

**Elementary School Improvement Plan Report
January 2007**

School Name: White Eagle Elementary School

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 Phone: (630) 375-3600
 Principal: Ron Zeman
 School Improvement Team: Ron Zeman, Laurie Rients, Sue Sheley, Jen Dusek, Patricia Becker, Paul Gamboa, Kathy Matts, Julie Slanicky, Becky Musch, Linda Dickey, Patty Kochanek

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	659	654	657	647
% White	78.9	75.1	72.8	66.5
% Black	2.7	3.7	3.3	3.9
% Hispanic	2.7	4.0	2.4	3.1
% Asian/Pacific Islander	15.6	17.3	19.5	23.8
% Native American	0	0	0.0	0.0
% Multi-racial			2.0	2.8
Low Income rate	0.3	0.5	1.4	1.9
Limited English Proficient Rate	3.9	2.1	1.8	1.1
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	4.8	4.7	5.8	3.7
Attendance Rate	96.8	96.6	96.3	96.3
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	21.5	23.5	24.5	19.8
Average class size grade 1	25.2	25.3	24.8	22.0
Average class size grade 3	28	23	26.4	24.0
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

WHITE EAGLE 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	90	215
	Black	75	12
	Hispanic	89	<10
	Asian/Pac	94	71
	Native Am	NA	0
	Multiracial	83	12
	LEP	NA	NA
	IEP	72	39
	FRL	67	<10

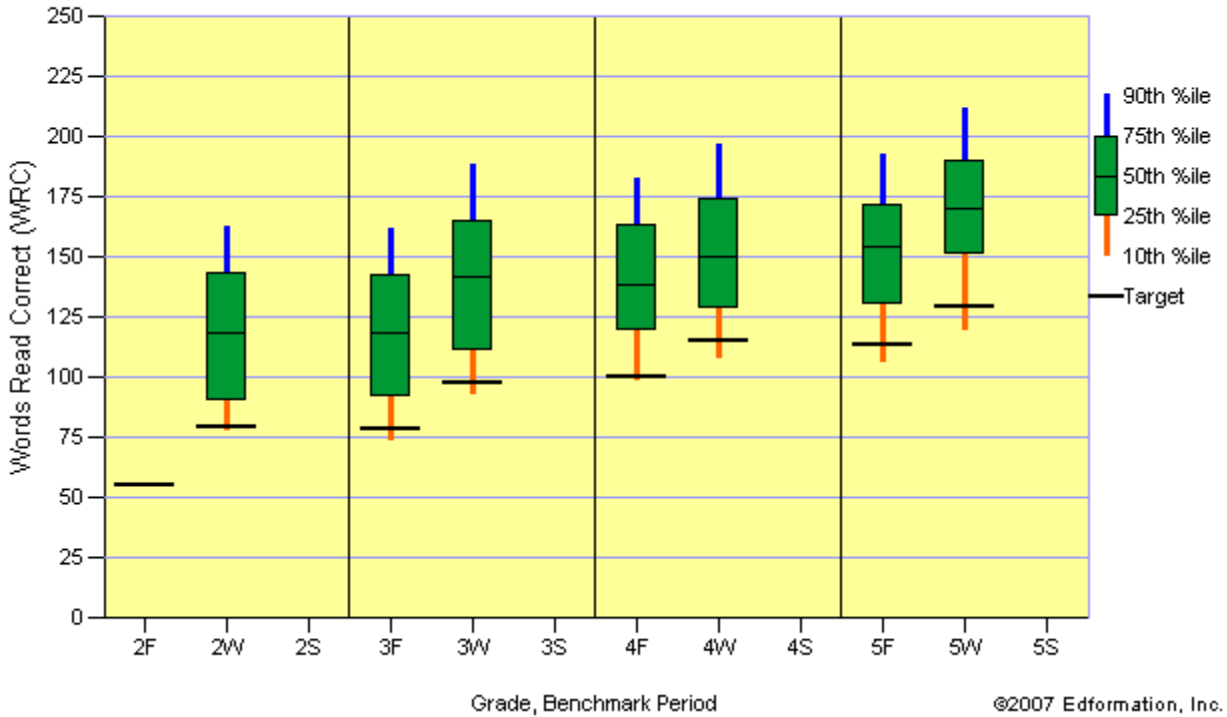
B. Curriculum-Based Measurement

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, 87% students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 88% of students met or exceeded district performance standards on a general outcome measure of reading.

**Reading - Curriculum Based Measurement
Indian Prairie District #204 - White Eagle 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, 96% 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	96	215
	Black	75	12
	Hispanic	89	<10
	Asian/Pac	99	71
	Native Am	NA	0
	Multiracial	100	12
	LEP	NA	NA
	IEP	82	39
	FRL	83	<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	17
SPRING	1	
FALL	2	14
WINTER	2	26
SPRING	2	
FALL	3	14
WINTER	3	20
SPRING	3	
FALL	4	25
WINTER	4	43.5
SPRING	4	
FALL	5	38
WINTER	5	53
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.**

- Objective – Benchmark and formative data collection and analysis to inform instruction and determine interventions, and monitor student progress.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Data spreadsheets and 'triangles' provided for analysis, tier creation, student/parent feedback, and targeted instruction and interventions using the following assessments:	F, W, S and formative	Principal; staff	
<ul style="list-style-type: none"> Reading Fluency (CBM, Harcourt, ISEL) 	F, W, S and formative	Grades 1-5	AIMSweb Database
<ul style="list-style-type: none"> Rigby Benchmark 	F, W, S and formative	Grades 1-5	School Database
<ul style="list-style-type: none"> High Frequency Site Words 	F, W, S and formative	Grades 1-2	School Database
<ul style="list-style-type: none"> Darrell Morris Developmental Spelling 	F, W, S and formative	Grade 1	School Database
<ul style="list-style-type: none"> ISEL 	F and S	Grades K-2	Apollo Database
<ul style="list-style-type: none"> Gates-MacGinitie 	W, S; F, S	Grade 5; RI Teacher	School Database
<ul style="list-style-type: none"> ISAT <p>Targeted State Standards & Assessment Objectives: <u>State Goal 1B/1.3.12:</u> Activate prior knowledge to establish purpose for reading a given passage. ✓ Reinforcement beginning in K and through 2nd by having students make predictions and connections with the text to solidify skill by 3rd Grade.</p> <p><u>State Goal 1C/1.3.20 & 1C/1.4.17:</u> Determine the answer to a literal or simple inference question regarding the meaning of a passage. ✓ Scholastic mini lessons. ✓ Creation of inference cards; incorporate into guided reading centers.</p>	Year, with January and February focus prior to ISAT	Principal; staff	ISAT Item Analysis

<p><u>State Goal 1C/1.3.21</u>: Distinguishing main idea and supporting details.</p> <ul style="list-style-type: none"> ✓ Strategy focus with Harcourt stories. ✓ Reinforcement beginning in K and through 2nd through use of story maps and book reports to solidify skill by 3rd Grade. ✓ LMC lessons to target skill with 3rd Graders. <p><u>State Goal 1C/1.3.23</u>: Identify or summarize the order of events in a story.</p> <ul style="list-style-type: none"> ✓ Reinforcement beginning in K and through 2nd to solidify skill by 3rd Grade. <p><u>State Goal 1C/1.4.13</u>: Distinguish between minor and significant details in a passage.</p> <ul style="list-style-type: none"> ✓ Reinforcement beginning in K and through 3rd to solidify skill by 4th Grade. ✓ Time for Kids passages. ✓ Non-fiction readers. <p><u>State Goal 1C/1.3.28, 1.4.26, & 1.5.27</u>: Determining author's purpose.</p> <ul style="list-style-type: none"> ✓ Reinforcement beginning in K and through 2nd to solidify skill by 3rd Grade. 			
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2. Objective – Interventions/Evidence-Based Interventions. Based on data analysis, targeted interventions will be implemented for identified students/groups of students.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Harcourt Trophies/Intervention Kits	year	Teachers; Support Staff	Harcourt assessments
Flexible Grouping/Guided Reading <ul style="list-style-type: none"> • Target individualized reading strategies • Use of leveled books to teach strategies at instructional level • Word Wall Activities 	year	Teachers; Support Staff	Harcourt assessments, Rigby, R-CBM, HF Site Words, DMD Spelling
KIT Assistant – targeted daily instruction to K students in areas of letter/sound recognition.	year	KIT Assistant; RI Teacher; Principal	ISEL

Read Naturally – Implemented to students 3 – 5 days per week.	year	Teachers; Support Staff; Parents	R-CBM
Lexia	Spring	K-5 Teachers; Support Staff	Harcourt assessments, Rigby, R-CBM, HF Site Words, DMD Spelling, ISEL, Gates
Mountain Language	year	2-5 Teachers	Daily worksheets
Michael Heggerty Phonemic Awareness	year	K-1 Teachers	DMD Spelling
TCM Non-Fiction	year	1-5 Teachers	Harcourt assessments
A to Z Reading	year	Support staff; Grades K-1 & 3.	R-CBM; MAZE-CBM; Rigby
Horizons	year	Support Staff	R-CBM; Rigby
Wilson	year	Support Staff	R-CBM; Rigby
Earobics	year	Support Staff	R-CBM; Rigby
Text Talk	year	K Teachers	Progress notes
Edmark	year	Support Staff	Word Recognition Assessments
*Soar to Success	year	3-5 Teachers; Support Staff	IEP Goals; R-CBM; MAZE-CBM; Rigby
*Jolly Phonics	year	K Teachers	ISEL;
*Fluency Coach	year	2-5 Teachers	R-CBM; Rigby
*Read Naturally Phonics	year	K-2 Teachers	ISEL; DMD Spelling

*To be investigated 2007-2008 School Year

3. Objective – Staff Development to build knowledge, skills, and professional learning community.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Building Articulation Day <ul style="list-style-type: none"> Staff trained in R-CBM Problem Solving vocabulary activity Grammar Matrix Planning 	September	Principal	AIMSweb database; TAT discussions; team notes
SIP Days <ul style="list-style-type: none"> Teams analyzed fall benchmark data 	Fall, spring	Principal; staff	Student PM Data on AIMSweb.

<ul style="list-style-type: none"> Teams began looking at different interventions available to them ISAT analysis Winter benchmark data analysis Read Naturally training Lexia intro to teachers of pilot students Grade 2-5 Teachers trained in AIMSweb navigation 			Read Naturally data info. ISAT item analysis and action plan.
Site-Based Staff Development Offerings <ul style="list-style-type: none"> Read Naturally Staff Development 	January	KIT Assistant; RI Teacher	R-CBM Data
Institute Days <ul style="list-style-type: none"> Professional Activities/Speakers on topics of literacy 	Fall, spring	DEC Personnel	
Workshops/Conferences	year	Principal; Staff	
Faculty Meetings <ul style="list-style-type: none"> Staff development opportunities for peer coaching and cross grade level articulation. 	monthly	Principal; staff	
Team Release Time <ul style="list-style-type: none"> Grades 2-5 met for ½ day in October/November to review and analyze Fall R-CBM Benchmark data. Made decisions for targeted instruction and intervention. 	15 hours/year	K-5 Teachers; support staff; principal	Student PM Data on AIMSweb. Read Naturally data info.
Professional Days <ul style="list-style-type: none"> RI Teacher visited neighboring district to see implementation of Lexia. 	year	RI Teacher	Pilot plans for Lexia implementation.
Book Studies <ul style="list-style-type: none"> Selected books/chapters/articles on building professional learning communities. 	year	Principal; School Improvement Team	

4. Objective - Promote a literacy rich school/community environment.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
DEAR Activities	daily	K-5	Teacher schedules
Guest/Surprise Readers	year	K-1	Visitor sign-in records
Literacy Night	Fall, 2007	K	Program agenda
On-Line Booktalks using Blackboard	Spring, 2006	3 rd , 5 th Grades	On-line chat records
Reading Incentives – Book It, Cougars, etc.	year	K-5	records

"What are you reading?" – During national book week, students and staff display current book they are reading on a 'necklace' they wear during the week.	Spring, 2006	Literacy Committee	Feedback
Breakfast with Books – moms, dads, grandparents	November, February, April	SSC	Sign-up records
Author Assemblies	year	School Improvement Team	Program
Accelerated Reader	year	LMC Director; K-5 Teachers	AR Database
Peer Activities: <ul style="list-style-type: none"> ▪ NVHS Athletes ▪ Kid-to-Kid ▪ Cross-Age Tutors ▪ Reading Buddies 	year	Staff	

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 – Benchmark and formative data collection and analysis to inform instruction and determine interventions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
<p>Data spreadsheets and 'triangles' provided for analysis, tier creation, student/parent feedback, and targeted instruction using:</p> <ul style="list-style-type: none"> ▪ ISAT Data <p>Targeted State Standards & Assessment Objectives: <u>State Goal 9B/9.3.08:</u> Identify a three-dimensional object from its net.</p> <ul style="list-style-type: none"> ✓ Use of Edmark to reinforce concepts. ✓ Projects in art class to reinforce concepts in grades 3, 4, and 5. ✓ Reinforcement beginning in K and through 2nd to solidify skill by 3rd Grade. <p><u>State Goal 10A/B/10.3.03 & 10.5.03:</u> Determine the mode, range, median, and mean given a set of data or a graph.</p> <ul style="list-style-type: none"> ✓ Reinforcement beginning in K and through 2nd to solidify skill by 3rd Grade. 	August	Principal; staff	ISAT Item Analysis

2. Objective – Targeted Instruction, Intervention, and Progress Monitoring

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Everyday Math Curriculum	year	Teachers	Unit/quarterly tests; EDM Profiles
Unit/quarterly tests administered	year	Teachers	Achievement data
Otter Creek Fluency Curriculum	year	1-5 Teachers	Student levels
Additional instruction and experience with Otter Creek Fluency work.	year	Teachers; Support Staff	Student levels; M-CBM
M-CBM Probes given as appropriate	year	Teachers	AIMSweb; Apollo
Flexible/tiered scheduling in K-2 grades to afford opportunities for concept reinforcement and additional practice.	year	Teachers; Support Staff; Principal	Schedules; achievement data
Cross-Age Tutors – individualized/targeted focus on concepts and math facts as needed.	year	K-4 Teachers; SSC	quizzes
Parent volunteers – individualized/targeted focus on concepts and math facts as needed.	year	Teachers	quizzes

Progress Summary

White Eagle Elementary School's 2006 School Improvement Plan has focused upon three goals: Maximizing the number of students who meet and exceed reading standards as measured by the Illinois Standards Achievement Test, (ISAT), maximizing the number of students who meet and exceed math standards as measured by ISAT, and establishing 'signature' community service projects at each grade level while increasing student involvement in such projects.

In terms of Adequate Yearly Progress, (AYP), 100% of White eagle students participated in all testing. In the area of reading, 90% of White eagle students met or exceeded standards. This figure has remained fairly consistent for years. In the area of math, 96 % of White Eagle students met or exceeded standards. This is historically a strong area for our students. Our attendance rate was 96.3%. All of these data meet standards for AYP.

We have focused upon student learning and understanding in the core subjects and basic skills, while not forgetting the needs of the individual child. With new reading materials and the purchase of new evidence-based interventions, the teachers have added resources for providing effective reading instruction. The staff has been in serviced in multiple areas this past year. The bulk of the staff development has centered on a problem solving model and data-driven decision making. We are also in our second year of implementing the Otter Creek Math Automaticity program that is designed to develop student attainment of basic math facts.

Lastly, each grade level does have a 'signature' community service project. With the help of the PTA and classroom teachers, students promote, advocate, and communicate the results of their efforts to the school-community.

This year, the focus will continue to be the problem solving model and data-driven decision making. A Problem Solving Team is assembled, and will begin formal training in January of 2007. This training will reinforce what we have already learned and have been practicing in the areas of data collection and analysis, individualized student goal development, progress monitoring, and evidence-based intervention implementation. A key to student achievement is clearly defining what we are teaching, delivering effective instruction, and evaluating both the student learning and the instruction. This is the process of school improvement to which we are committed.

Ron Zeman, Principal
White Eagle Elementary School