

**Elementary School Improvement Plan Report
January 2007**

School Name: Patterson Elementary School

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Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	817	852	843	783
% White	88.9	88.8	87.5	86.2
% Black	2.8	2.6	2.3	1.8
% Hispanic	1.6	1.4	0.8	1.4
% Asian/Pacific Islander	6.7	7.2	7.4	8.8
% Native American	0.0	0.0	0.0	0.0
% Multi-racial			2.0	1.8
Low Income rate	0.0	0.0	0.1	0.4
Limited English Proficient Rate	1.0	0.6	0.6	0.9
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	5.3	6.2	5.6	3.9
Attendance Rate	96.8	96.9	96.3	96.5
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	NA	20.2	22.2	25.8
Average class size grade 1	20.5	22.0	23.2	24.4
Average class size grade 3	21.5	24.4	25.0	27.8
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**PATTERSON 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:

			% M/E	Student Count
			White	92
Black	71	<10		
Hispanic	80	<10		
Asian/Pac	89	35		
Native Am	NA	0		
Multiracial	71	<10		
LEP	50	<10		
IEP	73	30		
FRL	50	<10		

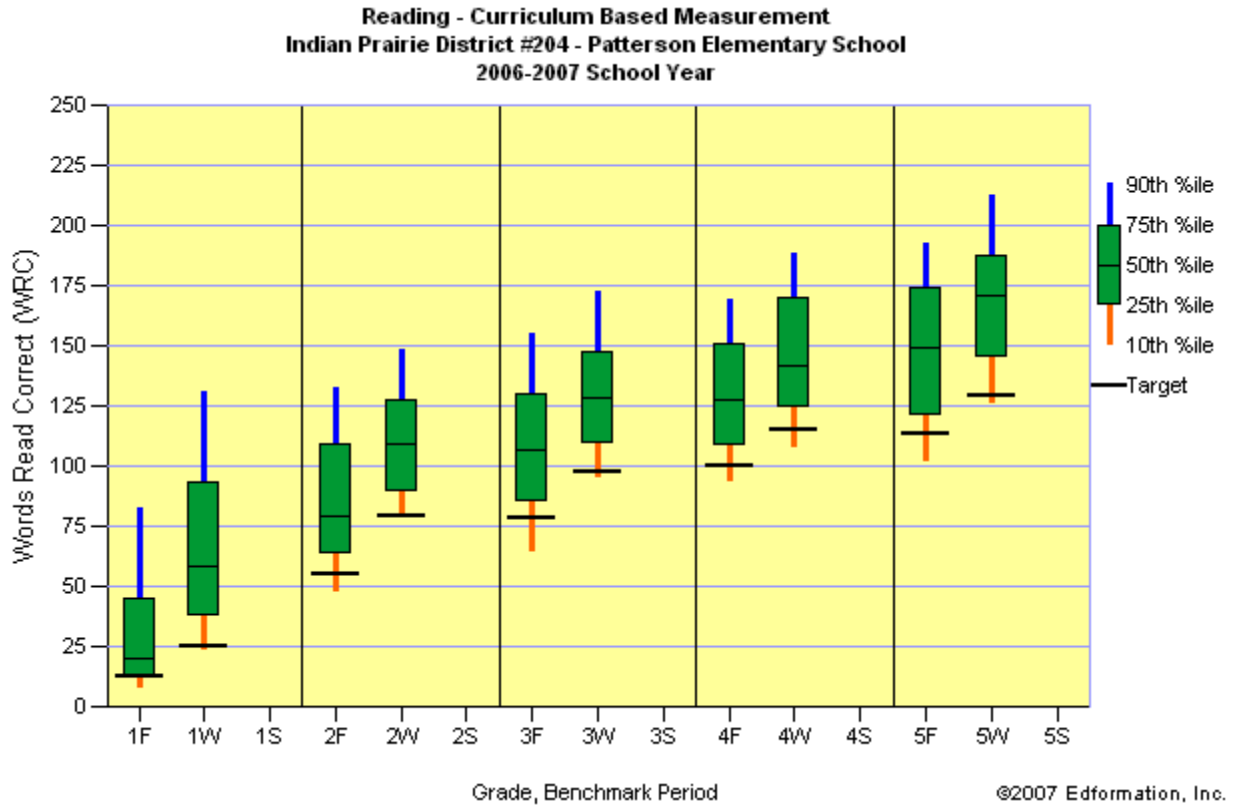
B. Curriculum-Based Measurement

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 September 2006 data, **82%** of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, **87%** 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.



Total # Of Students (Fall)	Grade Level	% Not Meeting Goal (Fall/Winter/Spring)	% Meeting Goal (Fall/Winter/Spring)
122	1	20%/13%	80%/87%
124	2	18%/11%	82%/89%

138	3	19%/14%	81%/86%
140	4	15%/15%	85%/85%
123	5	18%/12%	82%/88%
647	1 st -5 th	18%/13%	82%/87%

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, **96.0%** 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	96
Black	86	<10		
Hispanic	100	<10		
Asian/Pac	94	35		
Native Am	NA	0		

	Multiracial	100	<10
	LEP	50	<10
	IEP	77	30
	FRL	100	<10

B. Curriculum-Based Measurement

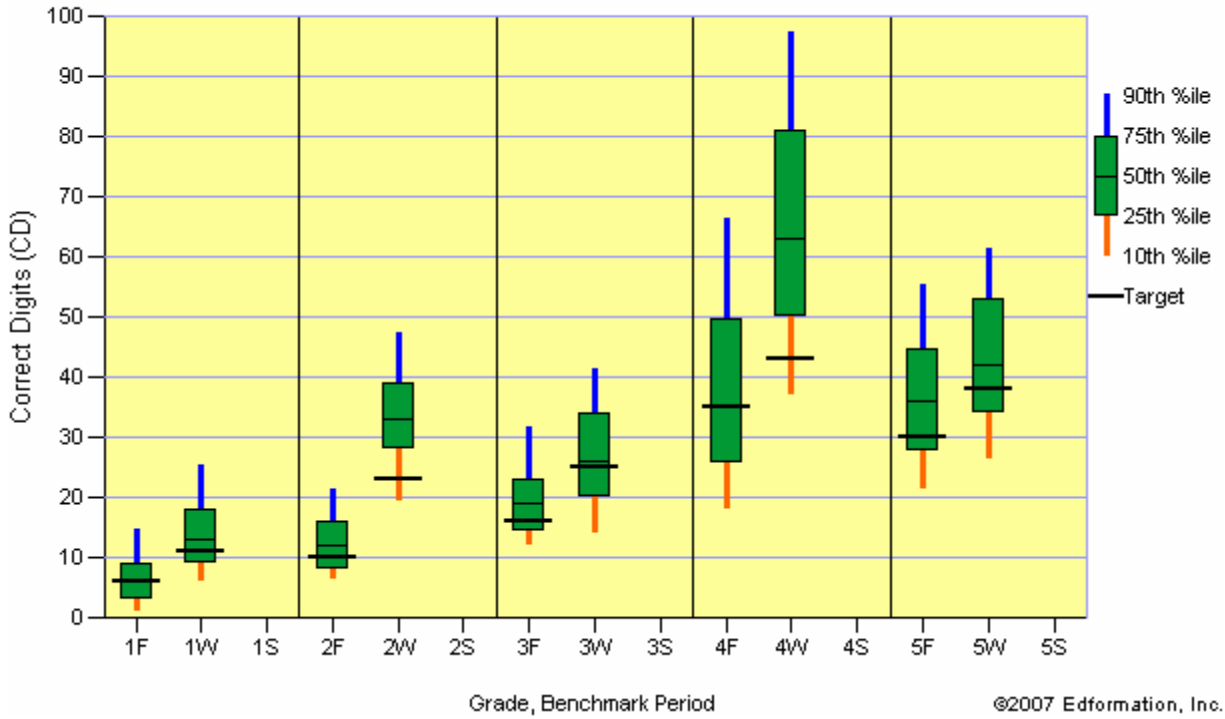
District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2006 data, **62%** of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, **71%** 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 - Patterson Elementary School
2006-2007 School Year**



Total # Of Students (Fall)	Grade Level	% Not Meeting Goal (Fall/Winter/Spring)	% Meeting Goal (Fall/Winter/Spring)
120	1	49%/36%	51%/64%
124	2	34%/15%	66%/85%
138	3	29%/46%	71%/54%
139	4	46%/16%	54%/84%
123	5	31%/34%	69%/66%
646	1st-5th	38%/39%	62%/71%

Patterson School - 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.

- Objective – Area of Focus: Staff teams will provide group and individual reading interventions to Tier 2 and Tier 3 students based on students’ reading CBM (R-CBM) data, ISAT data, and need. Teachers will utilize evidenced based strategies and evidenced based interventions. Intervention intensity will correlate with students’ needs, as evidenced by data, within each grade level and across K-5.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Staff inservice on new evidenced based interventions (Michael Heggerty, KPALS, Teacher Pals, 6 Minute Solution, Rewards, Read Naturally, and Intervention Kit).	September 2006	Student Service; Support Team	Early Literacy Data; R-CBM's; Progress Monitoring Data
2. The K team will provide group interventions in the areas of letter naming, letter sounds, and phonemic awareness based on the kindergarten CBM data. Interventions will include skill groups, the kindergarten Harcourt Brace Intervention, the Michael Heggerty Program, and 1:1 KIT.	Ongoing	Kindergarten Reading Team	Early Literacy Data: LN, LSF, PSF, NW and progress monitoring data
3. The 1 st grade team will provide group interventions in the areas of fluency, phonemic awareness, phonics, vocabulary, sight words, and comprehension based on the reading CBM data. Interventions will include Teacher Pals, Horizons, Read Naturally, and the Harcourt Intervention Kit.	Ongoing	1 st Grade Reading Team	R-CBM; Benchmark & progress monitoring data; Sight vocabulary assessment
4. The 2 nd grade team will provide group interventions in the areas of phonemic awareness, phonics, and fluency based on the reading CBM data. Interventions will include Teacher Pals, the Harcourt Intervention Kit, Fluency Builders, and Horizons.	Ongoing	2 nd Grade Reading Team	R-CBM; Benchmark & progress monitoring data; Horizons assessments
5. The 3 rd grade team will provide group interventions in the areas of decoding, fluency, and comprehension based on the reading CBM data. Interventions will include the Harcourt Intervention Kit, Horizons, and 6 Minute Solutions.	Ongoing	3 rd Grade Reading Team	R-CBM; Benchmark & progress monitoring data

6. The 4 th grade team will provide group interventions in the areas of reading (phonemic awareness, vocabulary, fluency, and comprehension) and writing response skills based on the reading CBM and ISAT data. Interventions will include 6 Minute Solution, Rewards, the Harcourt Intervention Kit, and a re-reading strategy program.	Ongoing	4 th Grade Reading Team	R-CBM; Benchmark & progress monitoring data; ISAT data
7. The 5 th grade team will provide group interventions in the areas of fluency, decoding, comprehension, and vocabulary based on the reading CBM data. Interventions will include 6 Minute Solutions, Rewards, Horizons, and the Harcourt Intervention Kit.	Ongoing	5 th Grade Reading Team	R-CBM; Benchmark & progress monitoring data
8. Special area teachers will support reading in art, music, and physical education by incorporating reading, children's literature, and writing into their curriculum.	Ongoing	Specials Team	R-CBM Data; Tier 3 Reading Written Assessment

- Objective – Area of Focus: For continuity of student interventions, grade level reading teams will develop a system for data collection, documentation, and communication between grade levels (spring to fall). This will increase efficiency and effectiveness of group interventions as students move from grade level to grade level.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Grade level reading teams will determine a system (what and how) for data collection for students involved in Tier 2 group interventions,	Ongoing	Student Service; Grade Level Reading Team	R-CBM; Progress Monitoring Data
2. Grade level reading teams will document all group interventions, including assessments and updated data, on the Instructional Plan Form (IPF),	September, December, February, and May	Team Leader, P.S. Leader, and Grade Level Reading Team	Completed Grade Level IPF's; R-CBM & Progress Monitoring Data
3. BLT will develop a system for cross grade level communication and sharing, ensuring continuity of services for Tier 2 and Tier 3 students,	Spring 2007	Principal; Student Service; BLT	Fall R-CBM Data

3. Objective – Area of Focus: Staff will utilize the Problem Solving Model and RtI (response to intervention) to guide instructional decisions and reading interventions. An emphasis will be placed on students who are resistant to interventions. The support team will continue to develop their diagnostic expertise and skills for meeting the needs of Tier 3 students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. Utilize the Problem Solving TAT process to address student concerns, focusing on data and RtI (response to intervention).	Ongoing	Principal; Student Service; Psychologist; P.S. TAT Team	P.S. Plans and R-CBM data
2. The support team will utilize their diagnostic skills to examine and intervene with students who are resistant to interventions; additional time and Tier 3 interventions will be considered as part of the plan.	Ongoing	Principal; Student Service; Support Team	IPF and Progress Monitoring Data
3. The support team will develop a resource map of available Tier 3 supports and reorganize students based on need, in order to maximize intervention time and supports for students.	Spring 2007	Principal; Student Service; Support Team	Tier 3 IPF's & Progress Monitoring Data

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: Grade level teams will consistently implement the Otter Creek Math Facts Program, ensuring regular practice of math facts in the core curriculum. Assessment data will guide instructional practices, meeting students' needs.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. The Otter Creek Program is implemented 10 minutes daily at the 1 st grade. In addition, the team will use flash cards during peer buddies to provide additional practice weekly. Weekly updates will be shared with parents on progress.	Begins 2 nd semester of 1 st grade	1 st Grade Team	Math CBM (M-CBM)

2. The Otter Creek Program is implemented 10-15 minutes a day across the 2 nd grade. The team will also give the 2 minute timed test 2x/month to revisit addition facts (0-18) after students have advanced to subtraction (2 nd Semester) for additional practice.	Ongoing	2 nd Grade Team	M-CBM
3. The Otter Creek Program is implemented 15 minutes daily in the 3 rd grade. The team will use motivational strategies, practice facts out loud, practice writing facts through the timed tests, and utilize homework sheets.	Ongoing	3 rd Grade Team	M-CBM
4. The Otter Creek Program is implemented 10 minutes daily in the 4 th grade. The team will also use a motivator to hold students accountable.	Ongoing	4 th Grade Team	M-CBM
5. The Otter Creek Program is implemented 10-15 minutes daily in the 5 th grade. The team will also use a motivator to hold students accountable.	Ongoing	5 th Grade Team	M-CBM

2. Objective – Area of Focus: Grade level teams will develop and implement a specific, consistent plan for addressing and assessing students’ proficiency with extended math responses in the core curriculum.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. The kindergarten team will provide students language to respond to mathematic problems, with a focus on number sense.	Begins Spring of kindergarten	K Team	Individual oral assessment
2. The 1 st grade team will use visual prompts to support students in solving mathematical problems step-by-step. Students will practice math responses orally and visually on slates.	Begins 2 nd quarter of 1 st grade	1 st Grade Team	Work samples; Teacher observations
3. The 2 nd grade team will provide students practice with extended math responses in their math notebooks and through supplemental homework assignments.	Begins 2 nd semester of 2 nd grade	2 nd Grade Team	Work sample, using rubric from Write about Math
4. The 3 rd grade team will begin practice of extended math responses earlier in the year; one math lesson a week will focus on extended math responses (using a consistent organizer).	Begins in September	3 rd Grade Team	Work sample, using the ISAT rubric
5. The 4 th grade team will begin practice of extended math responses earlier in the year (using a consistent organizer); small group intervention will be provided to Tier 2 and 3 students.	Begins in September	4 th Grade Team	Work sample, using the ISAT rubric

6. The 5 th grade team will begin practice of the extended math responses earlier in the year (using a consistent organizer); students will practice extended math responses in their weekly notebook and teachers will provide students formative feedback on their progress using a consistent rubric.	Begins in September	5 th Grade Team	Work sample, using the ISAT rubric
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3. Objective – Area of Focus: Grade level teams will begin to investigate math group interventions by collecting grade level data and analyzing the data to determine appropriate group interventions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1. 2 nd -5 th grade level teams will collect math applications benchmark data in the spring	Spring 2007	Student Service; Psychologist; Grade Level Teams	Math Applications Data
2. Grade level teams will utilize the math applications data to develop math group interventions (i.e. preteach, reteach, more time) which will address essential math skills for Tier 2 and 3 students in the fall.	Spring 2007/Fall 2007	Grade Level Teams	Math Grade Level IPF's; Fall & Spring Math Applications Data

Progress Summary

The Patterson Elementary School staff identified and focused on two areas of school improvement during the 2005-06 school year. Staff developed goals and implemented action steps in the areas of reading and mathematics. ISAT (Illinois Standards Achievement Test) assessment data reflect that students continue to consistently meet and exceed state standards as a result of the Patterson staff's school improvement work.

The following best practices were implemented under the reading goal:

- Grade level teams met, collaborated and developed plans for the reading block aligned with the district balanced literacy framework
- Teachers implemented the balanced literacy model, incorporating guided reading as an integral component
- The Harcourt Brace Reading Series, an evidence based curriculum, was adopted by the district and implemented at Patterson School

- Reading instruction focused on teaching reading skills and strategies at every grade level
- All students were benchmarked on the reading curriculum based measure (R-CBM) three times during the year and the data collected was utilized for instructional planning
- The Problem Solving Process was utilized to address individual and group concerns; evidence based interventions were implemented with students as appropriate
- Students identified being at risk in the area of reading received additional support from the classroom teacher and/or the reading team
- The support team was trained on curriculum based evaluations (CBE) as a method for further diagnosing reading difficulties and identifying interventions for students
- 91% of 3rd, 4th, and 5th grade students assessed on the ISAT met or exceeded the state reading standard

The following best practices were implemented under the mathematics goal:

- Teachers continued to implement the Everyday Math (EDM) curriculum at Patterson
- Teachers implemented the Otter Creek Math Facts Program first through fifth grade; parents were encouraged to reinforce the practice of math facts at home
- First through fifth grade students received multiple opportunities to practice extended math responses in the math curriculum
- All students were benchmarked on the math curriculum based measure (M-CBM) three times during the year and the data collected was utilized for instructional planning
- In addition, staff utilized the EDM checklist to monitor student progress and to plan for instruction
- Staff continued to communicate student progress with parents using the EDM checklist
- 96% of 3rd, 4th, and 5th grade students assessed on the ISAT met or exceeded the state math standard

Patterson students consistently score above the district and state averages on standardized assessments. We are very proud of our students' continued achievement. As a teaching staff, we recognize the need for continuous improvement in order to meet the needs of all of our students. We embrace the challenge ahead of us as an opportunity to become better teachers for our students. The Patterson staff will continue to focus on reading and mathematics as goal areas for the 2006-07 school year. If you have any questions regarding our school report card please contact Ms. Nguyen, Patterson Elementary School's principal, at the main school number 428-6500. Thank you.