



**THOMAS G. SCULLEN 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% 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
			<b>White</b>	92%
<b>Black</b>	75%	64		
<b>Hispanic</b>	77%	34		
<b>Asian/Pac</b>	95%	224		
<b>Native Am</b>	50%	<10		
<b>Multiracial</b>	93%	28		
<b>LEP</b>	100%	10		
<b>IEP</b>	50%	119		
<b>FRL</b>	65%	31		

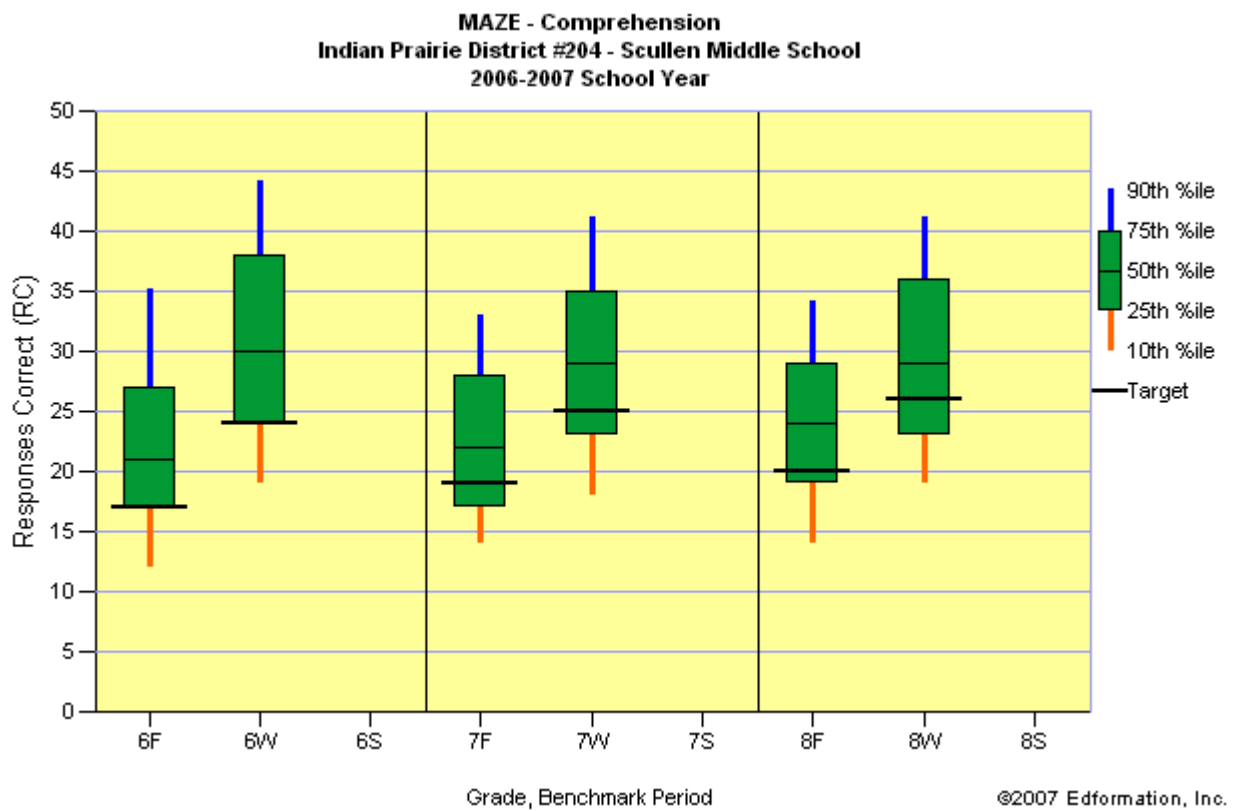
## B. Curriculum-Based Measurement

District performance standards in the area of reading achievement correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 71% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 71% 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, 94% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

The following table summarizes reading achievement performance by subgroup:

Subgroup Math Performance			% M/E	Student Count
	White		95%	846
	Black		72%	64
	Hispanic		88%	34
	Asian/Pac		98%	224
	Native Am		100%	<10
	Multiracial		93%	28
	LEP		90%	10
	IEP		57%	120
	FRL		68%	31

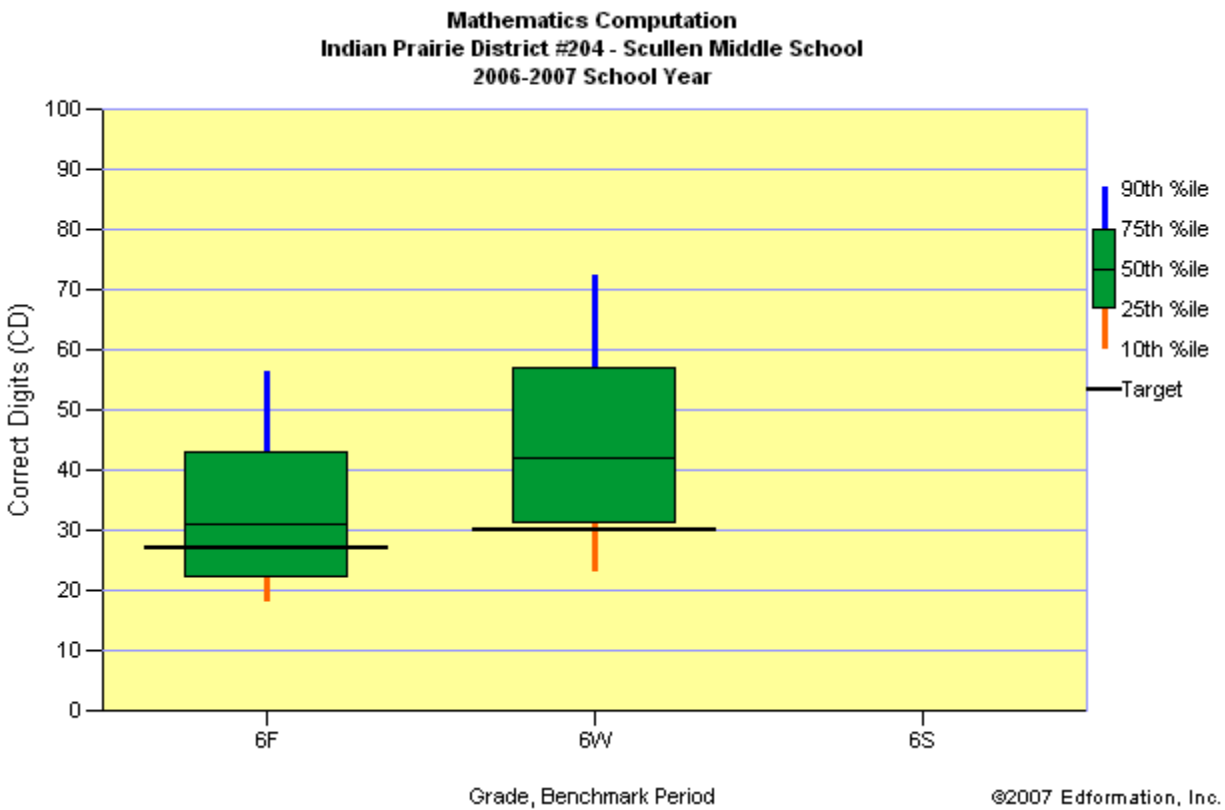
## B. Curriculum-Based Measurement

District performance standards in the area of mathematics computation correspond to the approximate national median or 50<sup>th</sup> percentile rank at grade six 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, 78% 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.



## 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: Identify subgroup(s) who have demonstrated low levels of progress in reading, as indicated by the Spring 2006 ISAT, IAA, IMAGE, and CBM-Data and promote the development of effective strategies to improve their reading achievement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Analyze available ISAT, IAA, and IMAGE data from 2001-2006 to identify trends in subgroup performance.	February 07 - SIP meeting	Administration	Data Presentation SIP Agenda
Research the facilitation for staff dialogue, focusing on student achievement as it relates to race; discussions to include evaluation of current teacher practices.	Spring 06 06/07 school year	Administration Teacher Facilitators	Professional Readings, Research articles
Identify current teacher practices, which are more effective in engaging <i>all</i> students in academic achievement.	07/08 school year	Administration Teacher Facilitators Classroom Teachers	Improved academic achievement for identified subgroup(s)

2. Objective – Area of Focus: Refine the implementation of reading strategies for comprehension and vocabulary development in all non-reading courses.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Audit curriculums in relation to Illinois Reading Assessment Frameworks to identify opportunities for the integration of reading comprehension and vocabulary development.	Spring & Fall 07	Administration Academic and Exploratory Teams	Curriculum Integration Maps
Provide Staff Development to non-reading teachers on incorporating informational reading strategies, vocabulary acquisition, understanding main idea, and summarizing text into daily lessons.	07/08 school year	Administration, Team Coordinators, Strategic Reading Teachers	Institute Agendas, School Improvement Agendas
Review lesson objectives and unit plans to identify opportunities for students to practice reading nonfiction texts and materials in all content area coursework.	2006/2007 School Year	Classroom teachers	Daily Lesson Plans

3. Objective – Area of Focus: Identify trends in reading achievement data that indicate students' overall strengths and areas in need of improvement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Analyze available ISAT item analysis data, CBM data in relation to the Illinois assessment frameworks. Identify curricular strengths and areas in need of increased practice.	Spring 07	Administration Academic Teams	Team Action Plan to include list of target skills
Audit reading curriculum to identify opportunities in which to focus instruction on the targeted reading skills. Increase practice opportunities in those areas identified as lacking.	06/07 department articulation meetings	Classroom Teachers District Curriculum Coordinator	Daily Lesson Plans
Develop and refine existing instructional activities prescribed to address the areas of need for all students.	06/07 school year	Classroom Teachers Administration	Daily Lesson Plans

**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: Provide students identified as not meeting the target on the Math CBM increased opportunities for instruction and practice for using number facts, operations and their properties, algorithms and their relationships.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Maintain emphasis on facts and operations throughout the sixth, seventh, and eighth grade math curricula.	06/07 school year	Math Teachers	CBM computational fluency measure
Use CBM & ISAT data to identify students requiring additional practice time for math calculations and problem solving.	06/07 school year	Math Teachers Counselor Administrator	Small group schedules for each team
Provide 39-78 minutes of additional math instruction per week utilizing flexible scheduling.	06/07 school year	Math Teachers	Weekly Team Schedules

2. Objective – Area of Focus: Identify trends in mathematics achievement data that indicate students' overall strengths and areas in need of improvement.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Analyze available ISAT item analysis data, CBM data in relation to the Illinois assessment frameworks.	Spring 07	Administration Academic Teams	Team Action Plan
Audit math curriculum to identify opportunities in which to focus instruction on the targeted math skills. Increase practice opportunities in those areas identified as lacking.	06/07 department articulation meetings	Classroom Teachers District Curriculum Coordinator	Daily Lesson Plans
Develop and improve existing instructional activities prescribed to address the areas of need for all students.	06/07 school year	Classroom Teachers Administration	Daily Lesson Plans

3. Objective – Area of Focus: Provide instruction using a scientifically based math calculations program for 6th grade students who are below grade level standards as indicated by performance on Fall CBM, Winter CBM, Spring 2006 ISAT, or by classroom teacher.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Schedule students into small groups to meet five times a week	Spring 07	Problem Solving Team	Student Schedules
Provide training to teachers on the use of the Scientifically based Math calculations program	Spring 07	Problem Solving Team	Meeting Agenda
Provide daily instruction, along with the prescribed district math curriculum to those identified students.	4th quarter 06/07 school year	Problem Solving Team Members	Student Schedules and Lesson Plans
Monitor students' progress on a bi-weekly basis.	4th quarter 06/07 school year	Problem Solving Team Members	CBM Computational Fluency Measure

## Progress Summary

School improvement is a continual process that requires teachers to examine available data to analyze students' strengths and areas in need of improvement. Teams and grade levels analyze available data including; ISAT performance data, the Gates Reading Assessment data, and curriculum-based assessments. Teams then target specific skill areas in need of improvement. Targeted areas included Reading Comprehension, vocabulary development in context and content areas, vocabulary development for words with multiple meanings, the study of systematic word parts, math computation, and extended written response for mathematical problem solving. Teams identified students at an early stage in the school year who have demonstrated low levels of progress in reading and/or math. Teachers developed instructional activities prescribed to address the areas of weakness for students. Students were grouped during Connections time for additional instruction in these areas. All curricula areas were audited to identify opportunities in which to focus instruction on increasing vocabulary. Individual students who were not demonstrating high levels of achievement in reading were provided direct instruction by participating in an additional period of reading instruction on a daily basis.

In the Spring of 2006, 99.9% of all Scullen students participated in the Illinois State Assessment Tests (ISAT) for the areas of reading and math. The ISAT results indicate 91.1% of *all* students met or exceeded Illinois Learning Standards in the area of reading. The results also indicate 94.1% of *all* Scullen students met or exceeded Illinois Learning Standards in the area of Mathematics. The federal *No Child Left Behind* legislation requires schools to make Adequate Yearly Progress in the areas of reading and math. In order for a school to meet Adequate Yearly Progress the following conditions must be met;

- At least 95% of the students enrolled from each demographic group must take the ISAT assessment
  1. 99.9% of *all* Scullen students participated in the ISAT
- At least 47.5% of the students must meet/exceed standards for Reading and Mathematics in all groups
  1. 91.1% of *all* Scullen Students met/exceeded Standards in Reading
  2. 94.1% of *all* Scullen Students met/exceeded Standards in Mathematics
- Schools must have a minimum of an 89% attendance rate.
  1. Scullen's attendance rate is 96.2%

Scullen Middle School has successfully met all of the requirements to make Adequate Yearly Progress.

Teams will use this data as a part of the ongoing school improvement process. They will continue to examine current and longitudinal data to determine students' progress toward mastery of the Illinois Learning Standards. Specific action plans are adapted and modified to address those areas in which improvement is needed. Commensurate with the *No Child Left Behind* legislation, improving student achievement in the areas of math and reading will continue to be a focus for the School Improvement Plan. A primary focus for teams is to provide support to students who have not yet consistently met the Illinois Learning Standards. Teams are continuing the process of identifying opportunities to integrate reading and math skills across the curriculum for all students.