

**Middle School Improvement Plan Report
March 2007**

School Name: Francis Granger Middle School

Address: 2721 Stonebridge Blvd., Aurora, IL 60504
 Phone: (630)375-1010
 Principal: Mary Kelly
 School Improvement Team: Mary Kelly, Chair, Diana Harris, Mark Carlin, Julie Kiraly,
 Merial Gihan, Kathy Wisniowski, Glenda Gustafson,
 Sherry Thien, Dwight Nelson, Doug Burson

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	938	1011	1044	1077
% White	68.4	71.4	68.3	66.2
% Black	14.7	11.4	9.9	10.5
% Hispanic	9.1	7.4	9.1	9.6
% Asian/Pacific Islander	7.2	9.5	11.1	11.6
% Native American	0.5	0.3	0.2	0.0
% Multi-racial			1.4	2.1
Low Income rate	5.8	3.6	6.8	6.5
Limited English Proficient Rate	5.9	3.5	3.5	3.6
Chronic Truancy Rate	0.1	0.4	0.2	0.0
Mobility Rate	16.6	5.3	6.5	6.5
Attendance Rate	97.6	95.3	95.0	96.1
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade 6	28.0	27.3	27.9	28.0
Average class size grade 7	NA	NA	NA	27.8
Average class size grade 8	27.5	28.5	27.2	28.9
Minutes per day teaching Reading/Language Arts	87	87	87	87
Minutes per day teaching math	44	44	44	44

GRANGER 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, 91.4% 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:

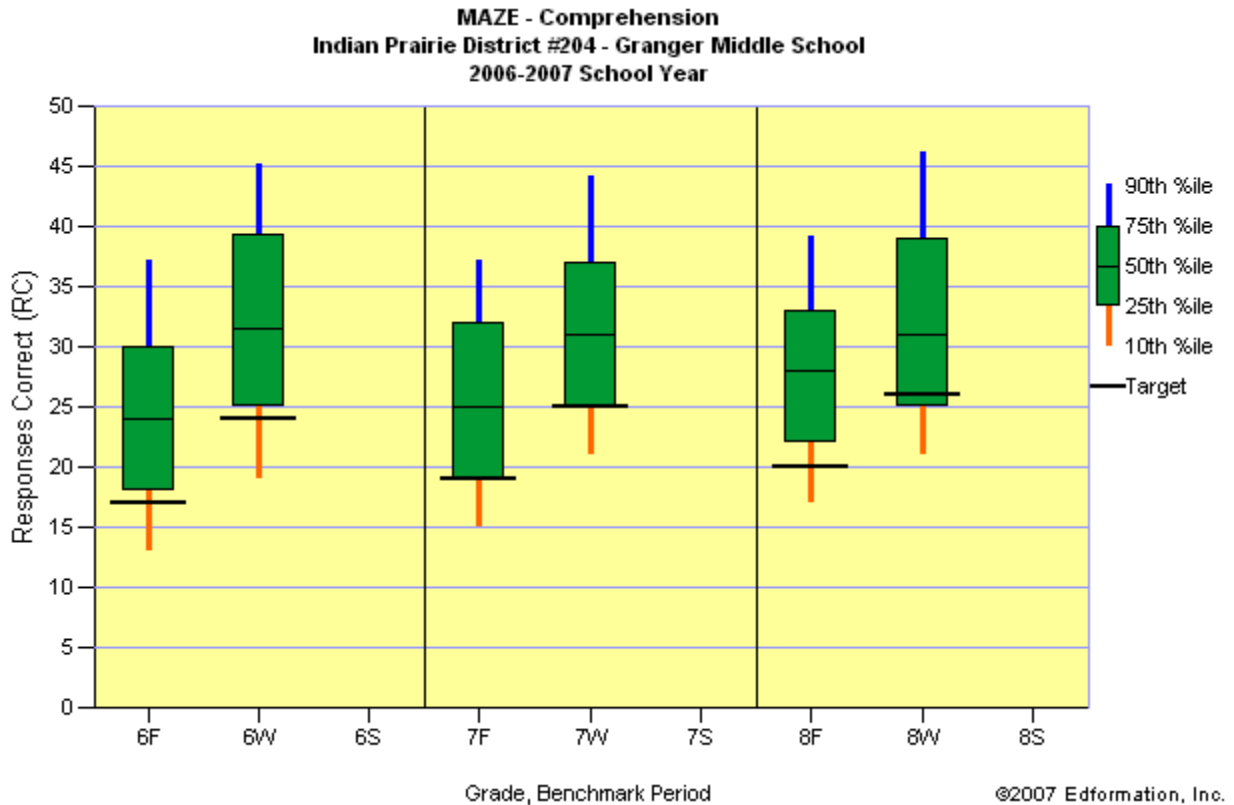
			% M/E	Student Count
			White	94.1
Black	80.2	86		
Hispanic	79.1	90		
Asian/Pac	95.5	111		
Native Am				
Multiracial	80.0	20		
LEP	80.0	20		
IEP	51.3	115		
FRL	67.3	51		

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, 79.48% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 77.32% 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, 92.7% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes math achievement performance by subgroup:

Subgroup Reading Performance		% M/E	Student Count
	White	95.3	678
	Black	81.4	86
	Hispanic	82.4	90
	Asian/Pac	94.6	111
	Native Am		
	Multiracial	90.0	20
	LEP	70.0	20
	IEP	62.6	115
	FRL	65.4	51

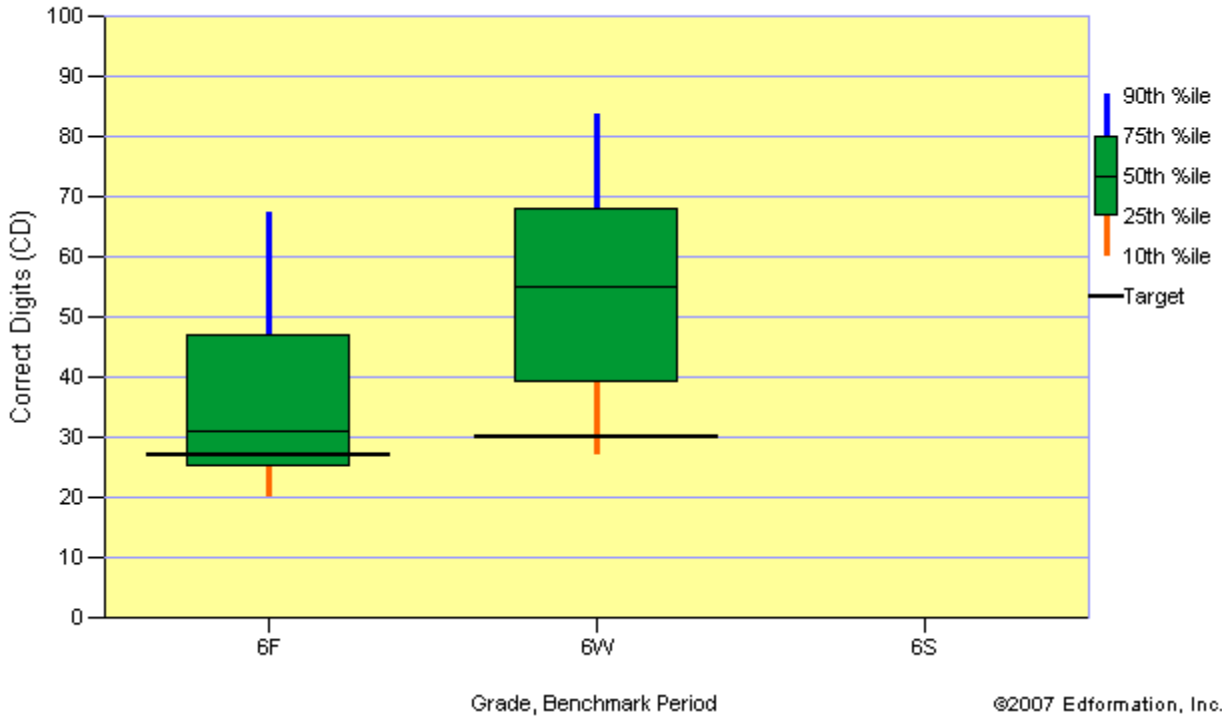
B. Curriculum-Based Measurement

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, 69.21% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 84.65% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

**Mathematics Computation
Indian Prairie District #204 - Granger Middle School
2006-2007 School Year**



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. 1 Objective – Area of Focus: To improve the reading achievement of students with IEPs who are currently reading below expectations.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.1.1 Identify IEP students at all grade levels considered at risk for reading, utilizing previous ISAT scores and the <i>Gates MacGinitie Reading Test</i> .	September 2006	Strategic Reading Teachers, Support Teachers, Mary Kelly, Diana Harris, Mark Carlin	Test scores

1.1.2 Place eligible students into Strategic Reading Classes	September 2006	Strategic Reading Teachers, Support Teachers, Mary Kelly, Diana Harris, Mark Carlin	Class schedules
1.1.3 Conduct a post-test using the <i>Gates-MacGinitie Reading Test</i> in spring 2007 to determine students' growth in reading	May 2007	Strategic Reading Teachers, Support Teachers, Mary Kelly, Diana Harris, Mark Carlin	Test scores
1.1.4 Continue to modify the supported ed teachers' schedules in order that they can provide service to IEP students during the Strategic Reading class	September 2006	Support Teachers Mary Kelly, Diana Harris, Mark Carlin	Class and teacher schedules

1.2 Objective – Area of Focus: To differentiate the focus of Strategic Reading classes so that certain classes have an emphasis on decoding and fluency

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.2.1 Place current students at Granger who meet eligibility criteria for the Strategic Reading program and have a need for decoding and fluency instruction into a Strategic Reading class where these skills are emphasized	September 2006	Strategic Reading Teachers	Class lists Test scores
1.2.2 Monitor the word recognition and fluency progress of students in the Strategic Reading classes emphasizing decoding and fluency	September 2006 to May 2007	Strategic Reading Teachers, Support Ed teachers	CBM Oral Reading Fluency Progress Monitoring Data, Progress Charts from programs being used (i.e., <i>Read Naturally</i> , <i>Lexia</i> , <i>Rewards</i>)

1.2.3 Purchase and implement the use of materials that are scientifically researched interventions to improve decoding and fluency	September 2006	Mary Kelly, Pat Hitt, Julie Kiraly, Merial Gihan Kathy Wisniowski	Purchase orders, Lesson plans
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1.3 Objective – Area of Focus: To regularly monitor the reading progress of students in Strategic Reading classes

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.3.1 Administer <i>Aimsweb</i> oral reading fluency probes to all students with decoding and fluency needs in Strategic Reading classes on a weekly or biweekly basis	September 2006 to May 2007	Strategic Reading Teachers, Supported Ed teachers	Progress Monitoring charts on <i>Aimsweb</i>
1.3.2 Administer <i>Aimsweb</i> reading maze probes to all students with comprehension needs on a weekly or biweekly basis	September 2006 to May 2007	Strategic Reading Teachers, Supported Ed teachers	Progress Monitoring charts on <i>Aimsweb</i>

1.4 Objective – Area of Focus: To continue to incorporate the use of reading strategies in the social studies curriculum.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.4.1 At monthly social studies department meetings discuss ways to implement and incorporate specific reading strategies into the curriculum	September 2006 to May 2007	Social Studies teacher, Diana Harris	Department minutes
1.4.2 Continue to articulate the use of reading strategies in the social studies curriculum at the Secondary Articulation Meetings	September 2006 to May 2007	Social Studies teachers, Michelle Maldonado, Diana Harris	SAMS minutes, Department minutes

1.5 Objective – Area of Focus: To continue to implement school wide awareness for reading across the curriculum and literacy

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.5.1 Continue to schedule permanent 30 minute Read and Respect periods that focus on sustained silent reading to increase school wide literacy	September 2006 to May 2007	Mary Kelly, Diana Harris, Mark Carlin	Master schedule
1.5.2 Participate in the 2006-2007 Naperville Reads program with author Joseph Bruchac by reading his books and attending his presentation	January 2007	6 th and 7 th grade reading teachers, Sue White	Calendar, Field Trip notification

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.

2.1. Objective – Area of Focus: To reassess the method of identification of students who have demonstrated low levels of progress in math as documented by standardized testing and teacher reports in order that effective strategies can be developed to improve math achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.1.1 Conduct discussions with the District #204 testing coordinator in order that a more accurate determination of the identification of at risk math students can occur.	September 2006	Mary Kelly, Diana Harris, Mark Carlin, Math teachers	Calendar
2.1.2 Identify students at all grade levels considered at risk for math, utilizing all available test scores and teacher input	July 2006	Mary Kelly, Diana Harris, Mark Carlin	Calendar Student lists

2. 2 Objective – Area of Focus: To develop and implement an extended time math program for all students identified as at risk which supplements the current math program

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.2.1 Establish Math Plus classes in schedule for the purpose of providing supplemental instruction in math in addition to the regular math class	September 2006	Mary Kelly, Diana Harris, Mark Carlin, Math teachers	Class lists Master Schedule
2.2.2 Measure the progress of students in the Math Plus classes on a weekly basis	September 2006 to May 2007	Math Plus teachers	Gradebooks, Portfolios, Otter Creek charts

2.3 Objective – Area of Focus: To regularly monitor the math progress of all sixth grade students

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.3.1 Administer <i>AimswEB</i> math benchmarks to all 6 th grade students three times a year	September, 2006 January and May, 2007	Math teachers	Benchmark charts on <i>AimswEB</i>
2.3.2 Analyze the math benchmarks of all 6 th grade students three times a year	September, 2006 January and May, 2007	Math teachers	Department meeting notes Data sheets

Progress Summary

In the area of reading, multiple data sources were utilized to determine grade level and individual student strengths/weaknesses. The results were the basis of instructional interventions and staff development. Additionally, literacy awareness activities were initiated and a school-wide flex schedule placing emphasis on personal reading was continued. 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.

In the area of mathematics, in addition to assessment data sources, and ISAT practice pre-test was also utilized to determine grade level and individual student strengths/weaknesses and resulted in instructional interventions and staff development. School-wide activities (including all-school "zero period" lessons) targeted and emphasized math vocabulary and math problem solving. Finally, new initiatives were generated to recognize/reward high performing math students.

The Granger student population (as a whole) exceeded the performance of Illinois State student populations in the target areas of reading and math. 91.4% of all students met or exceeded state standards in reading, and 92.7% of all students met and exceeded state standards in math.

Newly received test data will be used to determine longitudinal success of past interventions and plan for future school improvement activities. While all student groups exceeded state averages the current results indicate that not all segments of the general student population met standards at the same level. Improving the performance of students in these subgroups is a significant focus of continuing school improvement. 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 Mary Kelly, Principal, at 375-1717.