

**Elementary School Improvement Plan Report
January 2007**

School Name: May Watts Elementary School

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 Principal: Kim Stephens
 School Improvement Team: Irma Boldt, Mimi Raczak, Sandra Sobin, Amanda Giarrante, Angie Czyz, Ann Covert, Carrie Pedersen, Ann Deloria, Kim Stephens

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	500	560	567	534
% White	87.2	79.6	77.1	75.8
% Black	2.0	5.7	4.1	3.6
% Hispanic	1.0	1.1	1.4	3.6
% Asian/Pacific Islander	9.8	13.4	16.0	15.0
% Native American	0.0	0.2	0.2	0.0
% Multi-racial			1.2	2.1
Low Income rate	0.2	2.0	3.7	3.4
Limited English Proficient Rate	2.2	3.9	4.6	4.5
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	6.9	8.7	9.3	8.9
Attendance Rate	96.4	96.9	96.2	96.2
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	23.0	21.5	22.8	19.0
Average class size grade 1	27.3	20.8	24.3	24.3
Average class size grade 3	24.0	26.0	23.3	27.0
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**MAY WATTS 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, 94% 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	94
Black	83	<10		
Hispanic	50	<10		
Asian/Pac	100	24		
Native Am	N/A	0		
Multiracial	100	<10		
LEP	100	<10		
IEP	54	24		
FRL	60	<10		

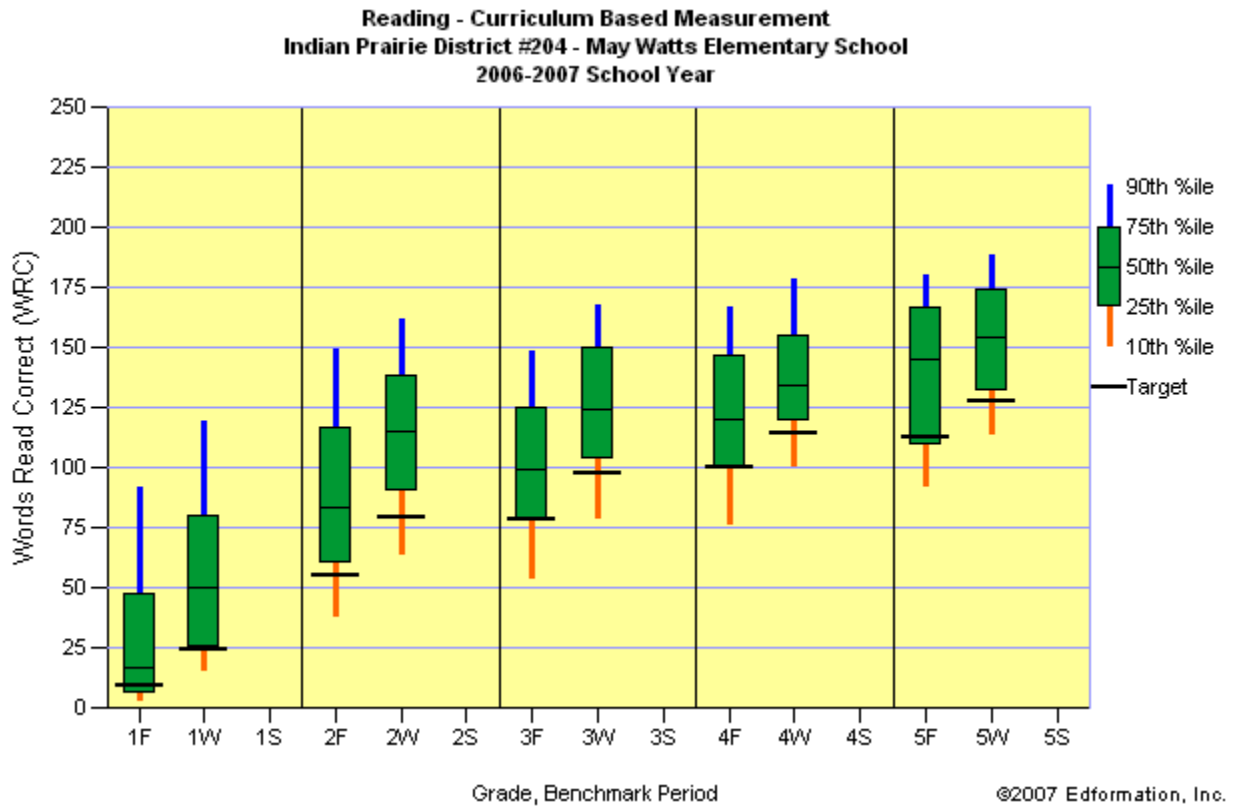
B. Curriculum-Based Measurement

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, 72% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 77% 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, 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	180
	Black	100	<10
	Hispanic	100	<10
	Asian/Pac	96	24
	Native Am	N/A	0
	Multiracial	100	<10
	LEP	75	<10
	IEP	86	24
	FRL	100	<10

B. Curriculum-Based Measurement

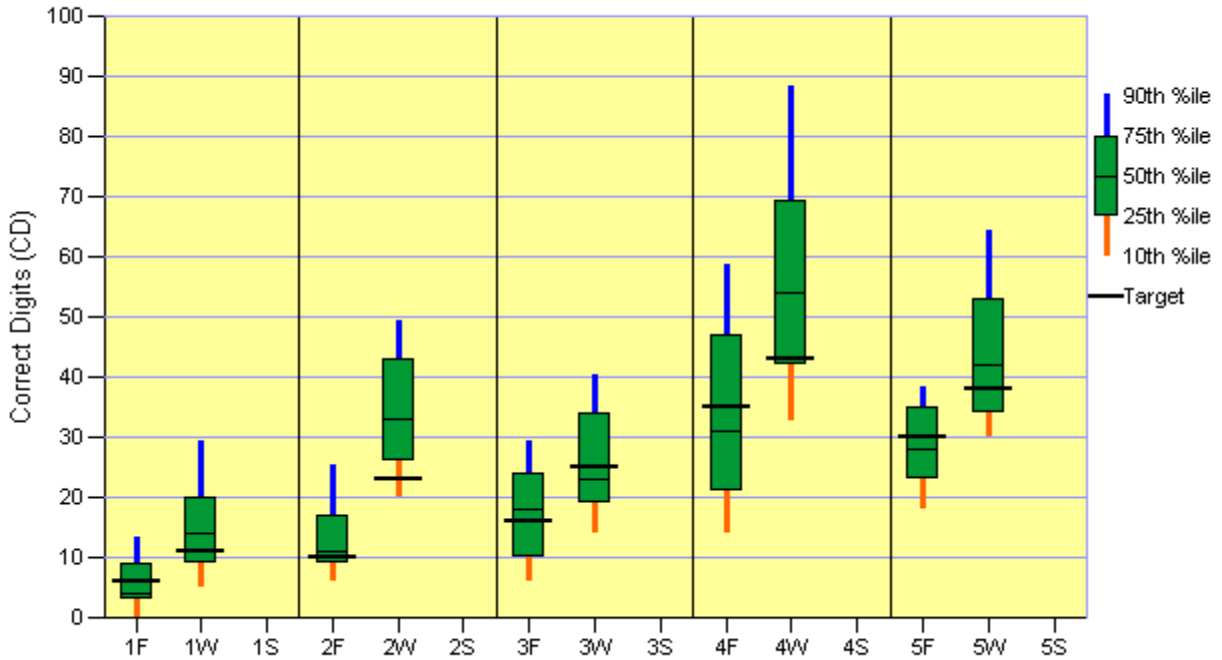
District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 52% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 68% 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.

**Mathematics Computation
Indian Prairie District #204 - May Watts Elementary School
2006-2007 School Year**



Grade, Benchmark Period

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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: Illinois State Standard 1C: Comprehend a broad range of reading materials. Skill 1.3.21 Distinguish the main idea and supporting details in informational text.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Kindergarten – Utilize the Harcourt lessons, Read Aloud and Written Response, applying the “Somebody Wanted, But, So” strategy	Ongoing	Kindergarten Teachers	Written Response Assessment
First Grade – Utilize the Harcourt Text Map (TM p. 65A, Transparency 108) outlining main idea and three supporting details and apply to non-fiction texts (Scholastic News and Scholastic Leveled Readers)	Ongoing	First Grade Teachers	Written Text Map Assessment
Second Grade – Complete Harcourt Comprehension/Test Prep Lessons and Main Idea Lessons using non-fiction texts (including Scholastic News)	Quarters 2 & 4	Second Grade Teachers	Harcourt Assessment, Oral Re-telling

Second Grade – Provide small group instruction for at-risk students in Read Naturally program, utilizing the comprehension component	Ongoing	Second Grade Teachers/Support Staff	Read Naturally Assessments, CBMs
Third Grade – Complete Harcourt Stories/Workbook/Transparency activities in areas of main idea and supporting details	Ongoing	Third Grade Teachers	Harcourt Assessments, Exit Sheets, Worksheets
Third Grade – During small group instruction utilize Read Naturally program, Scan and Run technique and Journaling	Ongoing	Third Grade Teachers/Support Staff	Read Naturally Assessments, Journal Responses
Fourth Grade – Teach Harcourt Units 1, 2, 3 and Scan and Run technique	Ongoing	Fourth Grader Teachers	Harcourt Assessments, Retelling
Fourth Grade – Utilize Read Naturally program and its comprehension component in small group work	Ongoing	Fourth Grade Teachers, Support Staff	Read Naturally Assessments
Fifth Grade – Utilize Harcourt Units 3 and 4, including written response as well as non-fiction texts (Social Studies, Time for Kids) and complete Main Idea Book Report Project	Ongoing	Fifth Grade Teachers	Harcourt Assessments, Think and Response Questions, Rubric for Book Report Project

2. Objective – Area of Focus: Illinois State Standard 1C: Comprehend a broad range of reading materials. Skill 1.4.26 Identify the author’s purpose for writing a fiction or nonfiction text.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Kindergarten – Read aloud fiction and nonfiction texts and help students to determine whether fiction or nonfiction based on a variety of components	Ongoing	Kindergarten Teachers	Oral/Observation Assessment, Checklist
First Grade – Complete anchor lessons IPSD, pg. 111, non-fiction pg. 77, fiction p. 76, features p. 72 and identify elements in non-fiction Scholastic News	Ongoing	First Grade Teachers	Teacher-generated assessments, observations
Second Grade – Utilize Harcourt materials which set the purpose for reading for each story, including fiction and nonfiction (L.S.4) and Author’s Purpose (L.S.5)	Ongoing	Second Grade Teachers	Harcourt Assessments, Oral Retelling
Third Grade – Whole class Harcourt activities as well as small group work with leveled readers	Ongoing	Third Grade Teachers	Harcourt Assessments, Teacher-generated tests, Exit Sheets, Observation/checklists

Fourth Grade – Utilize Harcourt Unit 5 Stories in addition to creating and displaying posters with the terms to apply to subsequent texts	Ongoing	Fourth Grade Teachers	Harcourt Assessments
Fifth Grade – Utilize Author’s Purpose short worksheet with each Harcourt story, Journal response exercises	Ongoing	Fifth Grade Teachers	Author’s Purpose Sheet, Journal Rubric

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: Illinois State Standard 9B: Relationships Between and Among Multiple Figures. Skill 9.5.12 Predict the result of composing and decomposing shapes or figures.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Kindergarten – Complete and review Everyday Mathematics Lessons involving shapes: shape designs, body shapes, rope shapes, straw shapes, paper folding and pattern block puzzles	Ongoing	Kindergarten Teachers	Worksheets, Observation checklist
First Grade – Complete Pattern Block shape activities – equivalents, designing shapes, fractions	Ongoing	First Grade Teachers	Student Products, Unit 7 Assessment
Second Grade – Complete 3-D math activities in Everyday Math program	Unit 5	Second Grade Teachers	Observation checklist
Third Grade – Complete Congruent shape and pattern block activities, including those with fractions	Unit 6	Third Grade Teachers	Homelinks, Math Journals
Fourth Grade – Utilize Everyday Math Units 3 and 7 activities	Ongoing	Fourth Grade Teachers	EDM Tests, Math Journals
Fourth Grade – Address composing and decomposing shapes and figures during art class	Ongoing	Art Teacher	Student products
Fifth Grade – Repeated exposure to cutting out and identifying 3-D shapes to assemble cones, prisms and pyramids	Ongoing	Fifth Grade Teachers	Student products, Math Masters, EDM Math Boxes
Fifth Grade – Complete Unit 5, studying fractions as expressed by shapes within a whole	Unit 5	Fifth Grade Teachers	EDM Assessments

2. Objective – Area of Focus: Illinois State Standard 10A and 10B: Data Analysis and Statistics. Skill 10.5.03: Determine the mode, range, median (with an odd number of data points) and mean, given a set of data or a graph.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Kindergarten – Develop understanding of the concept “range” by playing the Everyday Math “Monster Squeeze” game	Ongoing	Kindergarten Teachers	Observation checklist
Kindergarten – Engage in bar graphing activities in regard to calendar and other cross-curricular activities	Ongoing	Kindergarten Teachers	Observation checklist
First Grade – Engage in activities that reinforce the concept of “mode” – graphing activities, ordering numbers	Ongoing	First Grade Teachers	EDM Math Boxes, Unit 5 Review
Second Grade – Everyday Math activities (Journal pages, Home Links and quizzes) to reinforce the concepts of median, mode and range	Ongoing	Second Grade Teachers	EDM Unit Checklists, Checking Progress Assessments
Third Grade – Participate in graphing and interpreting sunrise/sunset data on a daily basis	Ongoing	Third Grade Teachers	Weather Graphs
Third Grade – Complete Everyday Math Place Value Unit and Unit 10	Ongoing	Third Grade Teachers	Math Box Quizzes, Math Journal Pages, Math Messages, Home Link Pages
Fourth Grade – Utilize mode, range, median and mean activities within Everyday Math program	Ongoing	Fourth Grade Teachers	Skill Links Sheets, Math Journal Pages
Fifth Grade – Complete Everyday Math Unit 6 and reinforce with activities throughout the year	Ongoing	Fifth Grade Teachers	EDM Assessments, Quizzes, EDM Math Boxes

Progress Summary

One of the goals of the 2005-2006 May Watts School Improvement Plan focused on math achievement. Our goal for last year was to maintain or increase the percentage of students who score in the “meets” or “exceeds” categories as related to the Illinois Learning Standards. On the 2005 ISAT test, 94.6% students (third and fifth grade scores combined) met or exceeded the standards. The Illinois State Board of Education’s 2006 Adequate Yearly Progress (AYP) Status Report states that 97.7% of all students who took the test met or exceeded standards in math.

May Watts School continues to use the Everyday Math program. Our math goal for the 2006-2007 school year is to maintain or increase the percentage of students who score in the “meets” or “exceeds” categories as related to the Illinois Learning Standards. Activities to address our math goal include, but are not limited to:

- Staff development programs focused on using and creating meaningful assessment tools
- Communicating with parents regarding curriculum concepts and student progress
- Articulation of math vocabulary across grade levels
- Continued use of a math fact program to increase automaticity of basic facts

The second school improvement goal for the 2005-2006 academic year was in the area of reading. The focus of this goal was for our staff to implement the teaching strategies and activities that reflect a balanced literacy program. The 2005 ISAT combined third and fifth grade reading score showed that 85.7% of those students tested met or exceeded expectations. The Illinois State Board of Education's 2006 Adequate Yearly Progress (AYP) Status Report states that 93.6% of students who took the test met or exceeded standards in reading. Using the components of a balanced literacy program continues to be the focus of our reading goal for the 2006-2007 academic year. Activities to address our reading goal include, but are not limited to:

- Using data from local assessments to guide instruction
- Participating in teacher staff development programs focused on the components of a balanced literacy program
- Attending building-based and District literacy/reading committee meetings
- Communicating with parents regarding literacy acquisition and student Progress

Math and reading, along with our Citizenship Program, continue to be the heart of our school improvement activities which focus on the needs and development of the whole child within our learning community.

If you would like more information about school improvement or the educational programs at May Watts Elementary School, please contact the principal, Kim Stephens, at 428-6710.