

**Elementary School Improvement Plan Report
January 2007**

School Name: **Reba O. Steck Elementary School**

Address: 460 Inverness Drive
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 Principal: Mrs. Kerry Merrill
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Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	748	755	747	735
% White	83.4	81.9	81.8	77.4
% Black	4.3	5.3	4.4	5.0
% Hispanic	3.1	3.4	1.9	1.8
% Asian/Pacific Islander	9.2	9.4	9.5	11.8
% Native American	0.0	0.0	0	0.0
% Multi-racial			2.4	3.9
Low Income rate	0.4	0.5	1.6	2.7
Limited English Proficient Rate	3.5	3.4	2.7	2.7
Chronic Truancy Rate	0	0	0	0
Mobility Rate	6.5	4.6	5.3	3.4
Attendance Rate	96.7	96.9	96.4	96.5
% Parent Contact	100	100	100	100
Average class size grade K	21	22.8	23.4	24.5
Average class size grade 1	26.2	22.6	24.4	22.7
Average class size grade 3	25.8	25.4	26.2	23.6
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**REBA O. STECK 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, 90% 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	274
	Black	62	21
	Hispanic	100	<10
	Asian/Pac	95	40
	Native Am	0	0
	Multiracial	100	11
	LEP	100	<10
	IEP	65	34
	FRL	89	<10

B. Curriculum-Based Measurement

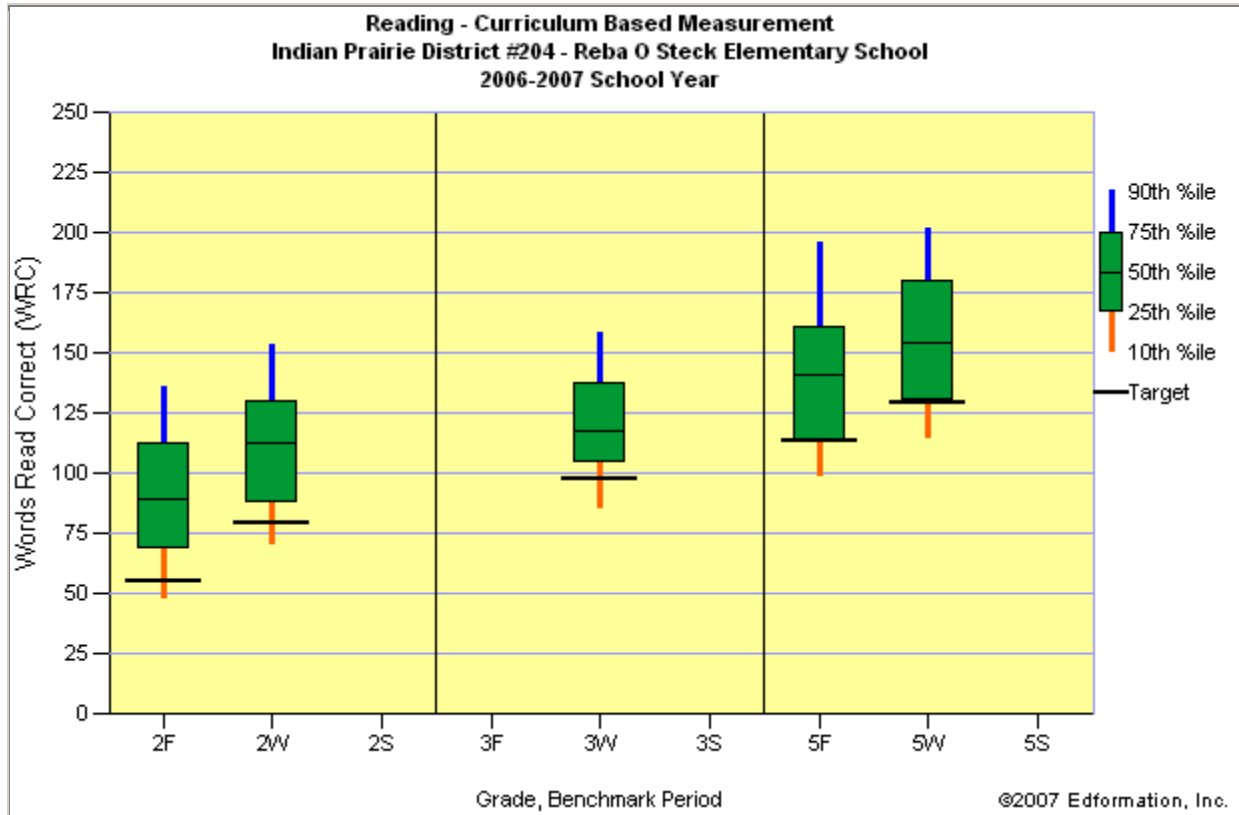
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 80% of students in Grades 2 & 5 met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 79% of students in Grades 2 & 5 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.

AIMSweb® Growth Chart



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, 97% 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	274
	Black	86	21
	Hispanic	100	<10
	Asian/Pac	96	40
	Native Am	0	0
	Multiracial	100	11
	LEP	100	<10
	IEP	88	34
	FRL	89	<10

B. 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	13.50
SPRING	1	
FALL	2	12
WINTER	2	23.50
SPRING	2	
FALL	3	12.50
WINTER	3	22
SPRING	3	
FALL	4	26
WINTER	4	39.50
SPRING	4	
FALL	5	36.50
WINTER	5	47
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: **CBM Administration & Data-Based Decision Making**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
All grade levels will participate in administering the R-CBM benchmarking probes during the 07-08 school year.	Ongoing (Fall, Winter, Spring)	Grade Level Teams, Problem Solving Team, Support Team	Increased achievement demonstrated through AimsWeb & Progress monitoring data
Increase the focus on early identification and intervention strategies for students in Gr. K & 1	Ongoing in 07-08 school year	Gr. K & 1 Teams, Problem Solving Team, Support Team	Increased achievement demonstrated through AimsWeb, Progress monitoring, and ISEL data
Grade Level Team Data Discussion time will be implemented to assist in making informed instructional decisions.	Ongoing during the 07-08 school year	Grade Level Teams, Problem Solving Team, Support Team, Principal	Release Time agendas & minutes, Progress demonstrated in grade level CBM Benchmark data

2. Objective – Area of Focus: **Implementation of Intervention Strategies**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
A Reading Intervention training program will be established on a quarterly basis to inform and train staff in the use of new evidenced-based interventions. (Read Naturally, Michael Heggerty, Harcourt Intervention Kits, Horizons, Soar to Success)	Summer 2007	Principal, Problem Solving Team, Reading Improvement staff	Ongoing progress monitoring data demonstrating growth for students identified for interventions
Create a Reading Fluency Lab in the LMC that will benefit targeted students in need of intervention.	Fall 2007	Principal, RI staff, Problem Solving Team, LMC	Ongoing progress monitoring intervention data and AimsWeb progress monitoring charts

3. Objective – Area of Focus: **Master Schedule and Instructional Blocks**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Create common instructional blocks within the Master Schedule to allow grade level teams flexibility in grouping students.	Summer 2007	Principal, Grade Level & Problem Solving Team representatives	Progress demonstrated in benchmarking/progress monitoring data across all levels
Create a specific intervention block within the Master Schedule.	Summer 2007, ongoing	Principal, Grade Level & Problem Solving Team representatives	Progress demonstrated in progress monitoring data for identified students

4. Objective – **Area of Focus: Reading Achievement of Black Students**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase the number of Black students who meet or exceed reading performance standards.	Ongoing 2007-2008	Certified staff, Problem Solving Team, RI staff	Increased achievement demonstrated through Aimsweb and 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: **Data-Based Decision Making**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Continue Otter Creek Fluency Assessment	Ongoing 2007- 2008	Grade Level Teams	Otter Creek Data monitoring (F, W, S)
Consider planning for implementation of M-CBM to monitor student progress in math fluency for grades 2-5 for 08-09 school year.	Spring 2008	Grade Level & Problem Solving Teams	Increase achievement demonstrated through AimsWeb Benchmarking & progress monitoring data

2. Objective – Area of Focus: **Math Achievement of Black Students**

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase the percentage of Black students who meet/exceed math performance standards.	Ongoing 2007- 2008	Certified staff, Problem Solving Team	Continued monitoring of student progress in classroom

Progress Summary

During the 2005-2006 school year the School Improvement goal was:

All students will meet or exceed reading standards as measured by the Illinois State Assessments.

All students will meet or exceed math standards as measured by the Illinois State Assessments.

By analyzing local assessments, informal teacher assessments, and state test results (ISAT), students who were considered to be at risk were identified. Teams of teachers and support staff were able to provide appropriate levels of assistance by using the building and district resources. School Improvement Days, Building Articulation Day, Faculty Meetings, and Staff Development opportunities were provided to assist the staff in:

- Familiarization and implementation of the new reading curriculum materials and resources through ongoing staff articulation and planning that was facilitated by the building Literacy Committee.
- Continued implementation of the Guided Reading format in all classrooms to focus on developing skills and strategies at students' instructional levels and the inclusion of benchmarking all students two times during the year to identify student reading levels.
- Following Staff Development sessions, staff administered Fluency Assessments to collect baseline data, implement appropriate fluency and vocabulary strategies, and monitor student progress in order to make instructional planning decisions.
- Staff development opportunities were provided for staff to learn about Extended Response Writing in preparation for the spring Illinois Standards Achievement Tests.
- Promoted the development and application of literacy skills by sponsoring reading incentive programs (Kane County Cougars, Great America, Accelerated Reader), promoting student participation in the Young Authors' Program, Breakfast with Books Program, The Rebecca Caudill Convention, Monarch Butterfly Awards), sponsoring a Family Literacy Night, and inviting guest authors to share their experiences and expertise with the students.
- Using the Otter Creek Math program, teachers in grades 2-5 administered benchmarking assessments three times during the year in order to determine baseline data and to monitor student progress in acquiring automatic recall of basic math facts.
- Math skill packets were developed and distributed to students who were newly identified for the Accelerated Math program at grades 3-5. The packets included materials that would allow students to practice skills that would be missed during the transition.

The development and implementation of these initiatives assisted the staff in recognizing and meeting the wide variety of student needs found within the classrooms.

As reported by the Illinois State Board of Education, test results indicate that Adequate Yearly Progress in the areas of Reading and Math was achieved by the students at Steck School. In addition:

90.4% of all students tested met/exceeded the state reading standards.

96.9% of all students tested met/exceeded the state math standards.

In the area of Reading, an increase in students meeting/exceeding the state standards is noted compared to the 2004-2005 results.

The Steck 2006-2007 School Improvement Plan will focus on:

- Implementation of the Problem Solving Process including the Flexible Delivery Model of services and the administration of CBM Assessments in Reading Fluency at Grades K, 2, and 5. The Problem Solving Team will collect data three times during the year for the purpose of monitoring student progress and making instructional planning decisions. Training opportunities will be developed for classroom teachers to assist with analyzing data and determining strategy interventions.
- Members of the Literacy Committee and the Problem Solving Team will investigate and become familiar with various intervention strategies and programs (Jolly

Phonics, Read Naturally) that may be implemented to assist targeted students with improving reading achievement.

- Continued use of the Otter Creek Math program, collecting benchmarking data throughout the year, and analyzing the results in order to make instructional decisions.
- Provide staff development opportunities to enhance understanding about extended response techniques and strategies in reading and math.

Questions about the Steck School Improvement Plan or School Report Card can be directed to

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