

**Elementary School Improvement Plan Report
January 2007**

School Name: Mary Lou Cowlshaw Elementary

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 Phone: 630-428-6100
 Principal: Karen Sullivan
 School Improvement Team: Janet Rivett, Hetal Grimaldo, Kathy Hillebrand, Nancy DeLisle, Corey Swift, Paul Gaca, Christina Cisko, Julee DeGeus, Mary Howiz, Karen Sullivan

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	764	602	611	606
% White	61.3	47.3	46.2	42.6
% Black	5.6	15.9	14.2	15.0
% Hispanic	5.4	8.3	7.7	9.2
% Asian/Pacific Islander	27.6	28.4	27.0	27.7
% Native American	.1	0	0	0
% Multi-racial			4.9	5.4
Low Income rate	2.6	9.5	11.3	14.4
Limited English Proficient Rate	6.3	9.6	7.7	6.1
Chronic Truancy Rate	0	0	0	0
Mobility Rate	16.1	16.4	10.7	14.8
Attendance Rate	96.8	96.5	95.9	96.0
% Parent Contact	100	100	100	100
Average class size grade K	20.8	23.8	20.8	24.0
Average class size grade 1	21.3	22.6	21.6	23.8
Average class size grade 3	26	23.8	20.8	24.8
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**MARY LOU COWLISHAW 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, 82% 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	86	116
	Black	59	44
	Hispanic	93	15
	Asian/Pac	92	74
	Native Am	NA	0
	Multiracial	50	12
	LEP	100	<10
	IEP	32	28
	FRL	50	34

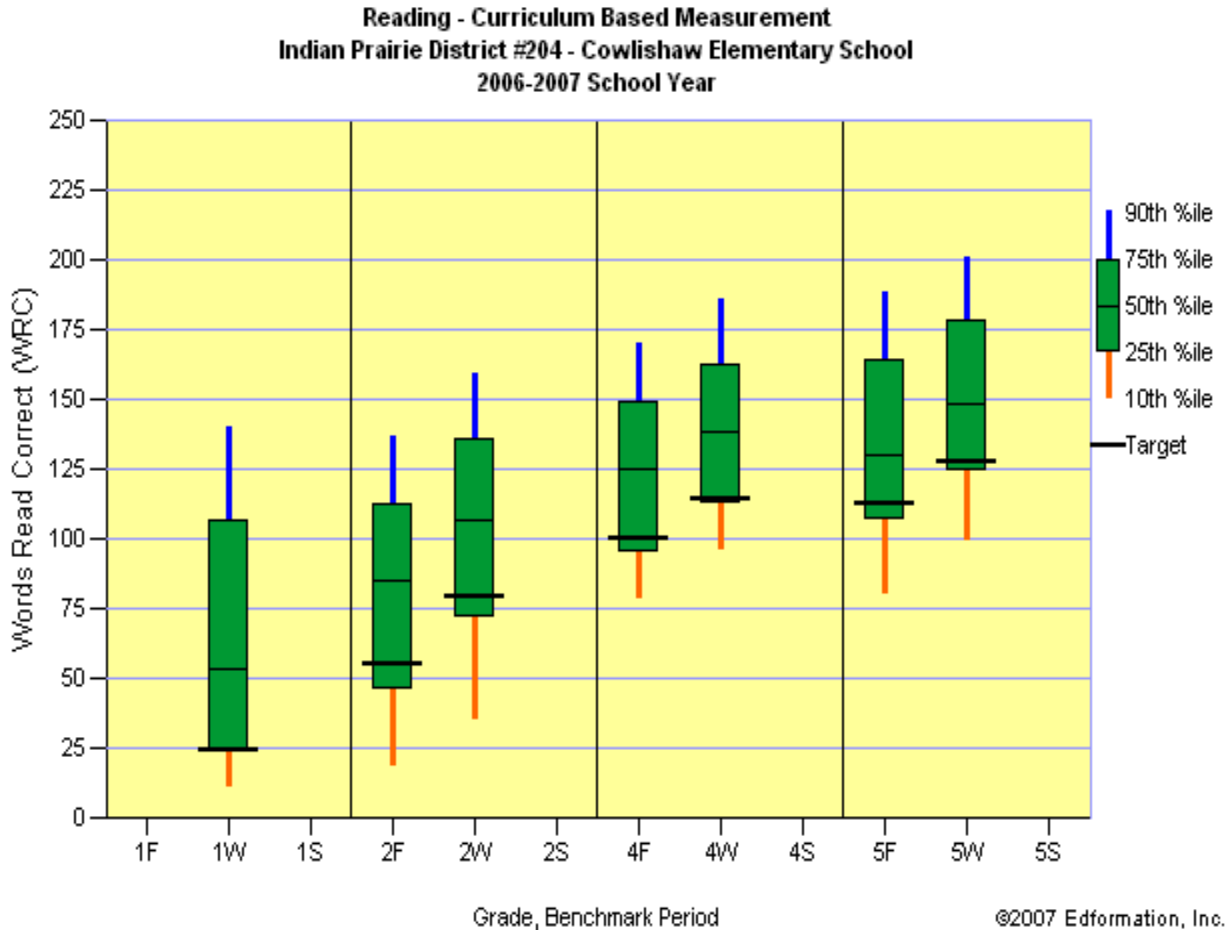
B. Curriculum-Based Measurement

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, 69% of grades 2, 4, and 5 students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 71% 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.



* Grade 1 data represents a limited sample of approximately 24 students.

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, 90% 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 Reading Performance		% M/E	Student Count
	White	91	116
	Black	75	44
	Hispanic	93	15
	Asian/Pac	99	74
	Native Am	NA	0
	Multiracial	77	13
	LEP	71	<10
	IEP	71	28
	FRL	68	34

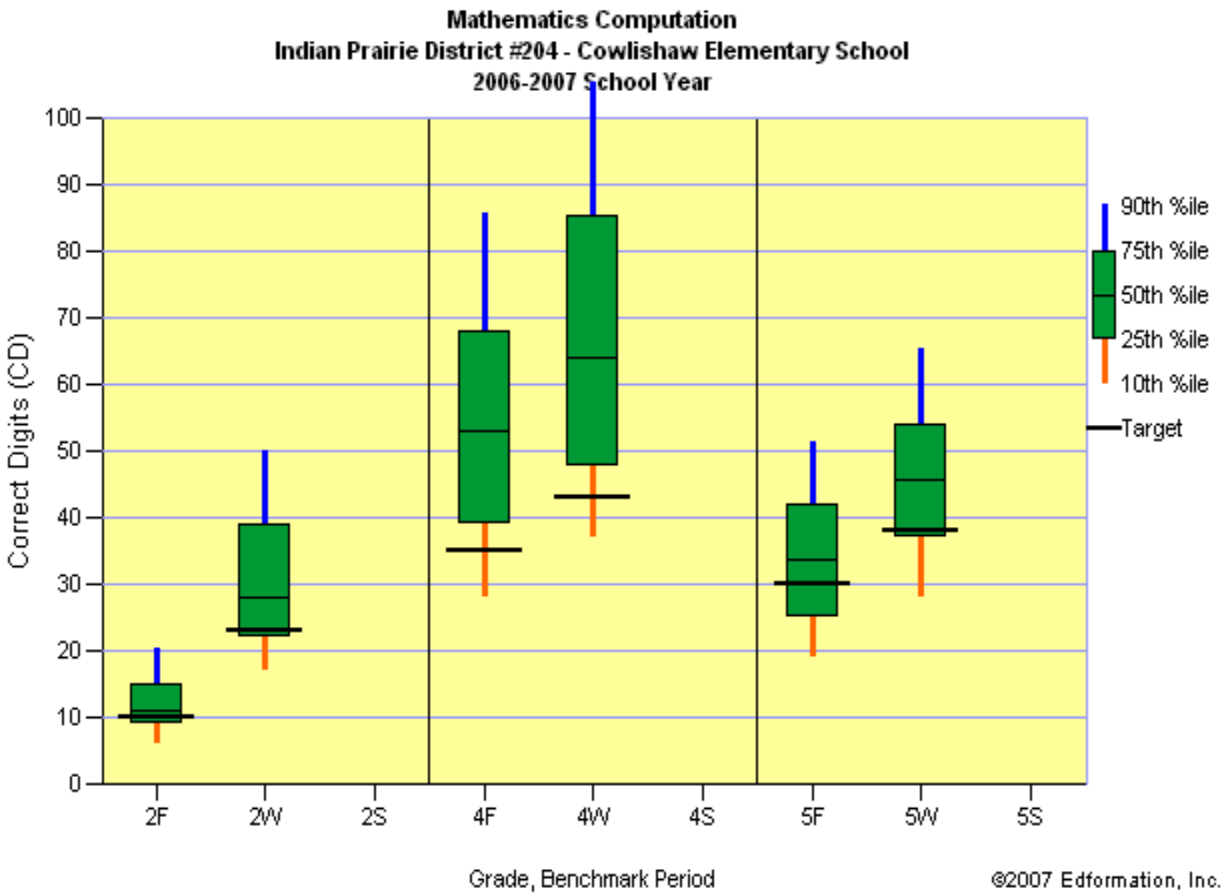
B. Curriculum-Based Measurement

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

Based on September 2006 data, 68% of grade 2, 4, and 5 students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 76% 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.



C. 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	12.50
SPRING	1	
FALL	2	12
WINTER	2	22.50
SPRING	2	
FALL	3	15
WINTER	3	25.00
SPRING	3	
FALL	4	20
WINTER	4	40.00
SPRING	4	
FALL	5	36
WINTER	5	45.00
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: Increased use of data based decision making in order to make more timely and better informed decisions about instructional strategies and interventions in the area of reading will occur at all grade levels.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Grades 2, 4, and 5 will participate in R-CBM and Maze (when appropriate for the grade level) Fall and Winter benchmarking.	Fall, 2006- Winter, 2007	Grade Level Teams, PPS Team	AimsWeb benchmarking data

All grade levels will participate in Spring benchmarking (Early Literacy, R-CBM, Maze).	Spring, 2007	Grade Level Teams, PPS Team	AimsWeb benchmarking data
Students within Tier 2 and Tier 3 will receive more frequent progress monitoring to determine if interventions are working effectively.	Ongoing 2006-07 school year	Case Managers	AimsWeb progress monitoring data
Teams will be coached on the use of data based decision making during the elementary team release hours.	Ongoing 2006-07 school year	Principal, Problem Solving Coaches, Grade Level Teams	Elementary Release Agenda and Minutes to reflect discussion and use of data for grouping and interventions

2. Objective – Area of Focus: Appropriate use of evidence based interventions for reading will occur at all levels (Tiers 1-3).

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Each grade level will implement a “flooding” scheduling model for small group reading instruction in order to provide increased literacy time for all students.	October, 2006- June, 2007	Grade Level Teams, RI Teachers, Support Teachers, PA Teacher	Increased achievement as evidenced by increased AimsWeb and ISAT data
The Kindergarten team will implement Jolly Phonics as a Tier I intervention.	2006-07 school year	Kindergarten Teachers	Increased achievement as evidenced by ISEL and Early Literacy data.
Evidence based interventions such as Harcourt Interventions, Rewards, Soar to Success, Read Naturally, etc. will be used with targeted students from Tier II and Tier III. Increased time (double dosing) will also be used for select students.	2006-07 school year	Grade Level Teams, RI Teachers, Support Teachers	Increased achievement as evidenced by AimsWeb benchmarking and progress monitoring data

3. Objective – Area of Focus: Implement specific instructional strategies that will strengthen students’ understanding of the criteria for success on reading assessments.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Students will be introduced to the ISAT extended response reading rubric beginning in second grade.	2006-07 school year	Grade Level Teachers	Assessment of student written responses using rubric/improved ISAT results
Teachers will increase their use of graphic organizers and other visuals to demonstrate the structure of the extended response.	2006-07 school year	Grade Level Teachers	Assessment of student written responses using rubric/improved ISAT results
Students in Tier II and III will be offered an extended day, before school program for six weeks to focus on targeted reading skills and strategies.	January-March 2007	Selected RI and Grade Level Teachers	Increased number of students who participate will meet state standards on ISAT
Investigate Mountain Language Program for implementation in the upcoming school year.	March-May 2007	Select BLT Members	Research data/data from other schools using the program

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: Increased use of data based decision making in order to make more timely and better informed decisions about instructional strategies and interventions in the area of math will occur at all grade levels.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Grades 2, 4, and 5 will participate in Math Computation CBM benchmarking during Fall and Winter.	Fall, 2006-Winter, 2007	Grade Level Teams, PPS Team	AimsWeb benchmarking data

All grade levels will participate in Spring Math Computation CBM benchmarking.	Spring, 2007	Grade Level Teams, PPS Team	AimsWeb benchmarking data
Implement Otter Creek fluency assessment at district assessment intervals.	2006-07 school year	Grade Level Teachers	Otter Creek data
Teams will be coached on the use of data based decision making during the elementary team release hours.	Ongoing 2006-07 school year	Principal, Problem Solving Coaches, Grade Level Teams	Elementary Release Agenda and Minutes to reflect discussion and use of data for grouping and interventions

2. Objective – Area of Focus: Implement specific instructional strategies that will strengthen students’ understanding of the criteria for success on math assessments.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Students will be introduced to the ISAT extended response math rubric beginning in second grade.	2006-07 school year	Grade Level Teachers	Assessment of student written responses using rubric/improved ISAT results
Teachers will increase their use of T charts and other visuals to demonstrate the structure of the extended response.	2006-07 school year	Grade Level Teachers	Assessment of student written responses using rubric/improved ISAT results
Investigate Mountain Math daily review program for implementation in the upcoming school year.	March-May 2007	Select BLT Members	Research data/data from other schools using the program

Goal 3: A safe and positive learning environment that promotes respect, responsibility, safety, and readiness for learning will be provided for all students.

1. Objective – Area of Focus: Continue to implement a school-wide positive behavior program emphasizing Cowlshaw’s Rules of Thumb.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All staff will participate in the school-wide PBIS program by passing out "Thumbs Up" awards to students.	2006-07 school year	All Staff	Collection of Thumbs Up Awards
PBIS committee will use SWIS data to determine the next Cool Tool teaching strategy for implementation.	2006-07 school year	PBIS Committee Members	Disaggregated SWIS discipline data
Staff will consistently use the language of the Cowlshaw Rules of Thumb chart and teach students the expected behaviors as outlined.	2006-07 school year	All Staff	Decrease in major discipline referrals over the previous year/SET data from PBIS coach

Goal 4: Parents of Cowlshaw students will be provided regular and varied opportunities to be actively involved in their child's education.

1. Objective – Area of Focus: Increase the involvement of parents in their children's education with an emphasis on literacy connections

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Recipes for Success newsletter will be distributed monthly to give parents ideas of home activities to complete with their child.	2006-07 school year	Principal	Newsletter distribution
Family literacy events (Super Saturdays) will be planned and implemented to encourage reading and to assist families with understanding their role in the literacy development of their child.	2006-07 school year	Parent Involvement Committee	Attendance records, Number of Books checked out of LMC
We Both Read books will be added to the LMC collection in order to provide additional resources that encourage family literacy opportunities. The series will be promoted at family literacy events.	2006-07 school year	All Staff	LMC data of number of We Both Read books checked out to families

Progress Summary

Mary Lou Cowlshaw Elementary School continued its focus on the areas of reading and math as well as developing a positive climate for learning. School improvement goals for the 2005-06 school year were:

- All students will meet or exceed reading standards as measured by the Illinois Standards Achievement Test (ISAT).
- All students will meet or exceed math standards as measured by the Illinois Standards Achievement Test (ISAT).
- Mary Lou Cowlshaw Elementary will provide a safe and positive learning environment that promotes respect, responsibility, safety, and readiness for learning.

Improvement activities under the reading goal included participation in numerous district and school staff development opportunities on the balanced literacy framework with an emphasis on the guided reading component, flexible groupings, and the effective use of the literacy block, a focus on the extended reading response component of the ISAT, and implementation of a kindergarten intervention program. Additionally, extended school day and a summer reading program were offered to students who were at risk for reading problems. Improvement activities under the math goal included continued implementation of the Everyday Math (EDM) curriculum, implementation of the Otter Creek program to address math fact automaticity, and a focus on the math extended response component of the ISAT. To address the need for a positive learning environment the Cowlshaw staff set up a PBIS Committee (Positive Behavior Interventions and Supports) and implemented the Cowlshaw Rules of Thumb which focused students and staff on consistent expectations for behavior and positive choices in the areas of respect, responsibility, safety and readiness for learning.

School results in spring 2006 on the Illinois State Achievement tests are as follows:

- 82.1% of all students meet or exceed state standards in reading (this is a 7.8% increase over the previous year)
- 90.2% of all students meet or exceed state standards in math (this is a 3.7% increase over the previous year).

School improvement efforts at Mary Lou Cowlshaw Elementary School will continue to focus on developing students' reading and math skills as well as continuing to promote a positive learning environment. If you would like more information about school improvement or the educational programs at Mary Lou Cowlshaw Elementary School, please contact the Principal, Karen Sullivan at 428-6100.