

Middle School Improvement Plan Report
March 2007

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
Nona Barrientos	Asst. Principal
Sarah Morrison	Asst. Principal
Holly Herrera	Lead Teacher, 6 th Gr. Math
Sara Johnson	Team Coordinator, 6 th Gr. Support Facilitator
Matt Blaser	Team Coordinator, 6 th Gr. Science/Social Studies
Richele Dicola	Team Coordinator, 6 th Gr. Science/Social Studies
Keisha Rember	Team Coordinator, 7 th Gr. English
Keith Lustig	Team Coordinator, 7 th Gr. English/Reading, Problem Solving Team Member
Sylvia Petersen	Team Coordinator, 7 th Gr. Science/Geography
Cynthia Fitzharris	Team Coordinator, 8 th Gr. English/History
Alez Zemansky	Team Coordinator, 8 th Gr. English/History
Beth Guetschow	Team Coordinator, 8 th Gr. English/Reading
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
Rita Rogers	Team Coordinator, Encore - Foreign Language
Janine Keca	School Psychologist / Problem Solving Team Member
Arlene Beslic	Strategic Reading / Problem Solving Team Member
Jackie Spires	8 th Grade History/English, Problem Solving Team Member

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	1015	1075	1137	1163
% White	84.5	82.1	80.6	79.0
% Black	4.2	5.7	5.2	5.0
% Hispanic	3.3	3.3	2.3	2.7
% Asian/Pacific Islander	7.9	8.9	10.5	11.1
% Native American	0.1	0.0	0.0	0.0
% Multiracial	NA	NA	1.5	2.2
Low Income rate	0.2	0.4	0.5	0.5
Limited English Proficient Rate	3.2	2.6	1.1	0.9
Chronic Truancy Rate	0.1	0.1	0.0	0.0
Mobility Rate	5.1	4.5	2.9	2.4
Attendance Rate	97.9	95.9	95.3	96.1
% Parent Contact	97.2	100.0	100.0	100.0
Average class size grade 6	29.9	28.4	27.7	28.2
Average class size grade 7	NA	NA	NA	29.2
Average class size grade 8	30.8	28.2	27.7	27.5
Minutes per day teaching reading/language arts	87	87	87	87
Minutes per day teaching math	44	44	44	44

CRONE MIDDLE 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, 94.3% 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:

			% M/E	Student Count
			Subgroup Reading Performance	White
Black		79.5		44
Hispanic		95.8		24
Asian/Pac		96.7		120
Native Am		NA		NA
Multiracial		92.0		25
LEP		100.0		<10
IEP		61.9		97
FRL		100.0		<10

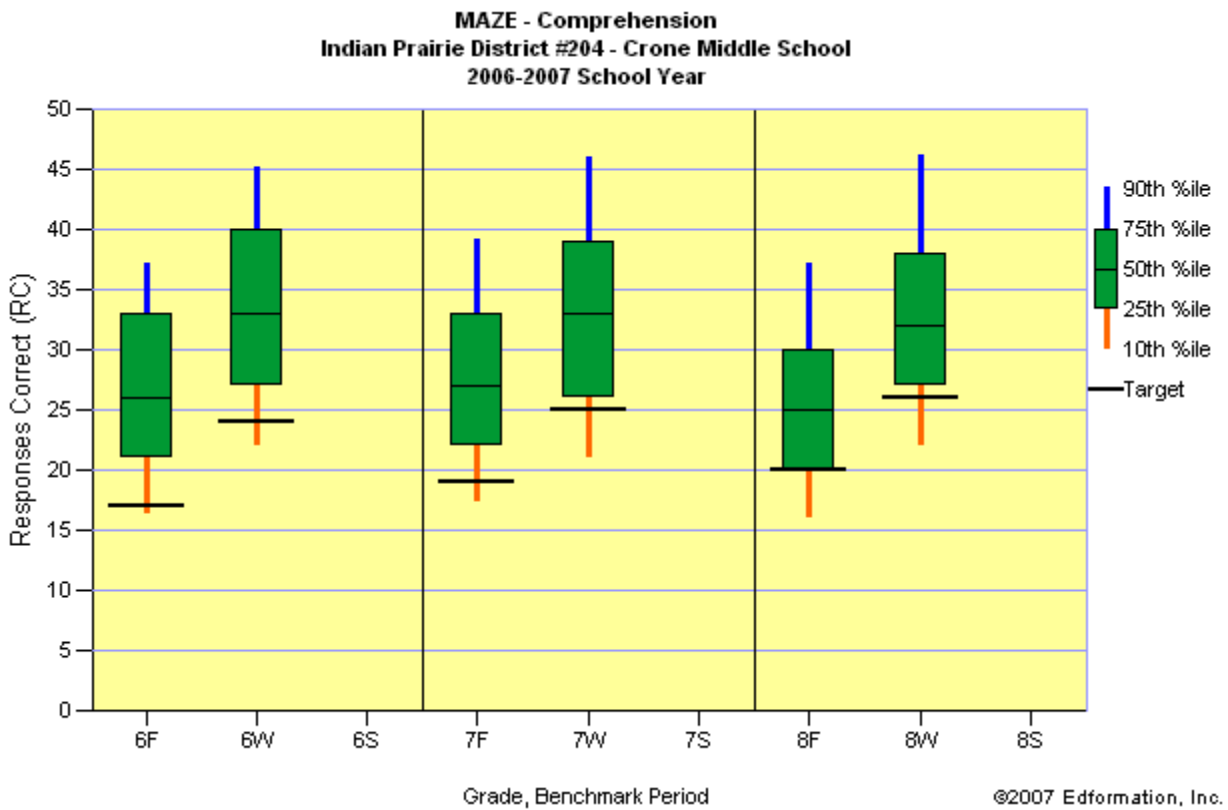
B. Curriculum-Based Measurement

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, 84.7% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 82.5% 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.



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, 94.5% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

The following table summarizes reading achievement performance by subgroup:

		%	Student
		M/E	Count
Subgroup Math Performance	White	95.0	885
	Black	81.8	44
	Hispanic	91.7	24
	Asian/Pac	96.7	120
	Native Am	NA	NA
	Multiracial	96.0	25
	LEP	75.0	<10
	IEP	61.9	97
	FRL	100.0	<10

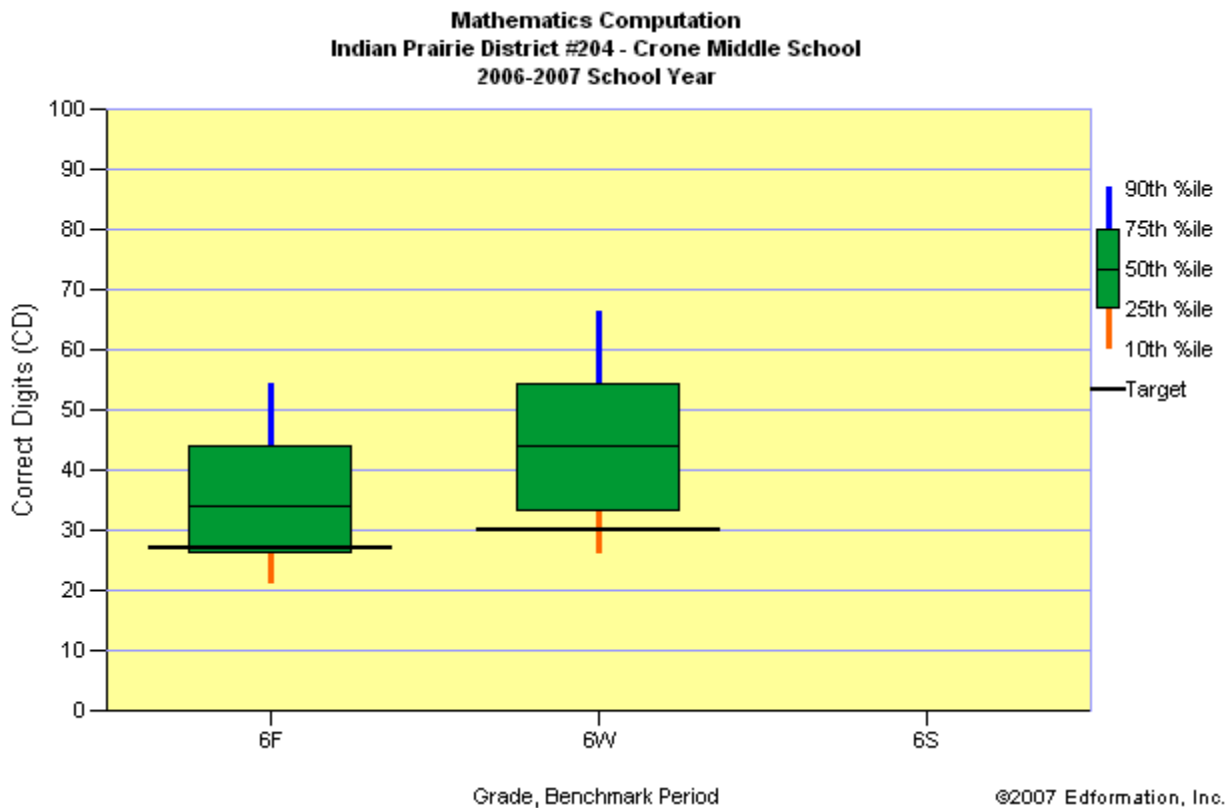
B. Curriculum-Based Measurement

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 2006 data, 74.9% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 83.3% 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.



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:

Continue and refine the implementation of strategies for comprehension and vocabulary development.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.1.1 Utilize resources that deal with vocabulary development. (<u>Teaching Vocab</u> by Blachowicz, etc.)	Ongoing	Strategic Reading & Core Teachers	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	Monitor Time Spent in Collaboration
1.1.3 Integrate the CSSD strategy into instruction across all content areas.	Ongoing	Crone Staff	Monitor use of CSSD

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 Source
1.2.1. Utilize Curriculum Based Measurements & other standardized tests to identify students at-risk in reading.	Fall & Spring of each year	Administrators, Grade Level Counselors, Core Academic Teachers, Strategic Reading Teachers	Completion of data analysis
1.2.2 Administer Gates Reading Achievement test to those students with evidence of at-risk indicators.	December & May of each year	Strategic Reading Teachers	Completion of data analysis
1.2.3 Progress monitor students in tier three of the AIMS Web triangle based on results from CBM assessments.	Monthly	Strategic Reading Teachers & Support Facilitators	Completion of Assessment

1.2.4 Identify specific reading skills needed to improve students' overall reading achievement as determined thru formative assessments.	Fall & Periodically throughout the year	Administration, Strategic Reading Teachers, Classroom Teachers, & Support Facilitators	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	Progress Monitored Quarterly
1.2.6 Provide staff with instruction on formative assessment and differentiation.	Throughout the year	Administration	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	Intervention Plan for associated student(s)

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:

Increase student achievement in the area of extended response as a measure on the mathematics portion of the ISAT.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.1.1 Provide frequent opportunities on tests and quizzes for open-ended responses.	Ongoing	Math Department	Progress Monitored
2.1.2 Integrate problem solving activities into lessons across the curriculum.	Ongoing	Crone Teachers	Progress Monitored

2. Objective – Area of Focus:

Identify trends in mathematics achievement data that indicate students' overall strengths and areas in need of improvement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.2.1 Analyze available data to target specific math skills in which a significant percentage of students demonstrate weakness.	Fall & periodically as data becomes available	Administration & Math Teachers	Completion of data analysis

2.2.2 Audit individual curriculums to identify opportunities to focus instruction on the targeted math skills.	Throughout the year	Classroom Teachers	Intervention Plan for associated student(s)
2.2.3 Create individualized plans to support at-risk students based on the problem solving model.	Throughout the year	Student Services & Classroom Teachers	Intervention Plan for associated student(s)

3. 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 Source
2.3.1 Analyze available data to identify students who are not meeting standards on mathematics achievement assessments.	Fall & periodically as data becomes available	Administrators, Grade Level Counselors, & Core Academic Teachers	Completion of data analysis
2.3.2 Using item analysis from standardized tests, identify specific mathematics skills needed to improve students' overall math achievement.	Fall & periodically throughout the year	Core Mathematics Teachers	Completion of data analysis
2.3.3 Group and regroup students during connections class to provide increased instruction time in the area of mathematics.	Throughout the year	Core Mathematics Teachers	Intervention Plan for associated students

Progress Summary

School improvement goals are developed through ongoing analysis of data provided by ISAT, curriculum-based measurements, and action research and evaluation by teachers. Activities in the areas of math and reading continue to be implemented with the ultimate goal of having all students meet or exceed standards as measured by the Illinois State Assessments.

In the area of reading, three times a year, all students are being administered the MAZE assessment which is a curriculum-based measurement which evaluates individual student reading comprehension. This data is used to identify students who can benefit from additional individual interventions as well as provide feedback as to the performance of Crone's overall student population. For students with significant deficiencies in the area of reading, *Strategic Reading* remedial services continue to be provided by reading specialists as determined by the district criteria for this program.

On a district-wide level, additional curriculum was written to foster vocabulary development and improve skills in written response. To supplement this effort, Crone is implementing a school-wide vocabulary initiative focusing on the universal use of the CSSD strategy. This

strategy teaches students to apply a standardized process for associating word and meaning by looking at the word context, structure, and sound, to determine the correct definition.

All students in the sixth grade are being administered a math curriculum-based measurement which serves a similar purpose to the MAZE assessment. Staff at all grade levels are continuing with the restructured daily Connections period to increase the amount of instructional time provided to students who have previously not met state standards in mathematics or have demonstrated that they could benefit from further additional interventions. The *Buckle Down* series is being used as an instructional resource during this supplemental time.

As indicated in the data analysis section of the Illinois School report card, the Crone student population exceeded the performance of District 204 and Illinois State student populations in all tested areas. Bar graphs illustrating the specifics can be found in the report card document.

Newly received test data will be used to determine longitudinal success of past endeavors, and plan for future school improvement activities. Commensurate with the *No Child Left Behind* initiative, math and reading will be continued areas of emphasis as future plans are developed. For additional information on the school improvement process or student achievement, contact Stan Gorbatkin, Principal, at (630) 428-5600.