

Elementary School Improvement Plan
January 2006

School Name

Robert E. Clow Elementary School

Address

1301 Springdale Circle, Naperville, IL 60564

Phone

(630) 428-6060

Principal

Barbara E. Kaufman

School Improvement Team: Ron Andrews, Joyce Brunsting, Helene Caliva, Monica Carstens, Beverly Frett, Cathy Geers, Joanne Hebenstreit, Barbara Kaufman, Tricia McCarthy, Vicki Mulacek, and Aaron Sovern

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	565	546	519	
% White	88.7	87.4	86.5	
% Black	2.8	2.2	1.5	
% Hispanic	2.1	2.9	3.7	
% Asian/Pacific Islander	6.0	7.5	6.9	
% Native American	0.4	0.0	0.0	
Low Income rate	0.2	0.4	0.8	
Limited English Proficient Rate	2.5	2.7	2.1	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	4.6	3.8	5.1	
Attendance Rate	96.8	97.1	96.7	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	22.3	20	22.0	
Average class size grade 1	21.0	22.8	22.0	
Average class size grade 3	22.5	24.5	23.3	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

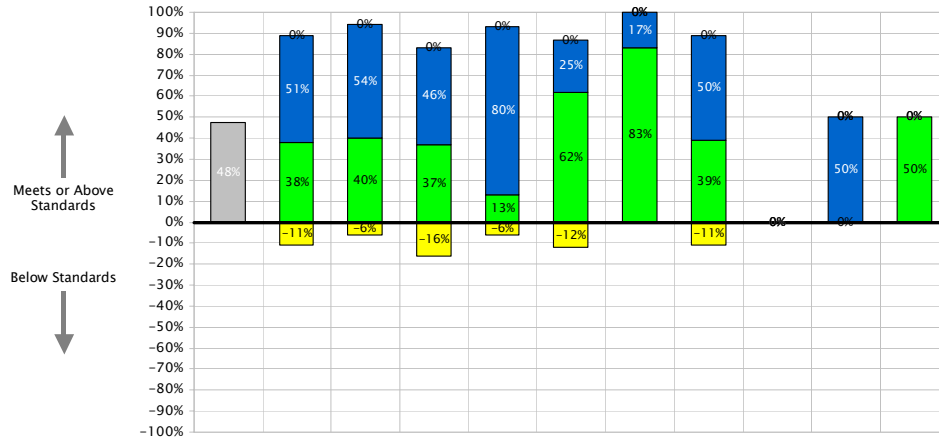
Practice and Program Audit Analysis Summary

Aligned Curriculum – After reviewing Charlotte Danielson’s Framework for School Improvement, it was determined that improvement could be made in the following areas: (1) alignment of our curriculum to state standards, and (2) content. During 2005 Clow School Staff will define curriculum expectations via a curriculum map. The map will be shared and discussed among grade levels in order to align instruction for grades K-5.

State Assessment Data and Gap Analysis

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ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		51%	54%	46%	80%	25%	17%	50%	0%	50%	0%
Meets		38%	40%	37%	13%	62%	83%	39%	0%	0%	50%
Below		11%	6%	16%	6%	12%	0%	11%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	89%	94%	83%	93%	87%	100%	89%	0%	50%	50%
Count		176	94	82	15	5	4	151	0	1	N/A

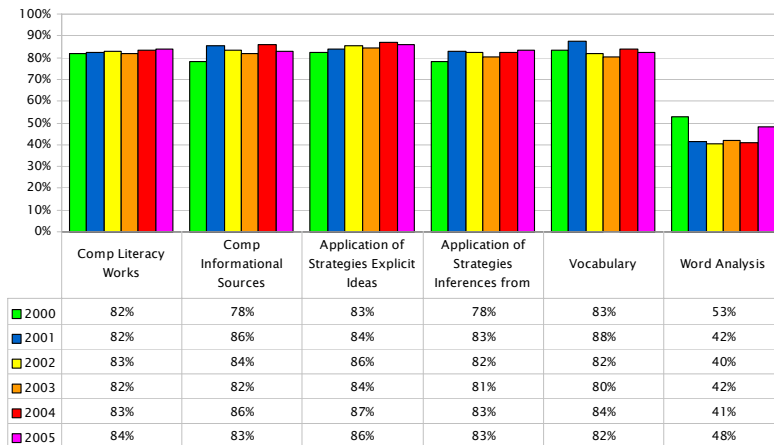
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, IEP, Low Income.



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ISAT Reading Standards Analysis.

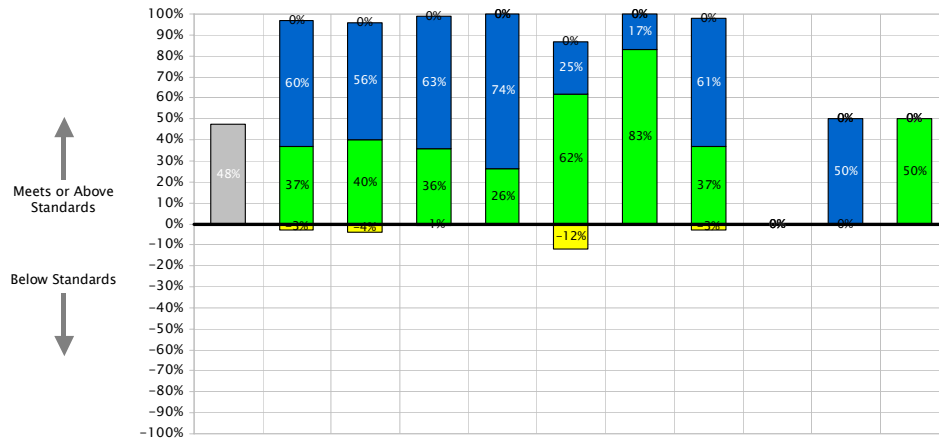
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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		60%	56%	63%	74%	25%	17%	61%	0%	50%	0%
Meets		37%	40%	36%	26%	62%	83%	37%	0%	0%	50%
Below		3%	4%	1%	0%	12%	0%	3%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	97%	96%	99%	100%	87%	100%	98%	0%	50%	50%
Count		176	94	82	15	5	4	151	0	1	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, Low Income.

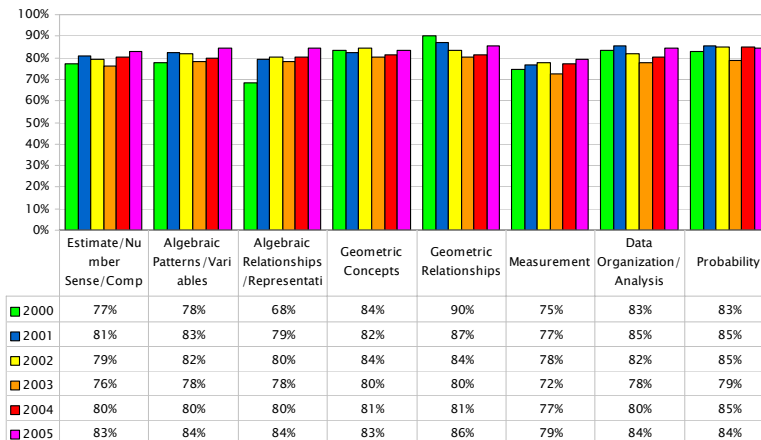


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ISAT Math Standards Analysis.

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. (Change is significant if more than plus or minus 5%).



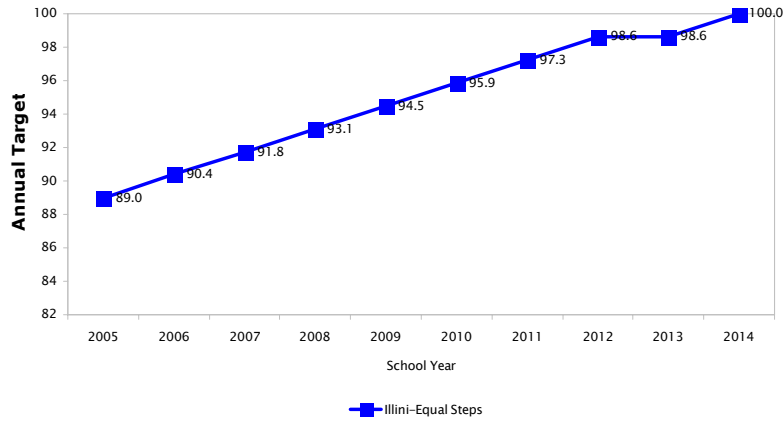
NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 89.0% Meeting/Exceeding in Reading.

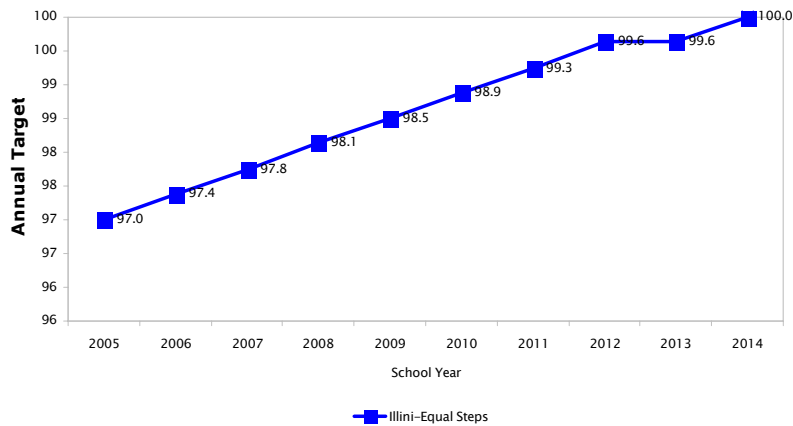


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ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 97.0% 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:

- Analysis of cohort group data demonstrates a downward trend over time in the area of Vocabulary.
- District 2004 ISAT reading proficiency percentages (see District Improvement Plan Report).

1.1 Objective: Implement Instructional Reading Framework for all students by providing teacher training on the core reading model and all its components, including developmental vocabulary, effective reading strategies, assessment analysis, and differentiated instruction which will be used with all students including LEP students; IEP students; Afro-American students, and Hispanic students.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Participate in staff development on the various components of the Instructional Reading Framework that was utilized to design grade level curriculum for each grade level.	August 2004-August 2005	Certified Staff	Staff Development sessions on Guided Reading (Fall 2004), Independent Practice (Fall 2004), Reading Response (Spring 2005)
1.1.2 Attend session at the District Institute that will focus on specific components of the Reading Instructional Framework.	March 4 th	Certified Staff	Sessions Attended
1.1.3 Representatives from each grade level will attend training sessions for 3-4 days during the summer of 2005 utilizing Harcourt consultants.	Summer 2005	Grade Level Representatives	Sessions Attended
1.1.4 Trainers will provide training activities for faculty. Classroom teachers will attend sessions.	August 23, 2005 Curriculum Day and 2004-05 school year	Trainers	Sessions Attended
1.1.5 Revise Curriculum Map to reflect changes in instruction.	August 2005-May 2006	Grade Level Teams	Curriculum Map

1.2 Objective: Student performance in the area of Vocabulary will improve as measured by the ISAT exam. Students will develop skills for comprehending vocabulary terms found in context.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Staff will teach strategies for determining vocabulary in nonfiction text during Guided Reading.	August 2004 – March 2006	K-5 Teachers and Specialists	*Lesson Plans *Responses to Literature in Guid. Rdg.
1.2.2 Develop Building (Local) Assessments to monitor student progress in Vocabulary, grades K-5.	Fall 2005	Grade Level Leaders & Teams	Building Assess.
1.2.3 Pilot Building Assessments	2005-2006	Grade Level Leaders & Teams	Assessment Data
1.2.4 Staff members may self-select sessions at the District Institute that focus on vocabulary development in the literacy classroom.	March 4, 2005	Certified Staff	Institute Schedule

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

Evidence of Need: Analysis of longitudinal data from 2000-2003 demonstrates a downward trend in two areas:

- Data Organization & Analysis
- Geometric Relationships

2.1 Objective: Student performance in the area of Data Organization & Analysis will improve as measured by the ISAT exam.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Lessons will be taught with an emphasis on data organization & higher-level analysis.	January 2005 – March 2005	Grade Level Leaders & Teams	Student Responses during Lessons
2.2.2 Implement Student Quality Indicators/Quality Tools to monitor student growth	August 2004 - May 2005	Grade 2-5 Teachers	Students' Quality Tools
2.3.4 Inservice teachers about the use of spreadsheets & data analysis.	January 2005 – May 2006		Meeting Agenda
2.3.5 Curriculum Map will be updated to reflect areas where State Standard is being addressed	Jan. 2005 – May 2006	Grade Level Leaders & Teams	Curriculum Map

2.4 Objective: Student performance in the area of Geometric Relationships will improve as measured by the ISAT exam.

Activities	Timeline	Responsibility	Evidence Source
2.4.1 Lessons will be taught with an emphasis on student mastery of Geometric Relationships.	2004 – 05 academic year	Grade Level Leaders & Teams	Student Responses during Lessons
2.4.2 Develop Building Assessments to monitor student progress in Geometric Relationships, grades K-5.	Fall 2005	Grade Level Leaders & Teams	Building Assessments
2.4.3 Pilot Building Assessments	2005 – 2006	Grade Level Leaders & Teams	Assessment Data
2.4.4 Curriculum Map will be updated to reflect areas where State Standard is being addressed	January 2005 – May 2006	Grade Level Leaders & Teams	Curriculum Map

Goal 3: All students will meet or exceed writing standards as measured by the Illinois State Assessments. Extended response items on Reading & Math will be used for future analysis.

Evidence of Need: Evaluation of Writing Scores over time indicates we are trending toward the middle; we are seeing more average and fewer Exceeds scores in subcategories.

3.1 Objective: Student performance on the Writing portions of ISAT will improve.

Activities	Timeline	Responsibility	Evidence Source
3.1.1 Align instruction with ILS Performance Descriptors, grades K-5. Articulate student performance expectations between grade levels. ➤ The coordination of the 6+1 Writing Traits and ILS will be emphasized. ➤ Integration skills will be emphasized.	February – March 2005	R. Andrews H. Caliva M. Carstens J. Hebenstreit T. McCarthy	Grade level rubrics that reflect 6+1 Traits and State's scale
3.1.2 The building writing model will be refined, including common teaching vocabulary, spiraled instruction, and assessment rubrics.	Spring 2005	R. Andrews H. Caliva M. Carstens J. Hebenstreit T. McCarthy	* Writing Model * Common Vocabulary * Assess. Rubrics
3.1.3 In service staff on new building model	February – March 2005	R. Andrews H. Caliva M. Carstens J. Hebenstreit T. McCarthy	Meeting agendas

3.1.4 Refine Building Assessments to monitor student progress on Writing, grades K-5. Emphasis will be placed on Support or support elaboration at the Late Elementary (grades 4-5) level. All areas will be emphasized at the Early Elementary (grades K-3) level.	February 2005 – February 2006	Grade Level Leaders & Teams	Building Assessments
3.1.5 Implement Refined Building Assessments	February 2005 – February 2006	Grade Level Leaders & Teams	Assessment Data
3.1.6 Promote use of the Publishing Center to students.	May 2005	LMC Director Principal Grade Level Newsletters	Number of Manuscripts Published
3.1.7 Curriculum Map will be updated to reflect areas where State Standard is being addressed	January 2005 – May 2006	Grade Level Leaders & Teams	Curriculum Map

Progress Summary

The staff of Robert Clow Elementary School, as part of our continuous improvement philosophy, maintained our focus on developing students' reading and mathematics skills. Two improvement goals were developed for 2005:

- All students will meet or exceed reading standards as measured by the Illinois State Assessments.
- All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Improvement activities included staff training, development of learning activities, and improved instruction. Teachers were trained on each of the above topics during the spring or fall 2005 semester. The staff was inserviced on newly adopted literacy and math materials. Grade-level trainers were involved in planning reading curriculum at the district level as well as training colleagues on the implementation of new materials.

Students are learning strategies for determining vocabulary in nonfiction and fiction text. Reading strategies and comprehension are emphasized as well. Teachers are emphasizing data organization and analysis, geometric relationships, and automaticity of math facts during instruction. Curriculum at all grade levels is being mapped by month and aligned with the Illinois Learning Standards Performance Descriptors.

School results in Spring 2005 on the Illinois State Achievement tests are noteworthy.

- 91.3% of 3rd grade students meet or exceed state standards in reading;
- 86.9% of 5th grade students meet or exceed state standards in reading;
- 97.8% of 3rd grade students meet or exceed state standards in mathematics;
- 96.4% of 5th grade students meet or exceed state standards in mathematics.

School improvement efforts at Robert Clow Elementary School will continue to focus on developing students' reading and mathematics skills. Additional information about Clow's improvement efforts can be found on our building website, url: <http://clow.ipspd.org>. Please

feel free to contact Barbara Kaufman, Principal, at (630) 428-6060 for additional information about Clow's educational program and school improvement initiatives.