

**Elementary School Improvement Plan Report
January 2007**

School Name: Kendall Elementary School

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 Principal: Martha Baumann
 School Improvement Team: Kristy Brown, Kraig Miller, Veronica Donovan, Dayna Massel, Kristen Shafron, Brian Talmadge, Wendy Harmon, Pam Gutmann, Lena Guerrieri, Martha Baumann

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	670	712	714	706
% White	79.4	80.9	77.9	76.6
% Black	3.9	2.4	2.8	2.4
% Hispanic	3.7	4.4	2.2	1.6
% Asian/Pacific Islander	12.5	12.1	12.7	15.2
% Native American	.4	.3	0.0	0.0
% Multi-racial			4.3	4.2
	.3	.3	0.3	0.3
Low Income rate				
Limited English Proficient Rate	1.8	2.4	2.5	1.3
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	7.7	6.0	8.0	4.1
Attendance Rate	96.4	96.7	96.2	96.6
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	22.8	23.2	23.0	25.0
Average class size grade 1	22.6	23.8	26.2	21.5
Average class size grade 3	27.3	25.6	22.6	22.8
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

KENDALL 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, 89% 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	89
Black	67	<10		
Hispanic	67	<10		
Asian/Pac	91	46		
Native Am	NA	NA		
Multiracial	100.0	10		
LEP	67	<10		
IEP	67	34		
FRL	50	<10		

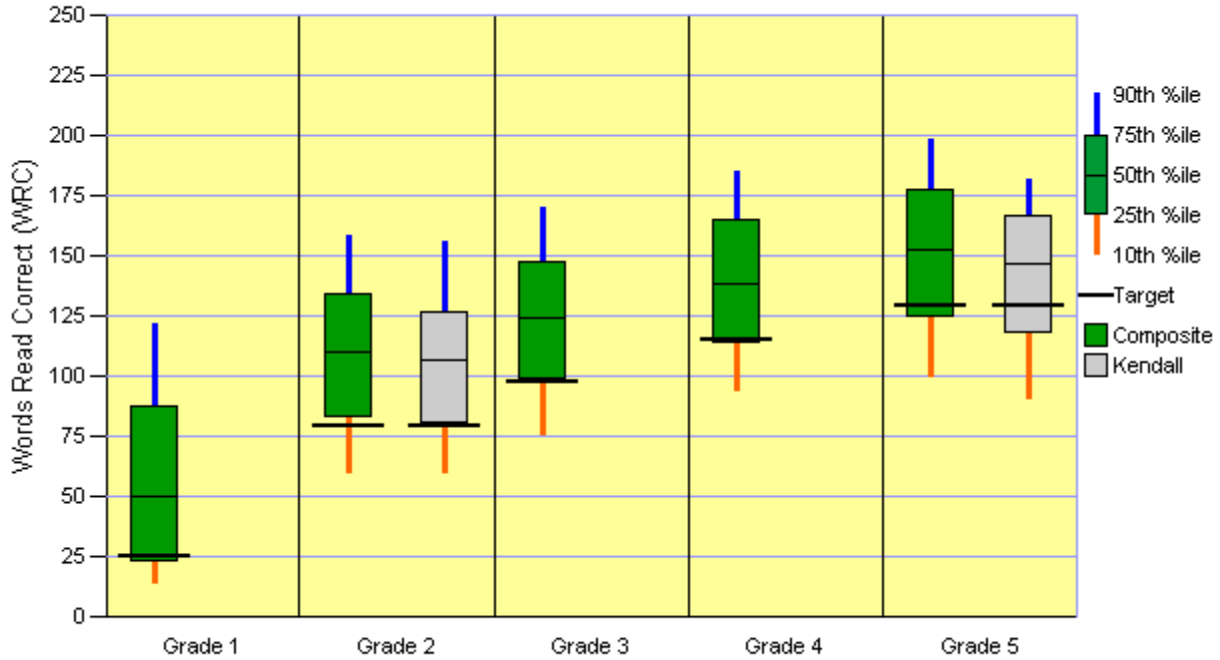
B. Curriculum-Based Measurement

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 January 2007 data, 72.4 % of 2nd and 5th grade students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2007 data, ___% of 2nd and 5th grade students met or exceeded district performance standards on a general outcome measure of reading.

**Kendall Elementary School
School Comparative Performance : Winter 2006-2007
Reading - Curriculum Based Measurement**



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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, 98% 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 Math Performance		% M/E	Student Count
	White	98	256
	Black	77	<10
	Hispanic	100.0	<10
	Asian/Pac	100.0	46
	Native Am	NA	NA
	Multiracial	100.0	10
	LEP	100	<10
	IEP	91	34
	FRL	50	<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	19
SPRING	1	
FALL	2	12
WINTER	2	24
SPRING	2	
FALL	3	15
WINTER	3	26
SPRING	3	
FALL	4	26
WINTER	4	42.5
SPRING	4	
FALL	5	31
WINTER	5	44
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: Improve oral fluency and accuracy.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Utilize evidence-based core curriculum as developed, including fluency modeling and practice for all students every day	Ongoing	Grade Level Teams Classroom Teachers; Principal	IPF Wkly team plan minutes; Lesson plans; Principal observation; Running records; CBMs; Harcourt Fluency Assessments
Develop flexible grouping across grade levels to incorporate daily small group fluency practice for targeted students	Wkly, Monthly progress monitoring	Classroom Teachers and Support Staff	CBMs; Harcourt Fluency Assessments; Anecdotal records
Increase time for Tier Two (30 minute) and Tier Three (two -20 minute) students incorporating appropriate research-based interventions. (Read Naturally, One Minute Reader, PALS, Jolly Phonics, Haroucr Intervention Kit, etc.)	Ongoing	All Staff	CBMs; Harcourt; Graphs & Charting
Communicate with Tier Two and Tier Three's parents regarding student progress and at-home support	Wkly, Monthly	Classroom Teachers	One Minute Reader; Read Naturally; CBMs

2. Objective – Area of Focus: Determine the answer to a literal or simple inference question regarding the meaning of a passage.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Utilize evidence-based core curriculum for daily shared reading instruction and student reading responses to reinforce “right there” and inferential strategies	F/W/S Ongoing	Grade Level Teams Classroom Teachers and Support Staff	IPF Wkly team plan minutes; Lesson plans; Principal observation; ISAT; Reading responses
Incorporate PALS (Peer Assisted Learning) in second grade to include retelling and summary of literal components	Spring 07	Second Grade Teachers	PALS assessment
Develop flexible grouping across grade levels to incorporate daily small group opportunity to respond to literal and simple inferential questioning for targeted students	Wkly, Monthly progress monitoring	Classroom Teachers and Support Staff	CBMs; Anecdotal records
Provide Tier Two and Tier Three student practice responding to literal and simple inferential questions with Read Naturally and One Minute Reader	Ongoing	Classroom Teachers and Support Staff; Parents	CBMs; Graphs; ISAT; Reading responses; Gates

3. Objective – Area of Focus: Provide written response to reading that demonstrates comprehension through interpretation and extension.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Develop a K-5 instructional plan with consistent language and format (IEIE), modeling, and use of progressive graphic organizers to develop student written reading response skill	Spring 07	Literacy Committee; Classroom Teachers	Written plan; ISATs; Pre/Post scored responses
Provide weekly opportunities for intermediate students to analyze and discuss extended response samples, including opportunities to self-assess and revise	Ongoing	3-5 Teachers	Wkly team plan minutes; Lesson plans; ISATs; Student scored responses

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: Solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and their relationships. (One and two step problems with whole numbers using addition, subtraction, multiplication and division in early elementary. Use of fractions, decimals and whole numbers in the upper elementary grades.)

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Deliver and assess math fact fluency curriculum and apply knowledge of facts and operations throughout the spiraling of curriculum	Ongoing	1-5 Teachers; Support Staff	Math fact fluency assessments
Introduce math vocabulary, basic number sense concepts and number writing	Ongoing	K, 1 Teachers	Quarterly Assessments; Wkly team plan notes; lesson plans
Investigate and develop opportunities for extra practice, repetition, and review of operations and fact fluency on a regular basis for those students performing below peers	Spring 07	Math Committee	Math committee notes; Math fact fluency assessments
Utilize parent involvement to reinforce/increase practice opportunities beyond the school day	Ongoing	Classroom Teachers; Parents	Grade Level Newsletters; Math fact fluency assessments

2. Objective – Area of Focus: Solve problems and number sentences involving addition and subtraction with regrouping. Also multiplication (up to three-digit by one-digit) in fourth and fifth grades. Also division using whole numbers in fifth grade.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Use math games, manipulatives, hands on materials to provide concrete representation of concepts	Ongoing	K-5	Wkly team plan notes; lesson plans; Performance assessment
Develop daily place value activities, calendar time applications, and use of base 10 blocks	Spring 07	K-1 Teachers	Wkly team plan notes; lesson plans; Performance assessment
Analyze source of errors within specific problems to determine if error is due to regrouping process or computation	Ongoing	2-5 Teachers	EDM Math Boxes; CBMs
Develop plan for peer buddies and parent volunteers to provide increased practice opportunities for students as needed	Spring/Fall 07	Math Committee	Committee created assessments; CBMs

Progress Summary

Kendall Elementary School maintained two improvement goals during its eighth year, 2005-2006.

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.

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.

These goals were supported by ongoing staff development and professional growth. Peer coaching, mentoring for first year teachers, regular cross grade level articulation and grade level team planning contributed to the implementation of the school improvement plan. There were ample opportunities to share effective instructional strategies. Data analysis and evaluation drove planning and instructional decisions. Early interventions were provided for K-1 students whose assessments predicted low levels of reading progress. Balanced literacy instruction was refined with continued focus on guided reading with flexible grouping. Basic math fact acquisition was improved with consistent, systematic practice using the Otter Creek (Rocket Math) program.

In 2006 the reading proficiency percentage for all students was 89%, an increase of more than 5% from 2005.

In 2006 the math proficiency percentage for all students was 98.1%, an increase of almost 5% from 2005.

Action Plan/Reading: All staff will implement District 204's balanced literacy framework. Effective interventions will improve reading proficiency for all students and will incorporate Harcourt reading materials and other research-based interventions as appropriate. A school-wide area of focus will be improved oral fluency. PTA meetings and newsletters, First Grade Family Reading Night, and individual parent-teacher partnering will seize opportunities for a strong home-school connection. Problem solving, including progress monitoring, will assist in determination of instructional planning for students. Staff development on differentiated balanced literacy instruction will continue.

Action Plan/Math: All staff will implement and utilize EDM systems and procedures to differentiate as appropriate for all students. Assessment will be used to diagnose areas of strengths and weaknesses and to plan accordingly for grade levels and for individual students. Otter Creek (Rocket Math) will be used to increase automaticity of basic math facts in grades 1-5.

If you have any questions regarding Kendall's school improvement plan or our school report card, please do not hesitate to contact the principal, Mrs. Martha Baumann at 428-7100.