

Elementary School Improvement Plan Report
January 2006

School Name: Brookdale Elementary School

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 Phone: (630) 428-6800
 Principal: Theresa Drendel
 School Improvement Team: Julie Troemel, Sue Lambert, Mary Brigman, Sue Gouldsberry, Barb Thomas, Cindy Frestel, Carrie Ory, Candy Michelli, Alan Buttimer, Mike Hoag, Terri Drendel

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	513	498	522	
% White	73.3	73.7	68.4	
% Black	7.8	8.4	7.3	
% Hispanic	3.9	5.6	5.6	
% Asian/Pacific Islander	14.6	11.8	14.6	
% Native American	0.4	0.2	0.6	
Low Income rate	1.0	2.4	4.8	
Limited English Proficient Rate	4.9	5.0	6.7	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	11.8	13.9	10.9	
Attendance Rate	96.3	96.8	96.1	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	19.3	22.8	17.8	
Average class size grade 1	20.5	17.8	25.3	
Average class size grade 3	26.0	23.0	26.3	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

Practice and Program Audit Analysis Summary

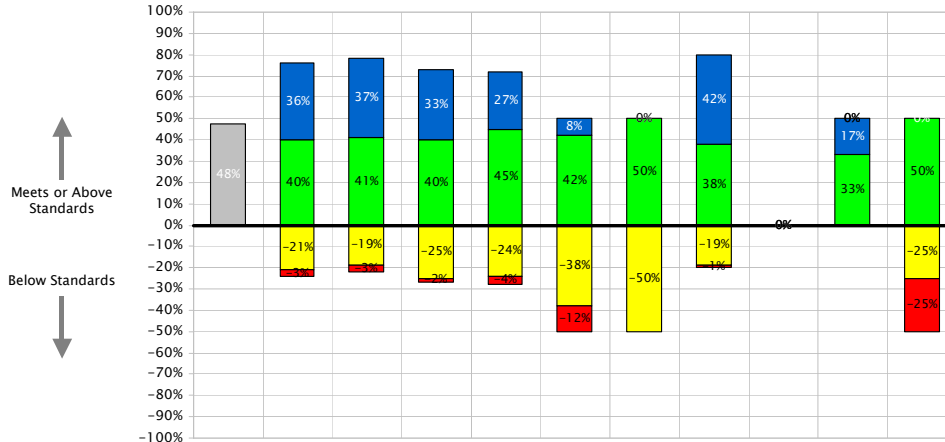
Brookdale Elementary School continues to focus on enhancing the achievement of all students. As part of the process, committees of teachers examined current practice and programs to determine the needs of Brookdale students. In assessing needs, the areas of planning and preparation, classroom environment, instruction and professional responsibilities were studied, as outlined in the Danielson Model for Enhancing Student Achievement. The following needs have been identified:

- Promote best instructional practice using the Danielson Model, Positive Behavior Intervention Strategies, Balanced Literacy and Problem-Solving Model.
- Make data driven decisions.
- Focus staff development on identified goals and needs.

State Assessment Data and Gap Analysis

BROOKDALE

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		36%	37%	33%	27%	8%	0%	42%	0%	17%	0%
Meets		40%	41%	40%	45%	42%	50%	38%	0%	33%	50%
Below		21%	19%	25%	24%	38%	50%	19%	0%	0%	25%
AW		3%	3%	2%	4%	12%	0%	1%	0%	0%	25%
Proficiency	48%	76%	78%	73%	72%	50%	50%	80%	0%	50%	50%
Count		153	91	62	19	14	5	112	0	3	N/A

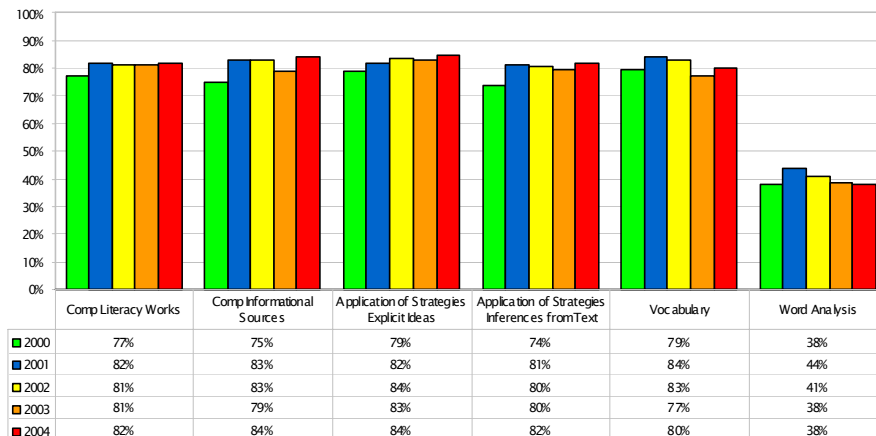
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, IEP, Low Income.



BROOKDALE

ISAT Reading Standards Analysis.

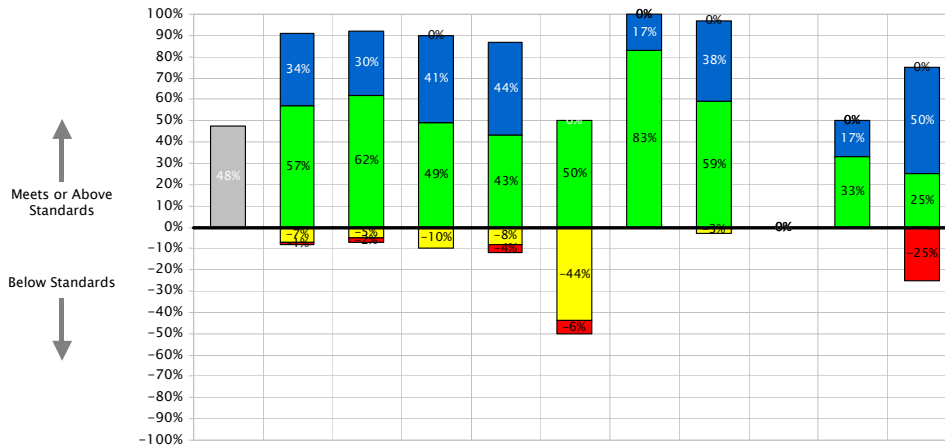
All grades combined from 2000 to 2004.
(% of multiple-choice items answered correctly)



*In reviewing the chart of "ISAT Reading Standards Analysis All Grades Combined", please note that the standard of Word Analysis reflects a test given only to third graders. The chart displays the average score as the average of third graders plus the average of fifth graders. The average score therefore is displayed incorrectly. The actual average score of Word Analysis should be double of what is displayed.



ISAT Math – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		34%	30%	41%	44%	0%	17%	38%	0%	17%	50%
Meets		57%	62%	49%	43%	50%	83%	59%	0%	33%	25%
Below		7%	5%	10%	8%	44%	0%	3%	0%	0%	0%
AW		1%	2%	0%	4%	6%	0%	0%	0%	0%	25%
Proficiency	48%	91%	92%	90%	87%	50%	100%	97%	0%	50%	75%
Count		153	91	62	19	14	5	112	0	3	N/A

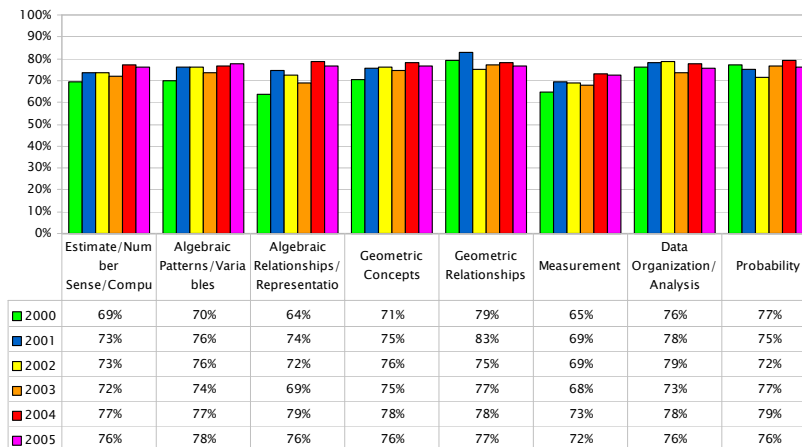
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American.



BROOKDALE ELEMENTARY SCHOOL

ISAT Math Standards Analysis.

All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Estimate/Number Sense/Computation: there is Significant Improvement from 2000 to 2005. Algebraic Patterns/Variables: there is Significant Improvement from 2000 to 2005. Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Concepts: there is Significant Improvement from 2000 to 2005. Measurement: there is Significant Improvement from 2000 to 2005. (Change is significant if more than plus or minus 5%).



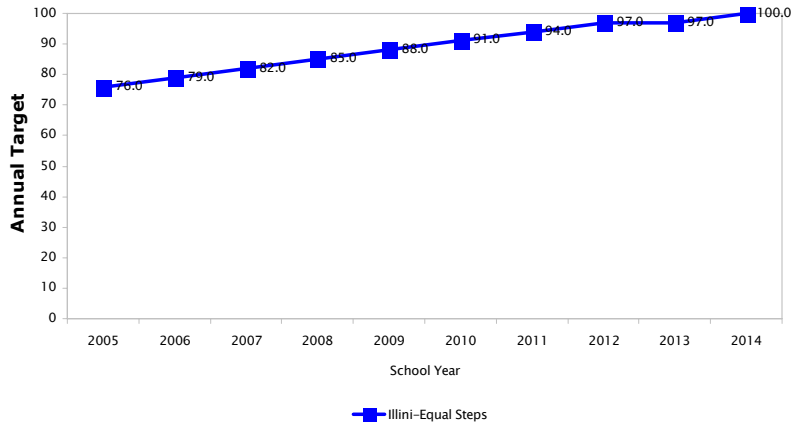
NCLB Adequate Yearly Progress Composite

BROOKDALE

ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 76.0% Meeting/Exceeding in Reading.

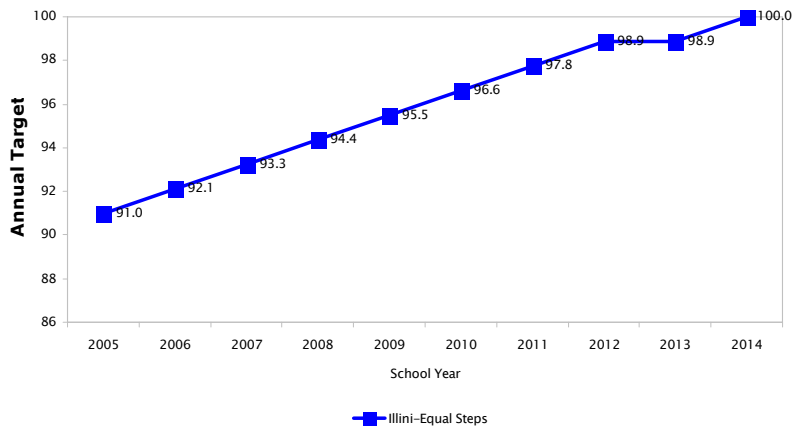


BROOKDALE

ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 91.0% Meeting/Exceeding in Math.



Action Plan

Goal 1: **All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

Evidence of Need

In 2004, ISAT reading proficiency of all students, grades 3 and 5 was 89% while the reading proficiency percentage for the IEP students was 62%.

In 2004, grade 3 word analysis, 76%, and grade 5 vocabulary proficiency, 72%, were the areas in need of most improvement of all the reading strands.

1.1 Objective

Implement the new Instructional Reading Framework to provide balanced, comprehensive, differentiated reading instruction for students of all abilities, focusing on reading strategies that assist students in making inferences and reading informational text.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Provide workshops and informational sharing for staff development.	February-December	Reading Improvement Staff	SIP Agendas, Faculty and Committee Agendas
1.1.2 Encourage grade level teams to discuss guided reading and the framework with each other and with administration, regularly.	February-December	All Staff	SIP Agendas, Evaluation Conferences
1.1.3 Organize "view and chews" to study best practice.	Twice per year	Reading Improvement Staff	Lesson Hand-Outs and Artifacts
1.1.4 Promote reading through school wide activities and parent information activities.	Quarterly	Literacy Committee	Newsletters, Announcements, Orientation Activities and Artifacts

1.2 Objective

Increase the reading achievement of special education students and English language learners in grades kindergarten through fifth.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Administer the ISEL to all kindergarten, first and second grade students. Monitor student progress.	Fall 2005	Reading Improvement Teachers and Primary Staff	ISEL Score Summary
1.2.2 Analyze cumulative records of new students and SAT 9 results of all students grades 2 – 5 for the purpose of timely identification for the reading improvement program.	February-December	Student Services and Principal	SAT 9 Results

1.2.3 Identify students in need of early intensive reading intervention at the kindergarten level. Provide appropriate intervention.	November	Kindergarten Staff w/Reading Improvement Staff	Assessment Results, Observations
1.2.4 Provide opportunities for special educators and reading specialists to collaborate and co-teach.	February-December	Special Ed and Reading Improvement Staff w/Administration	Lesson Plans, Observations, and Artifacts

1.3 Objective

Increase student achievement in the area of word study and vocabulary.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Research best practices for improving word study and vocabulary development.	February-December	Literacy Committee and Principal	Professional Journals, Faculty Meeting Agendas
1.3.2 Identify resources available for word study and vocabulary development.	February-December	All Staff	Catalogs, Artifacts and Committee Agendas
1.3.3 Provide staff development for the best instruction in word study and vocabulary development.	Fall 2005	Literacy committee and Principal	SIP and Faculty Meeting Agendas
1.3.4 Encourage all staff to discuss and implement word study and vocabulary development strategies in all disciplines.	September-December	All Staff	SIP and Faculty Meeting Agendas

Goal 2: **All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.**

Evidence of Need

In 2004, ISAT proficiency in mathematics was 98% in grade 3 and 90% in grade 5. While IEP students in grade 3 were comparable, grade 5 special education students demonstrated 64% proficiency.

In 2004, the measurement strand of mathematics was the area most in need of improvement with students in grade 3 demonstrating 75% proficiency and students in grade 5 demonstrating 71% proficiency.

2.1 Objective

Implement the Everyday Math curriculum practicing problem solving and automaticity of math skills.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Research best practice about the development of automaticity in math skills.	February-December	Math Committee and Principal	SIP and Committee Agendas
2.1.2 Provide staff development about math strategies that promote skill development.	February-December	Math Committee	SIP and Faculty Meeting Agendas
2.1.3 Develop a math center in the LMC for student skill practice, staffed with parent volunteers .	Spring 2005	Math Committee	Observation and Artifacts
2.1.4 Identify the areas of greatest need for practice. Share activities with grade level teams.	Fall 2005	All Staff	SIP, Committee and Faculty Meeting Agendas

2.2 Objective

Increase the number of students identified for math acceleration.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Encourage parents and students to participate in placement assessments in the spring.	Spring 2005	Student Services and Staff	Permission Slips to Test, Results
2.2.2 Analyze cumulative records of new students and offer summer placement tests.	June-December	Student Services and Principal	Assessment Results

2.3 Objective

Increase student proficiency in measurement skills.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Identify the activities in the EDM curriculum which allow students to practice measurement skills.	February-December	Math Teachers, Math Committee	Curriculum Guide

2.3.2 Encourage all staff to examine integration of measurement skills in all disciplines.	February-December	All Staff	Observation and Artifacts
2.3.3 Include measurement practice in the math center activities in the LMC.	Fall 2005	Math Committee	Center Resources and Artifacts

Progress Summary

Brookdale Elementary School has focused on improving student learning in the areas of reading, writing and mathematics during the 2004-2005 school year. Assessment data, including the Stanford Achievement Test, Illinois Standards Achievement Test, Illinois Snapshot of Early Literacy and local evaluations were used to monitor progress. Activities designed to improve learning in the area of reading included but were not limited to:

- extensive staff development on guided reading and balanced literacy instruction
- school wide reading programs to promote daily practice and enjoyment of print
- examination of areas of need and solutions by the building based literacy committee
- early intervention strategies initiated for students with identified special needs
- development of the literacy lab of resources for differentiated instruction, assessment and staff development
- shared information on prereading and reading skills and strategies with parents

Activities designed to improve learning in the area of writing included but were not limited to:

- use of monthly writing prompts
- selection of vocabulary building resources
- staff development on vocabulary instruction and integration
- continued implementation of the 6+1 writing traits

Activities designed to improve learning in the area of mathematics included but were not limited to:

- articulation between grade level staff regarding implementation of Everyday Math and Otter Creek math fact study
- implementation of daily math fact study
- after school enrichment opportunities offered in the area of problem-solving
- math skills checklists used to communicate student strengths to parents

As a result of these efforts, 93% of the fifth graders and 91% of the third graders met or exceeded state standards in the area of math on the Illinois Standards Achievement Test. 73% of the fifth graders and 80% of the third graders met or exceeded state standards in the area of reading on the Illinois Standards Achievement Test. Test results do indicate that vocabulary development, reading comprehension and practice with math facts should continue to be a focus.

The Brookdale Elementary School Staff will continue to target student learning in the areas of reading and math. The school leadership team, in collaboration with the building literacy and math committees plan to:

- emphasize staff development in the areas of balanced literacy and mathematical thinking
- develop school wide activities that promote reading and math
- examine assessments and other data to target specific areas of need
- increase daily independent reading and guided reading
- expand early intervention programs for students with identified special needs
- integrate vocabulary instruction into all curricular areas
- emphasize mastery of basic math facts using technology, tutoring, games and daily practice

If you would like more information regarding the School Improvement Plan, the School Report Card or programs at Brookdale Elementary School, please contact the principal, Theresa Drendel at 630-428-6800.