

**Elementary School Improvement Plan Report  
January 2007**

**School Name:** Spring Brook Elementary School

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**Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06
Total enrollment	863	82	757	760
% White	87.8	86.3	85.1	82.2
% Black	1.7	1.8	1.8	1.4
% Hispanic	0.8	1.6	1.7	2.4
% Asian/Pacific Islander	9.6	10.2	9.2	11.2
% Native American	0.0	0.0	1.2	0.0
% Multi-racial			0.9	2.8
Low Income rate	0.2	0.9	0.0	1.1
Limited English Proficient Rate	1.5	1.5	1.3	1.3
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	3.5	4.0	4.0	3.1
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	23.6	18.6	22.3	22.0
Average class size grade 1	22.4	25.8	22.6	27.5
Average class size grade 3	26.2	24.4	22.6	26.2
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

## SPRING BROOK 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
			<b>White</b>	95
<b>Black</b>	88	<10		
<b>Hispanic</b>	86	<10		
<b>Asian/Pac</b>	97	38		
<b>Native Am</b>	n/a	0		
<b>Multiracial</b>	100	<10		
<b>LEP</b>	100	<10		
<b>IEP</b>	83	42		
<b>FRL</b>	NA	NA		

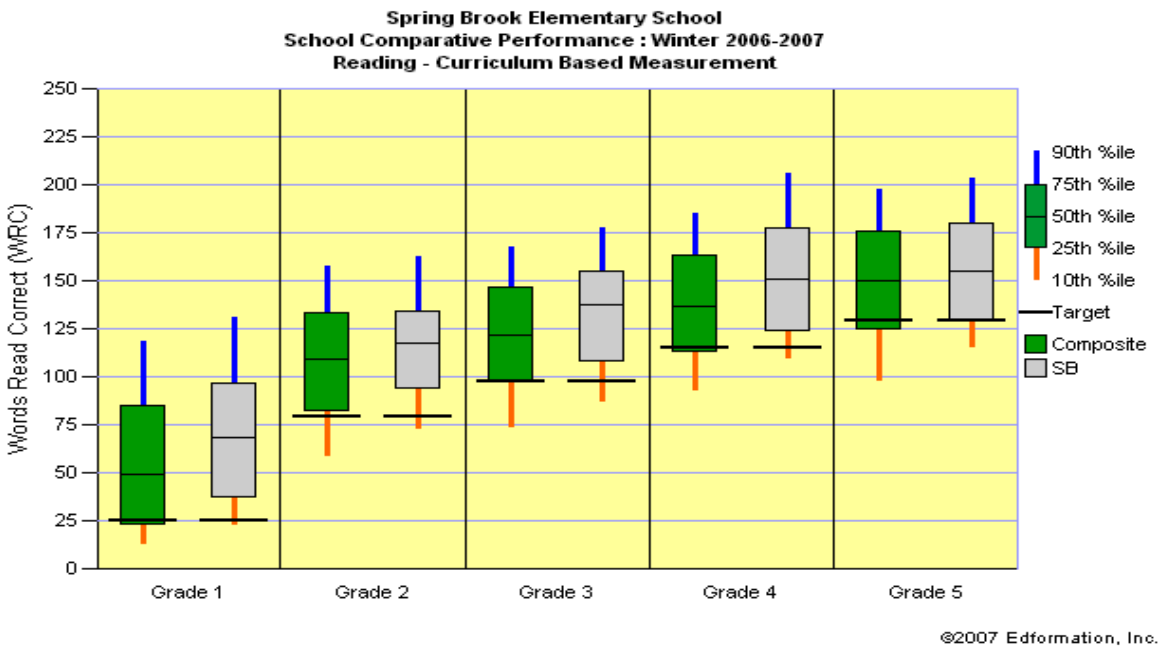
#### B. Curriculum-Based Measurement

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, **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, **96.8%** 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	328
	Black	100	<10
	Hispanic	100	<10
	Asian/Pac	100	38
	Native Am	N/A	0
	Multiracial	100	<10
	LEP	100	<10
	IEP	83	42
	FRL	NA	NA

B. Curriculum-Based Measurement

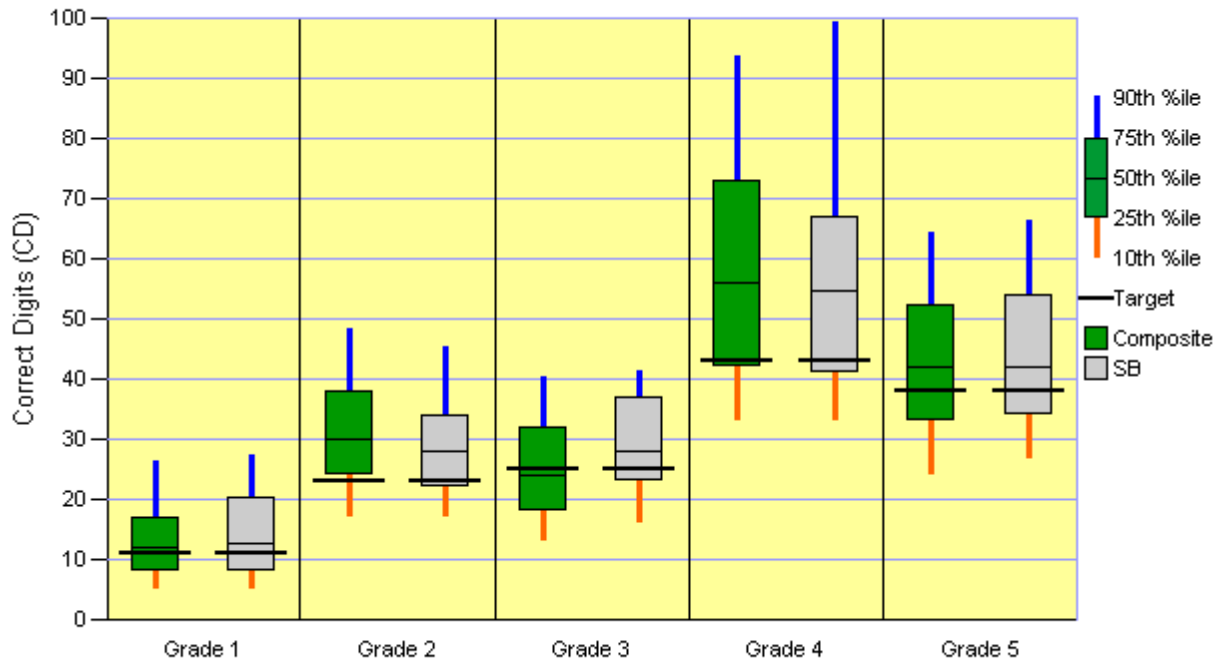
District performance standards in the area of mathematics computation correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on September 2006 data, **75%** of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, **69%** 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.

**Spring Brook Elementary School  
School Comparative Performance : Winter 2006-2007  
Mathematics Computation**



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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 – Reading Comprehension

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
Staff In-service on new evidence based interventions (Michael Heggarty, KPALs, Read Naturally, Harcourt Intervention Kit, Wilson, Comprehension Plus, Soar to Success, EdMark, Horizons)	February	Reading Committees	Implementation of Interventions
Daily small guided reading groups focusing on phonemic awareness and sight word exposure.	Daily	Kindergarten Classroom Teachers	Aims Web Fluency 3x year
During read-alouds choose and identify books according to the genres identified in the Illinois Standards (biography, tall tales, poems, nonfiction).	2 <sup>nd</sup> Semester	First Grade Classroom Teachers	Child Interview

Weekly lessons taken from <i>Comprehension Plus</i>	Weekly	Second Grade Classroom Teachers	Scores from Assessment
For each story read in reading students will identify the main idea and supporting details.	On-going	Third Grade Reading Teachers	Assess students quarterly using Harcourt Assessment Booklet
Flexible leveled groups (entire 4 <sup>th</sup> grade) to utilize <i>Comprehension Plus</i> intervention to focus on the skills of inference, author's purpose, and main ideas/details with the two lowest leveled class groups.	Twice week	Two fourth grade teachers	Pre and Post tests from intervention
Weekly lessons using sample questions from past ISATs.	Weekly	5 <sup>th</sup> Grade Reading Teachers	Scores from lessons

2. Objective – Extended Response

Strategies	Timeline	Responsibility	Evidence Source
Use of 4-block response to literature; Characters, setting, conflict and resolution.	Monthly	Kindergarten Classroom Teachers	3 x year using rubric
Use of graphic organizers to assist students in providing evidence to respond to questions about characters.	4 <sup>th</sup> quarter	First Grade Reading Teachers	Rubric
Implement a modified graphic organized for extended response questions with non-fiction text.	Monthly	Second Grade Reading Teachers	Rubric
Use of graphic organizer to complete an extended response question.	Monthly Assessment	Third Grade Reading Teachers	ISAT 4-point extended response rubric
Use of T-chart and extended response practice passages and questions with a specific focus on evidence and interpretation structure.	Bi-monthly Oct-May	Fourth Grade Reading Teachers	Score 1 response every month using ISAT rubric
Implement weekly lessons using graphic organizer that aligns with IEIE model.	Feb-June	Fifth Grade Reading Teachers	Monthly scoring of a student sample

**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 – Geometry

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
Create lessons using the 5-shapes included with Pattern Blocks that focus on creating combined patterns, symmetrical, asymmetrical, and tessellations through manipulation in a 4 week unit.	2 <sup>nd</sup> Quarter- 12-14 lessons	Kindergarten Team	Individual final product of completed tessellation utilizing the 4 steps
Children who have not learned 3-D shapes and characteristics will receive explicit 1:1 instruction through the assistance of tutors and peer tutors.	4 <sup>th</sup> Quarter	First Grade Teachers	Child Interview
Monthly/weekly themed practices that reviews and reinforces geometry skills to include shapes and vocabulary (reflection, translation, rotation, flip, slide).	Monthly/Weekly after Unit 5	Second Grade Classroom Teachers	
Align geometry lessons from EDM and vocabulary with the state standards ensuring all benchmarks are taught.	On-going	Third Grade Math Teachers	Teacher created assessments of geometry concepts taught
Supplemental lessons created to focus on polygons, graphing points on a line, symmetry, transformations, parallel and perpendicular lines ensuring vocabulary from standards is used.	Every other week	Fourth Grade Math Teachers	Scoring of evaluation of worksheet
Using sample questions from ISAT Book, Coach, and 4 <sup>th</sup> -6 <sup>th</sup> Grade EDM assessments to create a weekly math message to review geometry concepts. Identify at-risk students to re-teach or form intervention groups.	Weekly	Fifth Grade Math Teachers	Review answers and score

## 2. Objective – Units, Tools, Estimation, And Applications

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
Bi-monthly lessons that will focus on standard/non-standard measuring tools to make logical estimates using a referent measure.	On-going	Kindergarten Teachers.	Student Work
Children who have not learned how to measure with standard inches/centimeter units will receive explicit 1:1 instruction through the assistance of tutors, parent volunteers and peer tutors.	2 <sup>nd</sup> Semester	First Grade Math Teachers	1:1 Child Interview
Create a reference chart of the various types of measurements referencing it for morning work activities.	4 <sup>th</sup> Quarter	Second Grade Team	
Weekly mini-lessons created to review/expose students to vocabulary of measurement concepts including time, length, weight and volume.	On-going	Third Grade Math Teachers	Teacher Created Assessments

Create and implement questions that are extended response focusing on measurement of geometrical shapes.	Every other week	Fourth Grade Math Teachers	Assess using ISAT rubric
Using sample questions from ISAT Book, Coach and 4 <sup>th</sup> -6 <sup>th</sup> Grade EDM assessments to create an additional weekly math message to review units, tools, estimation, and applications. Identify at-risk students to re-teach or form intervention groups.	Weekly	Fifth Grade Math Teachers	Review answers and scores

### 3. Objective – Extended Response

<b>Strategies/Interventions</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
Use of "Read-It, Write-It, Draw-It" organizer for basic addition and subtraction word problems.	3 <sup>rd</sup> /4 <sup>th</sup> Quarter	Kindergartner Classroom Teachers	3 work samples assessed using rubric
Implementation of Problem Solving frame format used by third graders to ensure consistency with vocabulary and format across grade levels. (To solve this problem I did this because...My answer is....). This will first be modeled by teachers, and then students will practice using frame.	2 <sup>nd</sup> Semester	First Grade Classroom Teachers	ISAT Math Rubric
Each quarter focus /instruct on a different skill for solving extended response questions. There will be weekly problems.	1 <sup>st</sup> -Intro 2 <sup>nd</sup> -Use of pictures/model 3 <sup>rd</sup> : Model of extended response 4 <sup>th</sup> -Independent Practice	Second Grade Team	Monthly student work scored with math rubric
Implementation of an extended response framework in which students will use.	On-going	Third Grade Math Teachers	Monthly scoring using the ISAT rubric
Create visual charts for reference of key vocabulary and template for extended response questions.	Monthly	Fourth Grade Math Teachers	Assess using Student Friendly ISAT Rubric providing feedback to students

## Progress Summary

The Spring Brook staff identified two main areas for improvement based on the results of the 2005-2006 Illinois Standard Achievement Test. They chose to increase student achievement in both reading and math. To achieve this, they continued the staff committees designated in the previous year. All Spring Brook students were assessed in reading fluency rates, comprehension, and math computation using Curriculum Based Measurement (CBM). All students were assessed in the fall, winter, and spring. All grade levels held CBM data analysis meetings to determine the need for as well as plan interventions at all levels. The Reading Fluency Lab was implemented for students in all grade levels who needed to improve their fluency rates. Weekly and monthly progress monitoring assessments were used with select students to measure the success of reading interventions. For math, the Otter Creek computation program was implemented in all grade levels to improve students' immediate fact recall.

Spring Brook students continue to score above the district, state and national averages on standardized assessments. This year's Illinois Standards Achievement Testing revealed similar scoring patterns as those in the district in both reading and math for third and fifth graders. One-hundred percent of our students participated in the testing. The number of students meeting or exceeding standards in reading increased to ninety-four percent from eighty four percent. Our math scores remained stable, with ninety-six percent of students meeting or exceeding standards.

After reviewing results from standardized tests, the Spring Brook faculty initiated the following goals for the 2006-2007 school year. This year committees have been restructured to align with the 5 components of reading instruction, enrichment for reading and math, and a math committee. Staff members will continue to utilize committees to develop and inform the staff of a variety of program and teaching strategies to improve student achievement in these areas of focus. Through continued articulation we will work together to achieve our shared vision.

Goal 1: To improve student achievement in reading:

- Assess all student reading fluency rates and comprehensions at regular intervals through Curriculum Based measurement using AIMSWEB to drive instruction.
- Use the results of the CBS to provide appropriate interventions at all levels.
- Committees will create a resource map of all curriculum materials, support and interventions to share with staff.
- Dedicate more time for committees to meet, and provide in-school professional development on specific intervention programs.
- Create a fluency lab that will be facilitated by trained volunteers and monitored by the reading improvement teacher.

Goal 2: To improve student achievement in math:

- Assess all students' computation rates at regular intervals through Curriculum Based Measurement using AIMSWEB to drive instruction.
- Continue to implement the Otter Creek computation program.
- The math committees will create a resource map of all curriculum materials, support and interventions to share with staff.
- Dedicate more time for committees to meet and provide in-school professional development on specific intervention programs.

*Questions about Spring Brook's School Improvement Plan or School Report Card should be directed to Cynthia McKesson, Principal at 630-428-6600.*