

**Elementary School Improvement Plan Report
January 2007**

School Name: Wheatland Elementary School

Address: 3003 W. 103rd Street Naperville, IL 60564
 Phone: (630) 428-7250
 Principal: Terri Russell
 School Improvement Team: Brenda Palmatier, Megan Tobin, Audra Waylander, Ann Schimmoler, Cathy Micensky, Jennifer Perruquet

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	318	332	352	345
% White	81.8	79.5	75.9	73.9
% Black	4.4	5.1	5.1	4.3
% Hispanic	2.2	3.3	2.0	2.0
% Asian/Pacific Islander	11.6	12.0	11.6	14.2
% Native American	0.0	0.0	0.3	0.3
% Multi-racial			5.1	5.2
Low Income rate	0.3	0.3	2.3	2.3
Limited English Proficient Rate	1.9	2.4	2.0	2.3
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	9.9	7.6	5.6	6.1
Attendance Rate	96.1	96.4	95.8	96.1
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	17.0	23.0	21.0	28.0
Average class size grade 1	19.7	20.3	26.5	23.0
Average class size grade 3	22.7	27.5	21.0	19.3
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

WHEATLAND 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	87	134
	Black	100	<10
	Hispanic	100	<10
	Asian/Pac	100	19
	Native Am	N/A	N.A
	Multiracial	100	<10
	LEP	100	<10
	IEP	59	17
	FRL	100	<10

B. Curriculum-Based Measurement

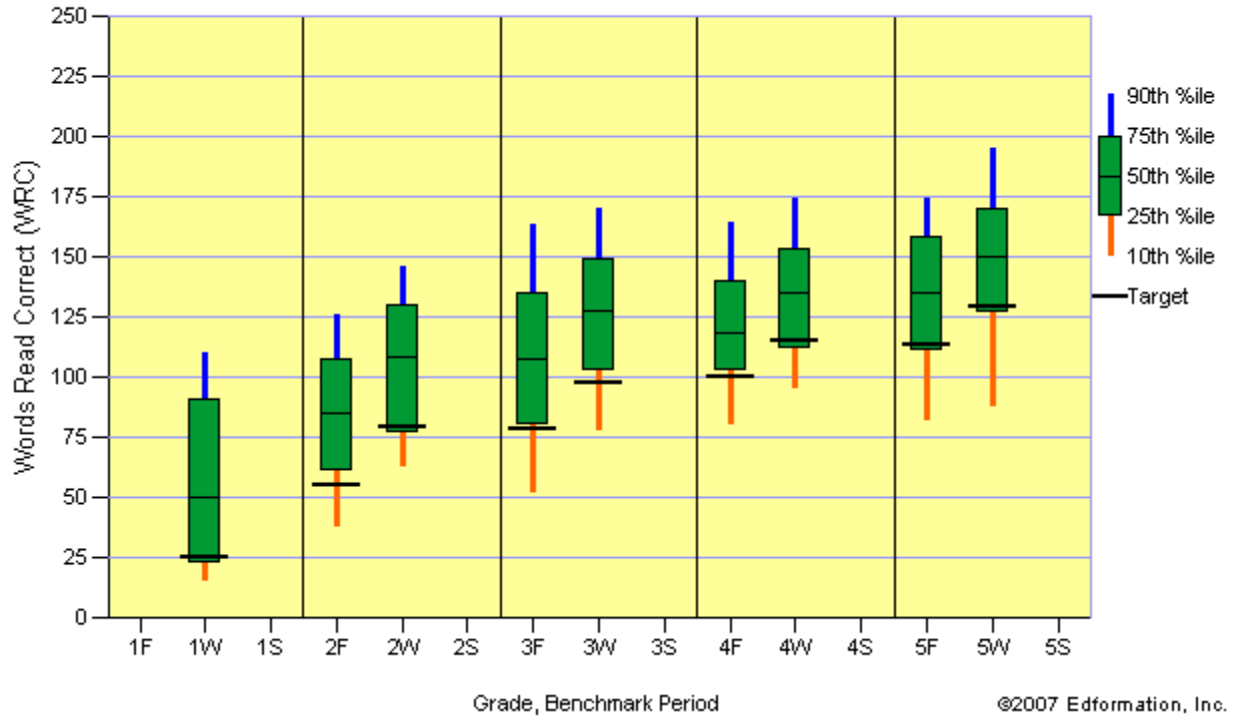
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 76% 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.

**Reading - Curriculum Based Measurement
Indian Prairie District #204 - Wheatland Elementary School
2006-2007 School Year**



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, 99% 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 Math Performance		% M/E	Student Count
	White	99	134
	Black	100	<10
	Hispanic	100	4\<10
	Asian/Pac	100	19
	Native Am	N/A	N/A
	Multiracial	100	<10
	LEP	100	<10
	IEP	88	17
	FRL	100	<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	18
SPRING	1	
FALL	2	14
WINTER	2	24.5
SPRING	2	
FALL	3	8
WINTER	3	21
SPRING	3	
FALL	4	15
WINTER	4	35
SPRING	4	
FALL	5	31.5
WINTER	5	42
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: Determine author’s purpose for writing fiction/non fiction text (inform, describe, entertain, persuade).

Strategies/Interventions	Timeline	Responsibility	Evidence Source
After reading a passage, discuss author’s purpose, using academic vocabulary (inform, describe, entertain, persuade)	Ongoing	Classroom teachers/support staff/LMC staff	Anthology assessments, essay responses, ISAT
Small group, guided reading instruction and shared reading experiences analyzing author’s purpose using a variety of texts	Ongoing	Classroom teachers/support staff	Anthology assessments, essay responses, ISAT
Discuss author’s purpose using short text with an emphasis on the main idea	Ongoing	Classroom teachers/support staff/LMC staff	Anthology assessments, essay responses, ISAT

2. Objective – Area of Focus: Increased focus on specific and identified academic reading vocabulary at each grade level and across grade levels.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Identify essential reading vocabulary at each grade level in graphic organizer format	Identify by June 1	Classroom teachers/support staff	Anthology assessments/ISAT
Direct instruction on identified vocabulary terms	Ongoing	Classroom teachers/support staff/LMC staff	Anthology assessments/ISAT
Continue to utilize Mountain Language to identify and reinforce essential vocabulary	Ongoing	Classroom teachers	ISAT/Mountain Language daily work

3. Objective – Area of Focus: Determine main ideas and supporting details in informational text.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Continue to use non fiction text, such as Time For Kids and Scholastic news, to highlight main idea and supporting details	Ongoing	Classroom Teachers/support staff/LMC staff	Teacher assessment based on text/ISAT
Maximize the use of science and social studies instructional time to include specific instruction on identifying the main idea and supporting details	Ongoing	Classroom Teachers/support staff/LMC staff	Content area assessments/ISAT
Utilize small group, guided reading instruction and shared reading opportunities to identify main idea/supporting details	Ongoing	Classroom Teachers/support staff	Graphic organizer/map developed at each grade level/ISAT

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: Increased focus on specific and identified academic math vocabulary at each grade level and across grade levels.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Identify essential math vocabulary at each grade level in graphic organizer format	Identify by June 1	Classroom teachers/support staff	ISAT
Direct instruction on identified math vocabulary terms	Ongoing	Classroom teachers/support staff	ISAT
Continue to utilize Mountain Math to identify and reinforce essential vocabulary	Ongoing	Classroom teachers	ISAT/Mountain Math daily work

Progress Summary

Wheatland staff members analyzed student test results from the Illinois Standards Achievement Test (ISAT), district curriculum assessments and curriculum based measures in relation to our 2005 goals. These goals include:

- To increase reading performance by improving our students' ability to read with understanding, and effectively apply reading skills and strategies.
- To increase math performance by improving our students' ability to apply relevant math skills as well as compute using basic math facts.

We are pleased to report the following results from the Illinois Standards Achievement Tests:

- In reading, 90% of students in grades 3-5 met or exceeded state standards.
- In math, 99% of students in grades 3-5 met or exceeded state standards.

These results are reflective of best practices in instruction in the following areas:

Reading:

- Classroom teachers implemented the balanced literacy model of reading instruction, including assessment of reading levels and guided reading instruction based on student need.
- Reading instruction focused on the specific teaching of reading skills and strategies, not on a particular story.
- Grade level teams and support staff collaborated and developed plans for how to use reading time/flexible scheduling and the balanced literacy framework to best meet individual needs.
- Grade 3 teachers and support staff received training on the administration of reading curriculum based measures (CBMs). Reading CBMs were administered to all grade 3 students in January and May.
- Students identified as being at risk in the area of reading received additional support from classroom teachers and support staff; providing additional one-on-one or small group instruction on identified reading strategies.

Math:

- Teachers continued to implement the Everyday Math (EDM) curriculum.
- Teachers implemented the Otter Creek curriculum to provide for consistent practice and assessment of basic fact skills.
- Staff utilized the EDM checklist to monitor student progress and plan for instruction.
- Teachers began to develop guided reading math groups in order to address individual needs.

Our emphasis during the 2006-2007 school year will be the continued strengthening of our instructional program in the areas of reading and math. Additional analysis of ISAT and expanded use of curriculum based measures at all grade levels will enable us to better identify areas of focus for the upcoming school year. Continued use and analysis of local assessment data will provide further direction for specific areas of focus.