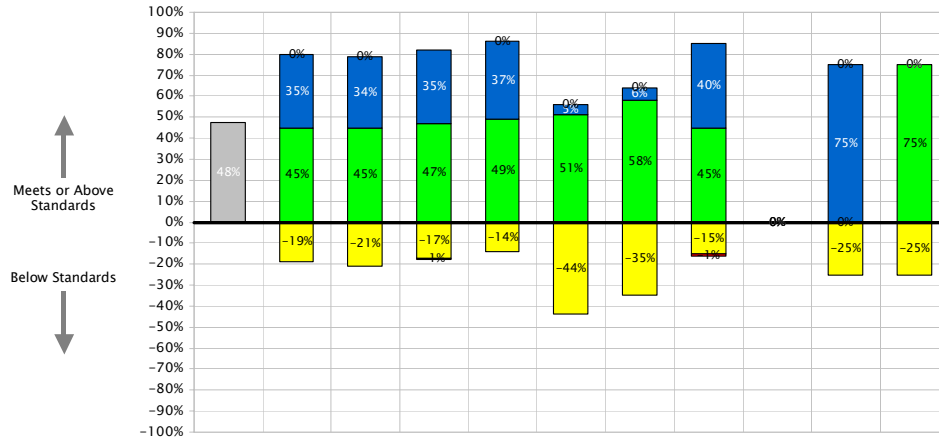


State Assessment Data and Gap Analysis

BROOKS

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		35%	34%	35%	37%	5%	6%	40%	0%	75%	0%
Meets		45%	45%	47%	49%	51%	58%	45%	0%	0%	75%
Below		19%	21%	17%	14%	44%	35%	15%	0%	25%	25%
AW		0%	0%	1%	0%	0%	0%	1%	0%	0%	0%
Proficiency	48%	80%	79%	82%	86%	56%	64%	85%	0%	75%	75%
Count		235	116	119	19	17	14	181	0	4	N/A

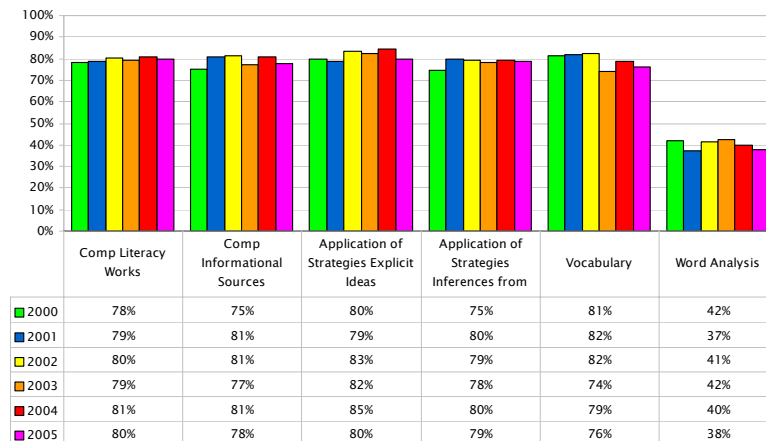
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American.



GWENDOLYN BROOKS ELEMENTARY

ISAT Reading Standards Analysis.

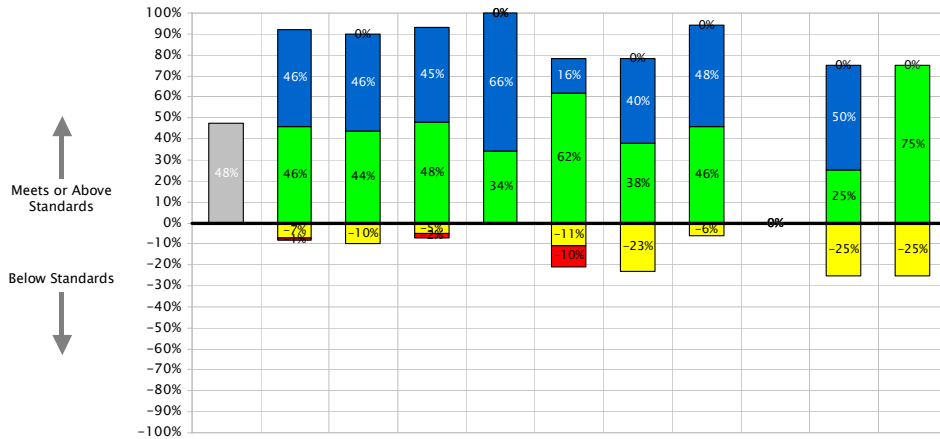
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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		46%	46%	45%	66%	16%	40%	48%	0%	50%	0%
Meets		46%	44%	48%	34%	62%	38%	46%	0%	25%	75%
Below		7%	10%	5%	0%	11%	23%	6%	0%	25%	25%
AW		1%	0%	2%	0%	10%	0%	0%	0%	0%	0%
Proficiency	48%	92%	90%	93%	100%	78%	78%	94%	0%	75%	75%
Count		235	116	119	19	17	14	181	0	4	N/A

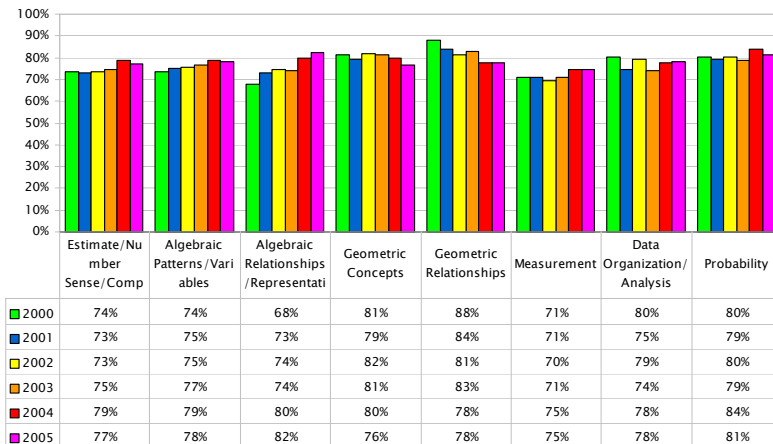
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American.



GWENDOLYN BROOKS ELEMENTARY

ISAT Math Standards Analysis.

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



Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Concepts: there is Significant Decline from 2000 to 2005. Geometric Relationships: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%.)



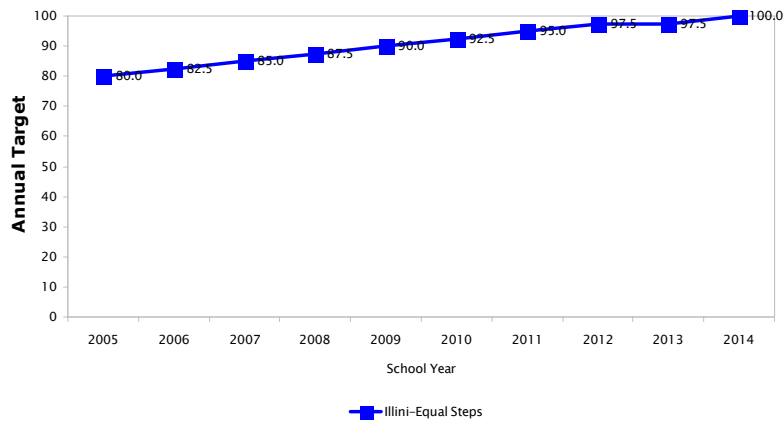
NCLB Adequate Yearly Progress Composite

BROOKS

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

Year 2005.

Illini-Equal Steps



The base 2005 score is: 80.0% Meeting/Exceeding in Reading.

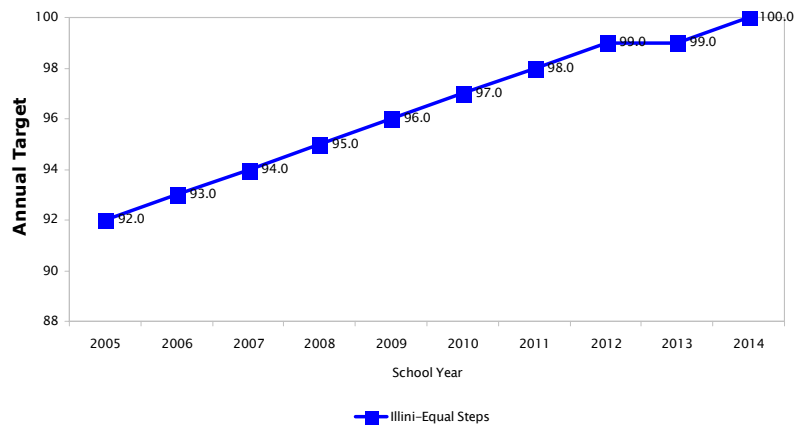


BROOKS

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

Year 2005.

Illini-Equal Steps



The base 2005 score is: 92.0% 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 percentage of all students (grades 3 and 5) was 85% while the reading proficiency percentage for the following subgroups was Black Non-Hispanic 50%; Hispanic 74%; LEP 0%; and IEP 44%.

In grades 3 and 5, the Vocabulary strand score showed a significant difference from the other four strands in *2003 and remains below the other strands in 2004.

1. Comprehension Literacy Works	81%
2. Comprehension Informational Sources	81%
3. Application of Strategies Explicit Ideas	85%
4. Application of Strategies Inferences from Text	80%
5. Vocabulary	79% (*74% in 2003)
6. Word Analysis	80%

1.1 Objective: Students will demonstrate increased achievement in vocabulary and word study development in grades K through 5.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Research and provide staff development on best practices for improving word study and vocabulary development.	February 2005, School Year 2005-06	Brooks Staff, including SIT, Literacy Committee, and Support Staff	SIP Day Agendas, Workshop Attendance, Book Study Attendance
1.1.2 Encourage the implementation of identified best practices for improving word study and vocabulary development at all grade levels and share the results in various formats.	February 2005, School Year 2005-06	Brooks Staff, including SIT, Literacy Committee, and Support Staff	SIP Day Agendas, Faculty Meeting Agendas, and staff artifacts.
1.1.3 Encourage grade level team time and faculty meeting time to review Reading Curriculum developed in 2004 to discuss, study and implement as a team the specific activities that focus on vocabulary development.	February 2005, School Year 2005-06	Principal, Grade Level Team Leaders	Team Notes, Faculty Meeting Minutes, SIT Minutes

1.2 Objective: To improve the reading performance of students in Grades K, 1, and 2 as measured by growth on the ISEL.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Continue to administer appropriate snapshots of the ISEL to all K, new 1st and all 2nd grade students.	Fall 2005	K, 1, 2 teachers, RI teachers, Support Staff	ISEL Data
1.2.2 Continue to pull out and push in support for K,1, and 2 grade students who qualify in the area of reading.	February-May	RI teachers, Support Staff	ISEL Data
1.2.3 Continue to identify students who need intensive early intervention at the kindergarten level and provide appropriate intervention.	04-05 School Year	Kindergarten Teachers, RI teachers, Support Staff, paraprofessional	ISEL Data, Teacher Observations

1.3 Objective: To provide staff development on appropriate areas including diagnosis of reading difficulties, assessment analysis, differentiated instruction, District 204 Literacy Instruction Framework and balanced literacy.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Provide workshops and informational sessions for staff development.	February 2005, School Year 2005-06	Principal, RI Teachers, Support Staff, Literacy Committee	Agendas and/or Minutes of Meetings, Instructional Artifacts
1.3.2 Organize book groups using appropriate materials on topics such as best practices for instruction in vocabulary, word study, comprehension of a variety of texts, word analysis and fluency.	February 2005, School Year 2005-06	Principal, RI Teachers, Support Staff, Literacy Committee	Agendas and/or Minutes of Meetings, Instructional Artifacts
1.3.3 Continue to provide in-services to staff on how to access and utilize materials in the bookroom.	February-February 2005, School Year 2005-06	Principal, RI teachers, Support Staff, SIT	SIP Day, 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 math proficiency percentage of all students was 93 % while the ISAT math proficiency percentage for the following subgroups was Black Non-Hispanic 62%; Hispanic 57%; LEP 0%; and IEP 82%. Comparing the seven major strands for math on all grades combined from 2000-2004 (Estimation/Number Sense/Computation; Algebraic Patterns; Algebraic Relationships; Geometric Concepts; Geometric Relationships; Measurement; Data Organization; and Probability), the Geometric Relationships strand score showed a significant difference from the other seven strands. The activities focus on the Geometric Relationship strand as well as the observed need of greater automaticity with mathematics procedures.

2.1 Objective: Increase student achievement in the strand of Geometric Relationships as measured by the ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Identify and highlight activities in the EDM curriculum which teach Geometric Relationships or require students to use Geometric Relationships in everyday situations.	February-May 2005	Brooks Staff, SIT, Classroom Teachers	SIT Agendas and Minutes
2.1.2 Identify students who did not meet standards in Geometric Relationships to implement follow up instructions with these students.	February-March 2005	Principal, Support Staff, Classroom Teachers	ISAT DATA
2.1.3 Prescribe activities to improve student knowledge and application of Geometric Relationships.	February-May 2005	Classroom Teachers	Observation and Local Assessment Data

2.2 Objective: Develop and implement flexible skills attainment programs that will serve to increase the automaticity of mathematics skills in K-5.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Explore alternative strategies to attain automaticity of math facts and ways to reteach missed critical components of instruction.	February-May 2005	Principal, Math Committee, Classroom Teachers	SIT Agendas, Team Meeting Notes
2.2.2 Provide on-going staff development on alternative ways to improve the automaticity of student recall of math facts.	February 2005, School Year 2005-06	SIT Support Teachers, Math Committee	Agendas and Minutes of SIT and Faculty Meetings
2.2.3 Continue to collect regular data on individual student knowledge of math facts and reteach when appropriate.	February 2005, School Year 2005-06	Principal, Team Leaders, Classroom teachers	On-going Assessment Data

Progress Summary

The 2004-2005 Gwendolyn Brooks School Improvement Plan focused primarily on the areas of reading and math achievement. Third and Fifth Grade students were tested in both areas. Third grade testing was the first for this particular group of students, which provides a baseline for future comparison in terms of test scores.

2004 ISAT testing showed that 85% of our 3rd and 5th grade students met or exceeded state standards in **reading** as measured by the 2004 ISAT tests. 2005 ISAT tests indicated that our scores remain high, despite testing an entirely different group of students. *80.7% of our students met or exceeded state standards in reading for 2005.*

Brooks Elementary continues to plan for improvement in the area of reading by focusing on the following:

- Providing staff development on best practices in vocabulary development
- Maximizing staff planning opportunities to implement new reading curriculum
- Consistently assessing K-2 students to determine level of functioning
- Providing Reading Intervention support for qualifying students
- Maintaining quality professional resources for staff that are readily available to enhance instruction

2004 ISAT testing showed that 93% of our 3rd and 5th grade students met or exceeded state standards in **math** as measured by the 2004 ISAT tests. 2005 ISAT tests indicated that our scores remained consistent. *92% of our students met or exceeded state standards in math for 2005.*

Brooks Elementary continues to plan for improvement in the area of math by focusing on the following:

- Highlighting curricular activities related to geometric relationships in everyday situations
- Identifying students with specific concerns and targeting instruction to those needs
- Promoting automaticity (automatic recall) of basic math facts through various measures - notably "Otter Creek Math Facts" - began in the fall of 2005
- Assessment and collection of data related to individual student performance and needs

If you would like more information about our School Improvement Plan or the educational programs at Brooks Elementary School, please feel free to contact the principal, Dave Younce, at 630-375-3200.