels was mapped by month and aligned with the Illinois Learning Standards Performance Descriptors.

School results in Spring 2006 on the Illinois State Achievement tests are noteworthy:

92.3% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students meet or exceed state standards in reading;  
97.4% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students meet or exceed state standards in mathematics.

School improvement efforts at Robert Clow Elementary School will continue to focus on developing students' reading and mathematics skills. Clow Elementary School will implement a Problem Solving model of intervention in order to assure student success. Additional information about Clow's improvement efforts can be found on our building website, url: <http://clow.ipds.org>. Please feel free to contact Barbara Kaufman, Principal, at (630) 428-6060 for additional information about Clow's educational program and school improvement initiatives.