

**Elementary School Improvement Plan Report
January 2007**

School Name: **Arlene Welch Elementary School**

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Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	864	858	892	920
% White	68.3	64.2	59.8	57.6
% Black	4.9	5.6	5.7	6.1
% Hispanic	4.4	5.1	4.1	4.2
% Asian/Pacific Islander	22.5	25.1	26.7	27.4
% Native American	0.0	00.0	0.0	0.0
% Multi-racial			3.7	4.7
Low Income rate	1.7	2.9	2.8	4.3
Limited English Proficient Rate	33.5	4.2	2.8	1.7
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	10.7	8.3	7.7	9.9
Attendance Rate	96.4	96.5	95.7	96.0
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	21.8	19.8	22.0	26.8
Average class size grade 1	26.3	23.8	23.8	24.5
Average class size grade 3	29.8	23.3	21.7	23.3
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**ARLENE WELCH 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	92%	244
	Black	64%	25
	Hispanic	94%	18
	Asian/Pac	94%	106
	Native Am	n/a	0
	Multiracial	94%	17
	LEP	66%	<10
	IEP	70%	46
	FRL	62%	13

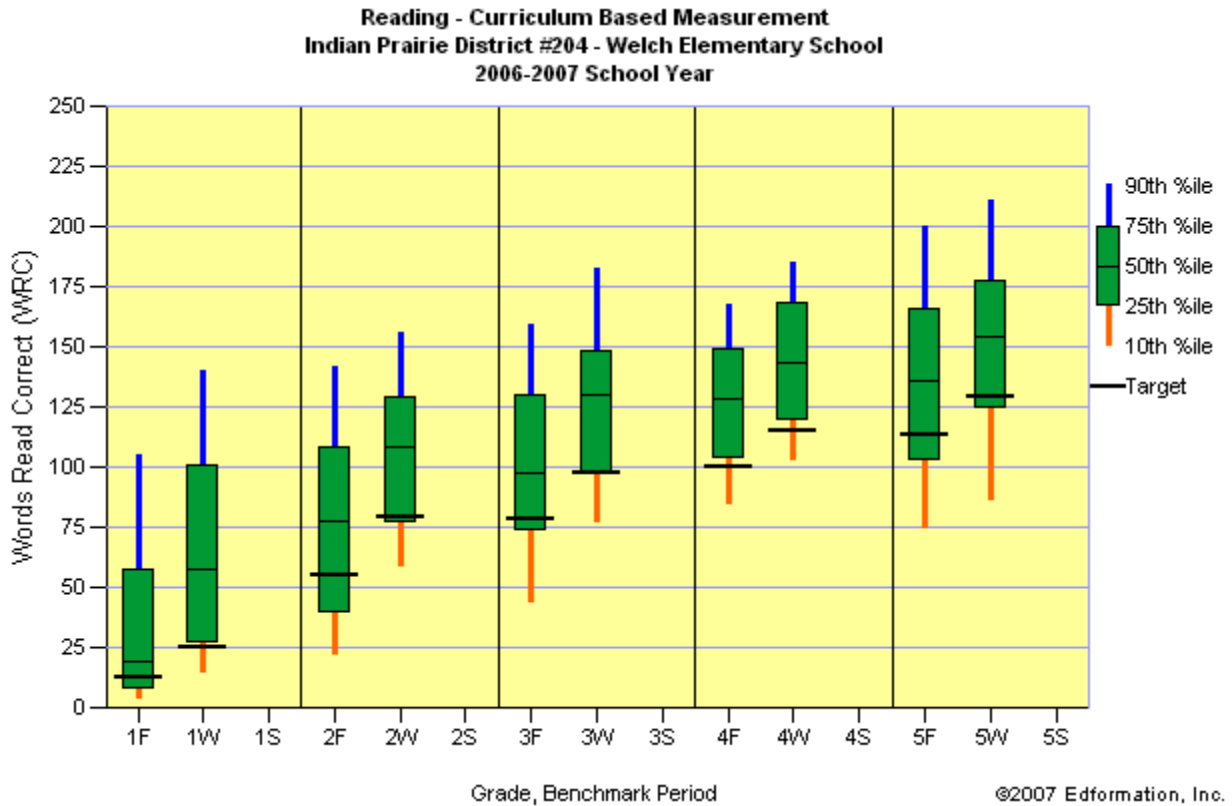
B. Curriculum-Based Measurement

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, 68% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 74% 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, 95% 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%	244
	Black	76%	25
	Hispanic	94%	18
	Asian/Pac	98%	106
	Native Am	n/a	0
	Multiracial	88%	17
	LEP	33%	<10
	IEP	83%	46
	FRL	69%	13

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	15.00
SPRING	1	
FALL	2	12.00
WINTER	2	24.00
SPRING	2	
FALL	3	11.5
WINTER	3	25.50
SPRING	3	
FALL	4	27.00
WINTER	4	42.00
SPRING	4	
FALL	5	36.00
WINTER	5	50.00
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: Demonstrate understanding of informational text through (a) establishing a purpose for reading, (b) determining the purpose of key features (e.g., bold print, organization of content, key words, graphics), and (c) summarizing significant concepts or events.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Study science and social studies lesson plans and adjust as needed to emphasize direct instruction in reading informational text. To supplement content lessons, develop lesson strands to teach skills related to understanding informational text (e.g., adjusted pacing, key features).	Spring07; ongoing	Classroom teachers; support staff; LMC Director	Classroom assessment; Classroom discussion and observation; ISAT
Incorporate informational selections into guided reading group work on a consistent basis. Explore the features of informational text and distinguish between approaches to fiction/nonfiction text in the context of guided reading groups.	Winter06; ongoing	Classroom teachers; support staff	Classroom assessment; Classroom discussion and observation; ISAT
Examine and purchase supplemental leveled informational materials for use during guided reading groups and in science/social studies classes (e.g., Pebble Plus books, Bridgestone series, National Geographic Explorer, Time for Kids). Provide instruction using a wide variety of informational sources.	Winter06; ongoing	Classroom teachers; support staff; LMC Director, BLT, principal	Classroom assessment; Classroom discussion and observation; ISAT

2. Objective – Area of Focus: Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Plan direct questions and engage students in focused discussion to identify author purpose during guided reading groups across grade levels.	Winter06; ongoing	Classroom teachers; support staff	Guided reading lesson response; classroom assessment; ISAT
Review Harcourt end of story and chapter tests to determine emphasis on author purpose. Add questions as needed to reinforce focus on author purpose.	Winter06; ongoing	Classroom teachers; support staff	Harcourt anthology story/end of unit tests; ISAT
Include focus on author purpose in read aloud situations in the classroom and during extra-curricular programs to build awareness and provide practice (Breakfast with Books, Rebecca Caudill Reading Club, Read Aloud Club, Say Yes to Success program).	Spring07; ongoing	Classroom teachers; support staff; extra-curricular activity sponsors; LMC Director; parent volunteers	Classroom assessments; quality of discussion participation; ISAT
Build awareness of author purpose through personal connections to students' own writing. Design opportunities for students to identify their purposes for writing and expand the conversation to published authors' purposes.	Winter06; ongoing	Classroom teachers; support staff; extra-curricular activity sponsors; LMC Director; publishing center volunteers	Classroom assessments; student writing conferences; ISAT

3. Objective – Area of Focus: Develop fluency (oral reading with speed, accuracy and expression) to increase reading comprehension.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Promote practice with integrity and consistency, using a variety of approaches, including partner reading, peer/teacher modeling, repeated readings, and readers' theatre. Provide additional focused practice opportunities for red/yellow tier students through <i>Say Yes to Success</i> program (one-to-one or small group tutoring before/after school).	ongoing	Classroom teachers; support staff	Read Naturally progress monitoring; CBM, classroom/Harcourt fluency and comprehension assessments
Motivate students to participate fully in their own improvement. Establish the importance of reading fluency and the expectation that students will monitor their own progress.	ongoing	Classroom teachers; support staff	Read Naturally progress monitoring; CBM, classroom fluency and comprehension assessments

Design meaningful home practice opportunities for yellow and red tier students, and assist parents in helping their students develop reading fluency. Take-home packets with timers have been developed for 2 nd and 3 rd graders and will be expanded to include summer practice. 1 st , 4 th , 5 th grade packets will be developed for next fall.	Winter06; ongoing	Classroom teachers; support staff	Read Naturally progress monitoring; CBM, classroom fluency and comprehension assessments; parent response
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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, describe and manipulate 2- and 3-dimensional geometric shapes, and demonstrate understanding of related vocabulary.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Study the relationship between state standards for geometry and the Everyday Math program. Identify and focus on lessons that reinforce geometric concepts. Specifically, emphasize teaching and learning of geometric figures/shapes and related vocabulary.	Winter 06 and ongoing	Classroom teachers; support staff	EDM assessments; teacher observation of student learning during lessons; ISAT
Determine whether supplemental instruction and/or materials are needed to enhance students' demonstrated understanding of geometric shapes/figures and related concepts (e.g., small group work with manipulatives). Hands-on and real world connections will be fully explored.	Winter 06 and ongoing	Classroom teachers; support staff; BLT; principal; ass't principal	EDM assessments; teacher observation of student learning during lessons; ISAT
Identify the concepts and descriptive vocabulary associated with understanding geometric figures/shapes and plan direct instructional sequences during math and across curricular areas (e.g., word walls, word of the week).	Winter 06 and ongoing	Classroom teachers; art, music, P.E. staff; support staff; LMC Director	EDM assessments; teacher observation of student learning during lessons; ISAT

2. Objective – Area of Focus: Develop facility and automaticity in the recall of basic facts.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide daily practice with integrity and consistency, using a variety of approaches, including Otter Creek work, peer practice, game activities). Provide additional focused practice opportunities for red/yellow tier students through <i>Say Yes to Success</i> program (one-to-one or small group tutoring before/after school).	ongoing	Classroom teachers; support staff	Otter Creek wkly assessments and district assessment; classroom practice results; EDM assessments
Motivate students to participate fully in their own improvement. Establish the importance of basic fact fluency and the expectation that students will monitor their own progress.	ongoing	Classroom teachers; support staff;	Otter Creek assessments; classroom practice results; EDM assessments
Design meaningful home practice opportunities. Invest parents in helping their students develop automaticity with basic facts. Establish a logical K-5 homework continuum for grade level appropriate practice.	Fall 06 and ongoing	Classroom teachers; support staff	Otter Creek assessments; classroom practice results; EDM assessments; homework accuracy; parent response

Goal 3: Meaningful partnership with parents can enhance students' preparedness for school success. Specifically, involved and informed parents can help to improve reading and math achievement for all students and narrow the gap between the highest and lowest achieving students.

1. Objective – Area of Focus: Involve parents in their students' education through meaningful school connections designed to increase student achievement and school success.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Plan and implement 1 st Grade Reading and Writing Night. Invite parents of Reading Improvement students to a special 30 minute program earlier in the evening. Provide modeling and instructional PowerPoint, " <i>How to Help Your Child Read,</i> " and selected materials (books, games) for home use.	Begin to plan fall 06; schedule event for April	1 st grade teachers; RI teachers; Title 1 Parent Liaison; principal; ass't principal	Attendance logs; parent evaluations; staff evaluations; student response

Plan and implement " <i>Welcome to Welch</i> ," an evening program for incoming kindergartners and their parents, focusing on early literacy.	Begin to plan winter 06; schedule event for May	Kindergarten teachers; RI teachers; S/L specialists; Title 1 Parent Liaison; principal; ass't principal	Attendance logs; parent evaluations; staff evaluations; school preparedness
Plan and implement a " <i>Say Yes to Success</i> " (tutorial program) parent component. Teachers will model effective ways to work with students and provide materials for home support.	Begin to plan fall 06; implement January-May 07	All staff	Parent evaluations of program; student preparedness and classroom performance
A Welch Parent Liaison will represent our school on a district Parent Advisory Committee. The committee will work to plan and implement programs that will benefit parents and students being served under the Title 1 grant.	April 07; ongoing	Parent liaison; teacher liaison; principal	Parent volunteer reports; programs evaluations

Progress Summary

Meeting the needs of diverse learners requires a thoughtful blend of approaches, including flexible grouping and sound instructional practices. Welch staff is invested in studying and increasing achievement for all students in the areas of reading and mathematics. During the 2006-2007 school year, our ongoing efforts to positively impact student achievement in reading included focus on differentiated instruction linked to ongoing assessment. To inform our work, Welch staff studied Illinois Learning Standards and District 204's Reading Instruction Framework and curriculum. Staff development and professional conversations centered on differentiation with an emphasis on guided reading. The guided reading model provides a framework for delivering tailored, explicit instruction in a small group setting using carefully selected materials to optimize students' growth as readers. Identifying author's purpose and comprehending informational text were also identified as areas of focus. Evidence-based approaches to reading comprehension are studied and integrated into classroom instruction. Efforts to improve student achievement in mathematics focused on increasing proficiency in recall of basic facts and refining our work in the Everyday Mathematics program with emphasis on geometry.

An examination of state assessment data indicates increased student achievement; however, we recognize the need to continue and intensify our work to raise achievement for all students. During the current school year, our staff is receiving extensive training in a system known as Problem Solving.

The Problem Solving model provides a framework for measuring and studying student progress. We will monitor students' growth as readers three times this year through the use of Curriculum-Based Measurement (CBM). In addition to CBMs, which provide one

measure of growth, teachers will continue to use a variety of classroom assessments to monitor progress and make instructional decisions. As a school team of educators, we are becoming increasingly skilled at collecting and interpreting information about students' profiles as learners, and engaging in instructional planning to meet the needs of all students. We are confident that our students benefit from our collaborative planning and shared decision-making. In some ways, we are becoming "a school without walls"; in other words, the success of each of our students is everyone's responsibility. Four features of this expanded view are:

- Daily literacy instruction and shared literacy experiences with students' "homeroom" teachers remains an important aspect of our school-wide balanced literacy approach.
- Students may move to different classrooms for periods of time during the instructional day to work with other teachers and students.
- Teachers from the support team collaborate with classroom teachers to team teach or work with small groups of students.
- Instructional settings and student groupings are flexible in nature; therefore, students may work in a variety of groups and settings throughout the course of the school year.

We are excited about our plans and indicators of positive impact on our students' growth as readers. As we develop our expertise in problem solving, we will also examine our assessments and instructional practices in the area of mathematics. Increasing proficiency in students' recall of basic facts remains an ongoing focus.

The Welch staff continues to seek opportunities to involve parents in our school and share school improvement efforts in an ongoing and consistent manner. We recognize that parents and volunteers are essential partners as we strive to provide optimal learning experiences for all of our students. Please contact Sharon Jennings, principal, or Judy Matuszewski, assistant principal, with comments or questions regarding Welch's school improvement process.