

**Gombert Elementary School Improvement Plan Report
January 2007**

School Name: Peter M Gombert Elementary School

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 Phone: 630-375-3700
 Principal: David Worst
 School Improvement Team: David Worst, Connie Smith, Danielle Keethler, Marty Kugelberg, Donna Waitkus, Janet Lambert, Keith Ferrell, Diane Gudgeon, Diane Wagener, Nora Gleason

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	498	496	474	497
% White	68.9	60.9	55.9	50.3
% Black	10.2	15.1	12.9	14.3
% Hispanic	9.2	10.1	11.4	14.5
% Asian/Pacific Islander	11.4	13.7	14.1	15.7
% Native American	0.2	0.2	0.2	0.4
% multi-racial			5.5	4.8
Low Income rate	7.8	8.1	6.1	14.1
Limited English Proficient Rate	7.8	8.1	6.1	10.5
Chronic Truancy Rate	0.0	0.2	0.0	0.0
Mobility Rate	13.1	8.7	14.6	9.8
Attendance Rate	95.7	96.0	95.6	95.8
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	25.3	20.8	20.7	20.5
Average class size grade 1	26.0	18.5	22.0	24.7
Average class size grade 3	27.0	24.0	19.3	29.3
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**PETER M. GOMBERT 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, 78% 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
			White	86
	Black	44	27	
	Hispanic	78	23	
Subgroup Reading Performance	Asian/Pac	91	33	
	Native Am	100	<10	
	Multiracial	40	10	
	LEP	79	14	
	IEP	60	25	
	FRL	48	27	

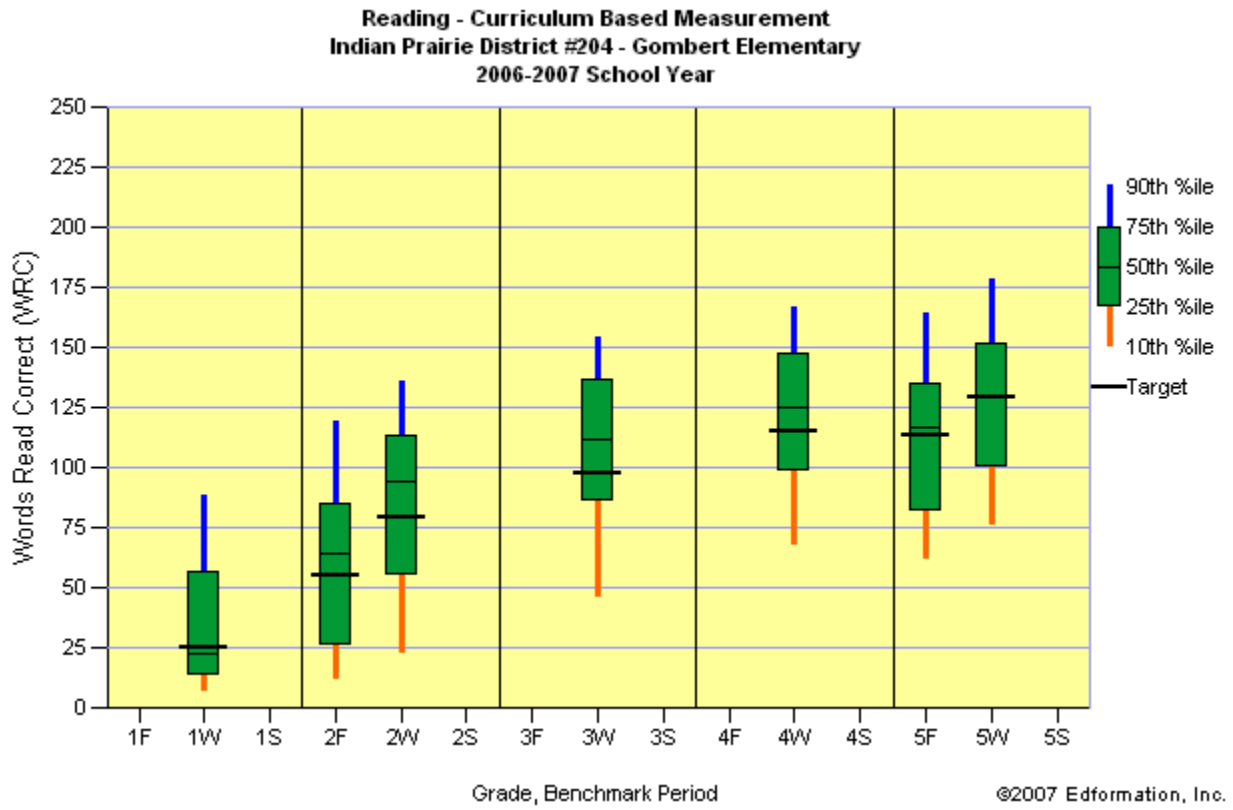
B. Curriculum-Based Measurement

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, 55.5% of students (in grades 2 and 5) met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 57.1% of students (in grades 1-5) 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, 89% 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	94	111
	Black	59	27
	Hispanic	87	23
	Asian/Pac	97	33
	Native Am	100	<10
	Multiracial	100	10
	LEP	86	14
	IEP	72	25
	FRL	63	27

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	11
SPRING	1	
FALL	2	9
WINTER	2	22
SPRING	2	
FALL	3	14
WINTER	3	22
SPRING	3	
FALL	4	19
WINTER	4	29.5
SPRING	4	
FALL	5	28.5
WINTER	5	40.5
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: To improve reading performance of students by strengthening students’ vocabulary.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Emphasize vocabulary through read alouds.	06-07	All Staff	CBM
Implement text talk at the primary grades. Research similar programs for 4 th and 5 th grade.	06-07	All Staff	Text Talk Test
Continue to build academic vocabulary.	06-07	All Staff	Student Writing

2. Objective – Area of Focus: To improve reading performance of students by identifying various reasons for writing and reading text.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Identify and discuss purpose in all reading and writing formats/genre in balanced literacy.	06-07	All Staff	ISAT
Purpose for writing and reading text imbedded within all comprehension strategies.	06-07	All Staff	Teacher observation
			Formal and Informal Assessment

3. Objective – Area of Focus: To improve reading comprehension through the use of extended response.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use RAN strategy to differentiate between minor and significant details to justify argument.	06-07	All Staff	Teacher Observation
Students will continue to use response journals.	06-07	All Staff	ISAT, Student Writing, Formal and Informal Assessment

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: To improve mastery of math facts and computation.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Continue to facilitate the Otter Creek Math Program on a daily basis.	06-07	All Staff	Otter Creek Data
Reinforce math facts through daily lessons.			ISAT, CBM

2. Objective – Area of Focus: To improve math skills in the area of geometry.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Incorporate mathematical language into vocabulary instruction throughout the day. Included using fiction and non-fiction text that emphasizes mathematical vocabulary.	06-07	All Staff	EDM Checklist, Unit assessment, ISAT
Incorporate flexible grouping to address differentiated student needs.	06-07	All Staff	EDM Checklist, Unit Assessment, ISAT
Use knowledge of properties of polygons to identify various shapes.	06-07	All Staff	EDM Checklist, Unit Assessment, ISAT

3. Objective – Area of Focus: To improve math skills in the area of measurement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Select and use correct tools for measurement.	06-07	All Staff	EDM Checklist, Unit Assessment, ISAT

Incorporate mathematical language into vocabulary instruction throughout the day. Included using fiction and non-fiction text that emphasizes mathematical vocabulary.	06-07	All Staff	EDM Checklist, Unit Assessment, ISAT
Incorporate flexible grouping to address differentiated student needs.	06-07	All Staff	EDM Checklist, Unit Assessment, ISAT

Goal 3: To increase parent involvement in the area of literacy.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide information for parents through written and verbal communication.	06-07	All Staff	Conferences, Informational letters, CBM data
Provide an evening for parents to learn about the reading improvement program, reading strategies, and ways to help their child at home.	06-07	All Staff	Curriculum Night and Literacy Night Involvement
Provide one minute reader training for parents to help their child with fluency.	06-07	RI Staff	Training Day Schedule, Monitor Usage

Progress Summary

Gombert School Improvement Activities began during the 1998-1999 school year and continue to date. Our goals are annually adjusted based on the data we receive and the needs of our population. Two goals were established for the 2005-2006 school year.

Goal #1: Reading

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

Objectives and activities were developed in an effort to accomplish the reading goal.

- Common vocabulary to be used with students to discuss connections made with text was exposed to Kindergarten through second grade students and applied in depth with the third through fifth grade students.

- Visual clues were developed and implemented in each classroom.
- Teachers continue to work on developing a common format for reading response journals at each grade level.
- Teachers implemented guided reading strategies into the reading lessons.
- Informational sessions were provided for parents of reading improvement students.
- Family Literacy Night created opportunities for parents to work with their students on various reading strategies.
- Extended response and the use of non-fiction text was a staff development focus.

Goal #2: Math

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

Objectives and activities were developed in an effort to accomplish the math goal.

- Teachers identified and implemented the mathematics instructional components and procedures needed to support all the students.
- Teachers are continuing to develop and share flexible assessment tools and methods that will diagnose areas of strength and weaknesses and monitor the progress of all students.
- A peer tutoring program addressed students who had deficiencies in math facts.
- Opportunities were provided for team collaboration.
- Math informational sessions were provided to parents through conferences, curriculum night, open house, home links, newsletters, and informative literature.
- The Otter Creek math program provided a systemic approach that focuses on math fact automaticity.
- Homework club was established.
- Presentation concerning the School Improvement Plan and NCLB was given at a general PTA meeting.

Questions about Gombert's School Improvement Plan or School Report Card should be directed to Principal David Worst at 375-3700.