

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

School Name: Owen Elementary School

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 Principal: Jason Bednar, Principal
 School Improvement Team: Jason Bednar, Megan Johnson, Allison Scurr, Robin Quackenbush, Julie Slade, Kathy Lirot, Roberta Koch, Kathy Lorenzo, Stephanie Rogers, Joe Stedman

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	N/A	494	538	568
% White	N/A	70.4	67.5	66.5
% Black	N/A	5.5	4.8	4.8
% Hispanic	N/A	5.7	4.8	4.0
% Asian/Pacific Islander	N/A	18.2	19.9	20.4
% Native American	N/A	0.2	0.4	0.2
% Multi-racial			1.9	4.0
Low Income rate	N/A	0.0	4.1	4.0
Limited English Proficient Rate	N/A	4.0	3.3	1.4
Chronic Truancy Rate	N/A	0.2	0.3	0.2
Mobility Rate	N/A	7.5	3.6	10.1
Attendance Rate	N/A	96.8	95.9	96.2
% Parent Contact	N/A	100	100.0	100.0
Average class size grade K	N/A	23.8	20.8	22.5
Average class size grade 1	N/A	22.5	26.5	23.2
Average class size grade 3	N/A	23.7	25.7	24.0
Minutes per day teaching reading	N/A	150	150	150
Minutes per day teaching math	N/A	60	60	60

OWEN 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, 91% 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	91	152
	Black	82	11
	Hispanic	78	<10
	Asian/Pac	97	37
	Native Am	N/A	N/A
	Multiracial	88	<10
	LEP	100	<10
	IEP	29	17
	FRL	86	<10

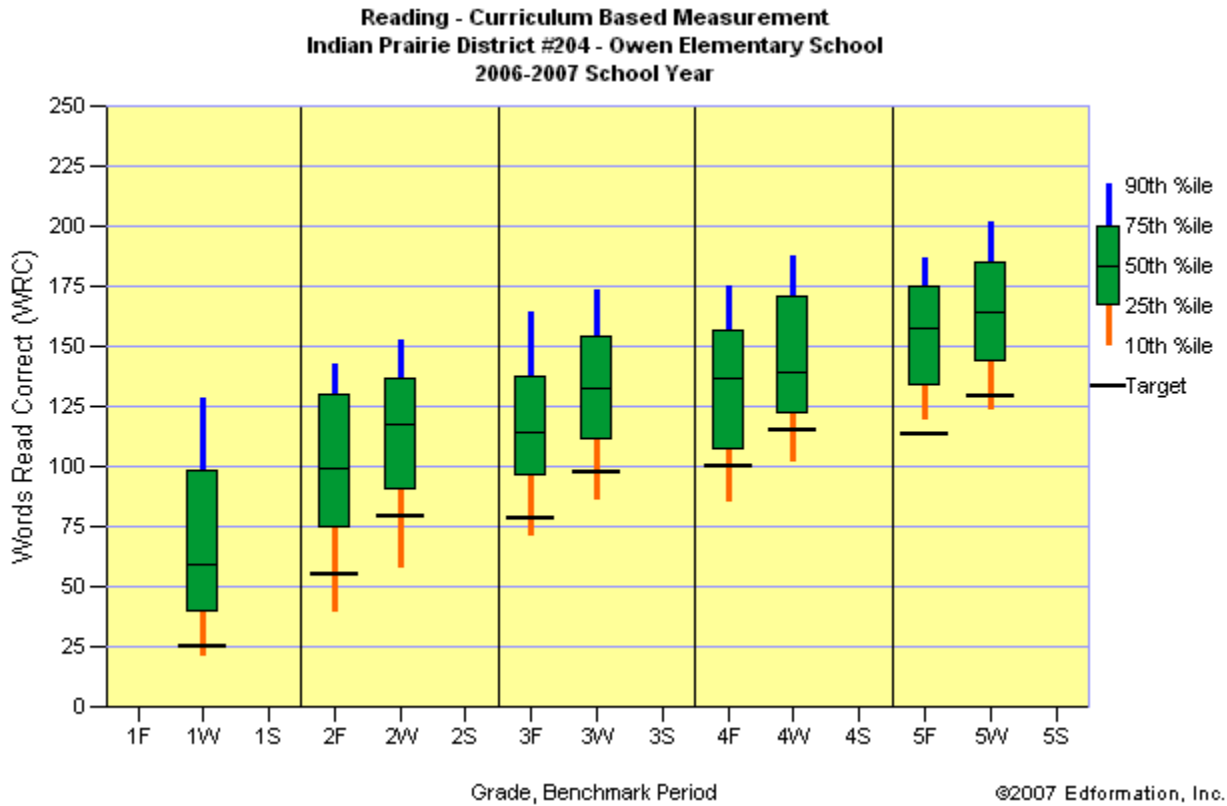
B. Curriculum-Based Measurement

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, 86% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 84% 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, 96% 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	97	153
Black	73	11
Hispanic	89	<10

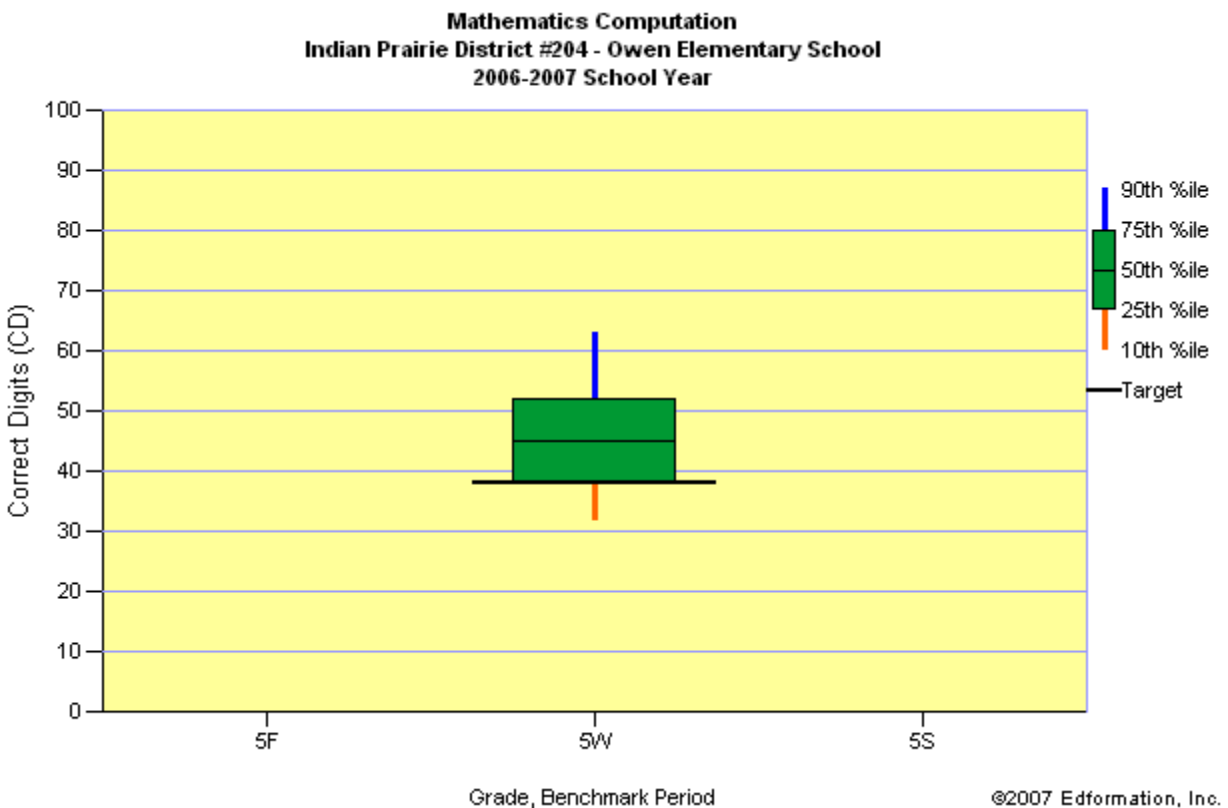
	Asian/Pac	100	37
	Native Am	N/A	N/A
	Multiracial	100	<10
	LEP	100	2
	IEP	56	16
	FRL	86	<10

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 January 2007 data, 77% of fifth grade 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.



C. 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	18
SPRING	1	
FALL	2	13
WINTER	2	21
SPRING	2	
FALL	3	10
WINTER	3	25
SPRING	3	
FALL	4	24
WINTER	4	38
SPRING	4	
FALL	5	37
WINTER	5	50
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 student rate and fluency in oral reading and silent reading.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.1.1 Analyze CBM data and classroom performance to identify students for additional reading instruction and intervention.	06-07 School Year	Principal, Grade Level Teams, PA, ELL, RI, SSC	R-CBM scores
1.1.2 Implement district and building reading interventions for students identified in 1.1 and review flexible reading group assignments to increase reading instructional time.	06-07 School Year	Grade Level Teams, Problem Solving team, Support Teachers, Specials Teachers, RI, PA	R-CBM data, Progress Monitoring data, Strategic Monitoring data
1.1.3 Maintain and enhance Book Room with guided level reading materials that are accessible to all staff and students.	06-07 School Year	RI, Grade Level teacher, LMC Staff	Leveled Reading material, teacher notes

2. Objective – Area of Focus: Expand student exposure to a variety of genres and purposes for literature.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.2.1 Maximize instruction of reading strategies during science and social studies times.	06-07 School Year	Classroom teachers, RI, PA, ELL, Support Staff	ISAT, CBM data, curriculum
1.2.2 Review non-fiction material availability in LMC and develop strategies to expand student exposure to these materials.	06-07 School Year	LMC, classroom teachers	Unit lesson notes

3. Objective – Area of Focus: Provide staff development training to diagnose reading problems, direct instruction and model instructional strategies.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.3.1 Provide opportunities for teachers to share learned information from professional library materials.	06-07 School Year	LMC staff, teachers	List of professional materials checked out.
1.3.2 Provide on-going staff development regarding interventions available in our building.	06-07 School Year	Problem Solving Coaches	Evidence of interventions being used in classrooms.
1.3.3 Provide ongoing staff development opportunities related to Reading Framework.	06-07 School Year	Classroom teachers	Staff presentations

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: Identify individual student needs relating to mastery of math skills.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.1.1 Analyze Otter Creek and math CBM data to guide individualized instruction and monitor ongoing progress.	06-07 School Year	Grade level teams, CEMT	Otter Creek data, M-CBM data
2.1.2 Analyze ISAT item analysis and match that to the scope and sequence of curriculum to determine what skills need additional reinforcement.	06-07 School Year	Classroom teachers, support teachers, ELL, PA	Individual data collection

2. Objective – Area of Focus: Expand problem solving skills using operations and relationships.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.2.1 Use of technology assessment tool to develop appropriate study guides and assessment tools for all students to master math skills.	06-07 School Year	Classroom teachers, Support teachers	Otter Creek data, M-CBM data, unit assessments

2.2.2 Identify areas of concern from 2006 ISAT and develop additional materials to ensure mastery in those areas.	06-07 School Year	Classroom teachers, Support teachers, ELL, PA	Individual Data collection, ISAT
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3. Objective – Area of Focus: Provide staff development opportunities that will lead to enhanced student achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.3.1 Research math interventions that target math facts.	06-07 School Year	3 rd -5 th Grade teachers and Support teachers.	Current available research
2.3.2 Continue staff training on Otter Creek program, M-CBM assessments and EDM strategies.	06-07 School Year	Classroom teachers, Support teachers	Pre and post-test data, M-CBM data, classroom performance

Progress Summary

Owen Elementary School continued to develop two goals during 2005-2006. In implementing our school improvement plan, the Owen staff focused on developing students' reading and mathematical skills. The Illinois Standards Achievement Test, local assessments, curriculum-based measures and other data were analyzed to guide instruction in both the broad school-wide context and the individual student perspective. Special attention was given to build upon areas of strength and to improve areas of weakness in both content areas.

Goal 1: Students will be able to read fluently and gain meaning from text as measured by the Illinois State Assessment.

Results: 91% of students met or exceeded state standards.

Owen's reading goal was supported through staff development opportunities. Teachers continued to develop a balanced literacy approach with an emphasis on guided reading, flexible groups, specific reading strategies and literature responses. Assessment tools such as the Illinois Snapshot of Early Literacy (ISEL), Rigby PM Benchmark Kit and Reading-Curriculum Based Measures were used to guide instruction and identify strengths and areas of deficiency for individual students. Staff development focused on learning the new Problem Solving system and expanding effective reading strategies used with all students.

Goal 2: Students will demonstrate improved math achievement as measured by the Illinois State Assessment.

Results: 96% of students met or exceeded state standards.

Math achievement was targeted with grade level staff development opportunities, analysis of state and local assessment data and piloting the Otter Creek Institute: Mastering Math Facts, which provided a systematic approach for students to retain math facts with automaticity and accuracy. Staff development focused on implementing differentiated instruction within the Everyday Math Program.

The Owen Elementary School Improvement team continues to focus on academic success of all students, teaching and learning, and the learning environment. Our continued implementation of the Problem Solving method will give us more tools to strategically enhance each student's opportunities for success. Therefore our goals for the 2006-2007 school year are as follows:

- **Students will be able to read fluently and gain meaning from the text as measured by the Illinois State Assessment.**
- **Students will demonstrate improved math achievement as measured by the Illinois State Assessment.**

If you have any further questions regarding Owen's School Improvement Plan or our school report card, please feel free to contact Jason Bednar, Principal, at (630) 428-7300.