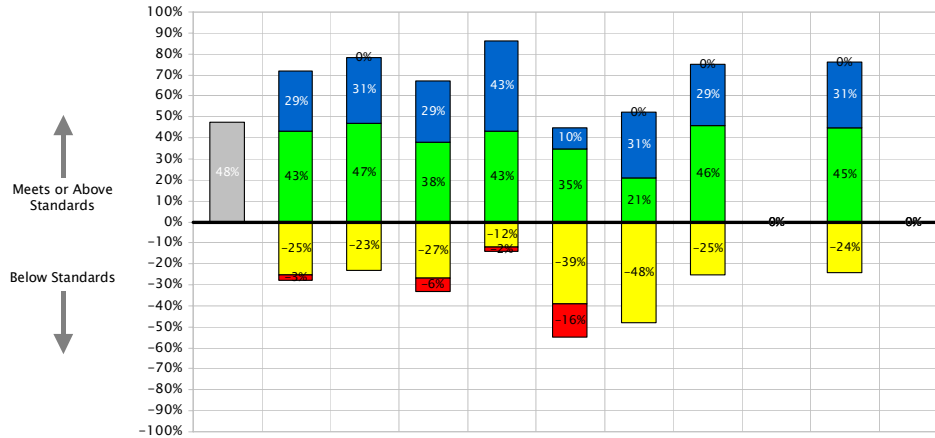


State Assessment Data and Gap Analysis

COWLISHAW

ISAT Reading – Building NCLB Demographics. Year 2005.



| | Goal | All | Female | Male | Asian | Afr-Am. | Hispanic | Caucasian | Native Am | Other | LEP |
|-------------|------|-----|--------|------|-------|---------|----------|-----------|-----------|-------|-----|
| Exceeds | | 29% | 31% | 29% | 43% | 10% | 31% | 29% | 0% | 31% | 0% |
| Meets | | 43% | 47% | 38% | 43% | 35% | 21% | 46% | 0% | 45% | 0% |
| Below | | 25% | 23% | 27% | 12% | 39% | 48% | 25% | 0% | 24% | 0% |
| AW | | 3% | 0% | 6% | 2% | 16% | 0% | 0% | 0% | 0% | 0% |
| Proficiency | 48% | 72% | 78% | 67% | 86% | 45% | 52% | 75% | 0% | 76% | 0% |
| Count | | 191 | 89 | 102 | 48 | 31 | 13 | 87 | 0 | 12 | N/A |

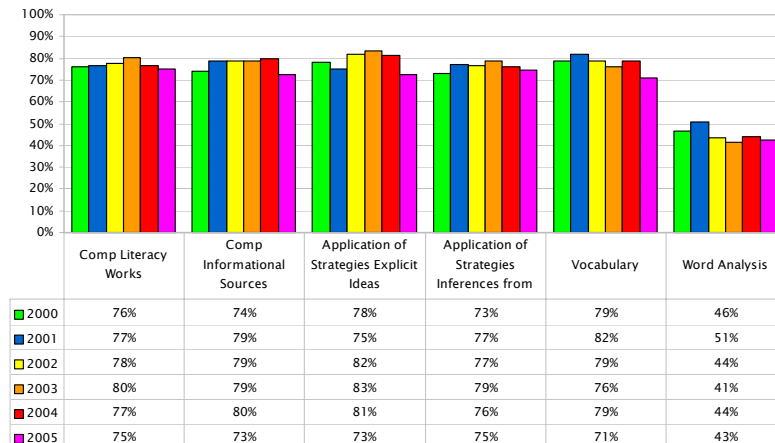
The following groups have less than 40 students: Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, LEP, IEP, Low Income.



MARY LOU COWLISHAW ELEMENTARY

ISAT Reading Standards Analysis.

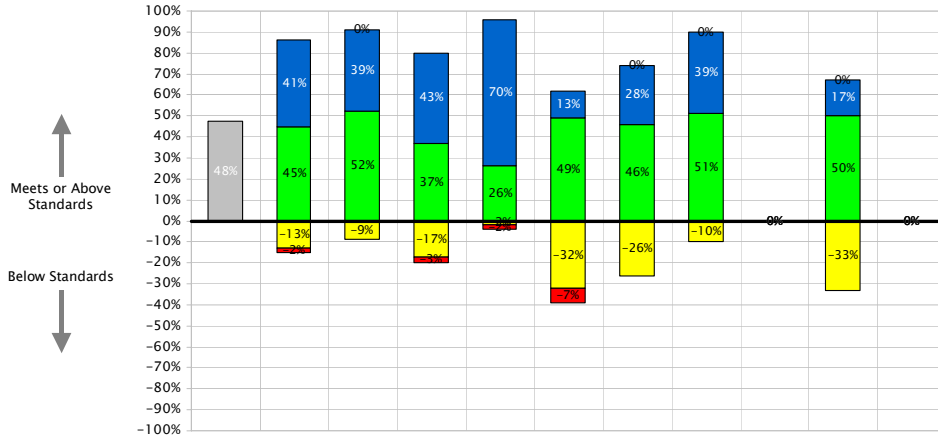
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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 | | 41% | 39% | 43% | 70% | 13% | 28% | 39% | 0% | 17% | 0% |
| Meets | | 45% | 52% | 37% | 26% | 49% | 46% | 51% | 0% | 50% | 0% |
| Below | | 13% | 9% | 17% | 2% | 32% | 26% | 10% | 0% | 33% | 0% |
| AW | | 2% | 0% | 3% | 2% | 7% | 0% | 0% | 0% | 0% | 0% |
| Proficiency | 48% | 86% | 91% | 80% | 96% | 62% | 74% | 90% | 0% | 67% | 0% |
| Count | | 192 | 89 | 103 | 48 | 31 | 13 | 87 | 0 | 12 | N/A |

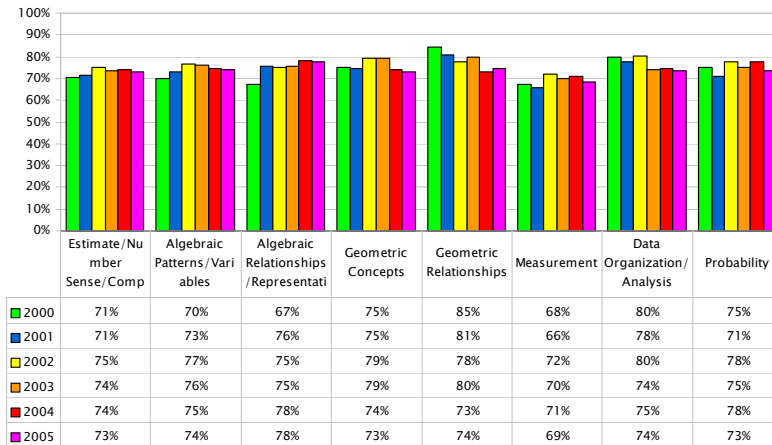
The following groups have less than 40 students: Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP.



MARY LOU COWLISHAW 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 Relationships: there is Significant Decline from 2000 to 2005. Data Organization/Analysis: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



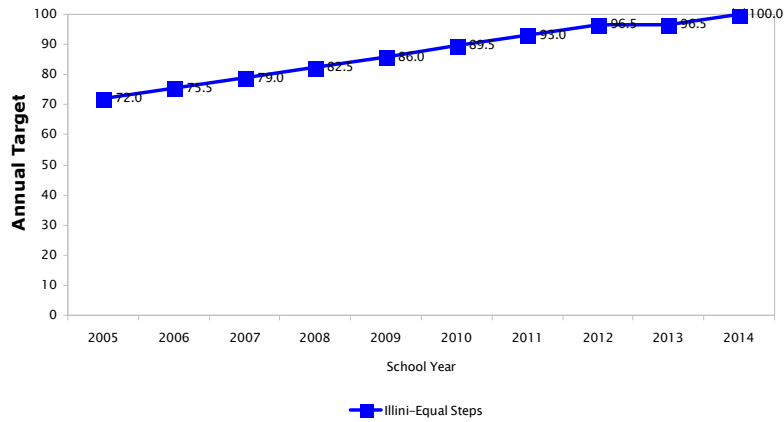
NCLB Adequate Yearly Progress Composite

COWLISHAW

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 72.0% Meeting/Exceeding in Reading.

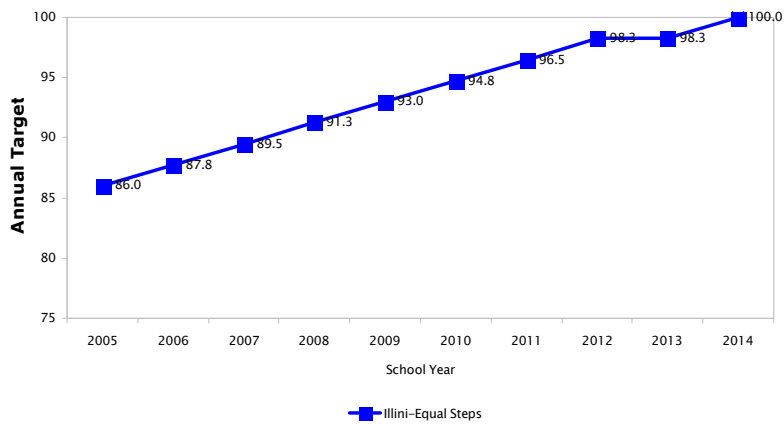


COWLISHAW

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 86.0% Meeting/Exceeding in Math.



Action Plan

Goal 1: **All students will show positive progress as measured by the reading standards of the Illinois State Assessments.**

Evidence of Need: The 2004 ISAT Reading Proficiency percentage of all students tested was 78%. 22% of the students tested scored a one or below in significant areas such as comprehension, application of strategies and vocabulary. *Please note that in reviewing the chart of "ISAT Reading Standard Analysis All Grades Combined" the actual score of Word Analysis for grade 3 is incorrect and should be double of what is displayed.

1.1 Objective: All instructional staff will implement and utilize an identified balanced literacy model supported by District 204 which provides effective interventions to improve reading proficiency for all students.

| Activities | Timeline | Responsibility | Evidence Source |
|---|---------------|---|----------------------------|
| 1.1.1 Establish common definitions of balanced literacy components | October 2004 | District Literacy Leadership Council | Materials from LLC |
| 1.1.2 Instruct teachers on administration and implementation of Rigby Assessment Tool | Winter/Spring | Reading Improvement Teachers | October SIP Agenda |
| 1.1.3 Utilization of Phonemic Awareness Activities | Ongoing | Grades K,1,2 Teachers | Team Planning Notes |
| 1.1.4 Provide Summer School Opportunity for qualifying students | Summer 2005 | District Personnel, RI Teachers and Principal | Newsletter Info to parents |
| 1.1.5 Instruct Teachers on administration and implementation of Compass Learning | Ongoing | Classroom Teachers | Student Reports |

1.2 Objective: Provide in-service/education to parents to enable them to work more effectively with their children at home. Provide and encourage parents to participate in school activities where reading is the focus.

| Activities | Timeline | Responsibility | Evidence Source |
|---|--------------|---|-----------------------|
| 1.2.1 Provide evening training for parents and children | Fall/Spring | RI Teachers, Kindergarten Teachers and ELL Teachers | Hand-outs to parents |
| 1.2.2 Family Reading and Writing Nights | Spring/Fall | Grade K, 2 Teachers | Evaluation Attendance |
| 1.2.3 Consultant from IRC to provide parent resources | November SIP | ELL Teachers | Evaluation |
| 1.2.4 Conference with parents to assess use of strategies | Ongoing | Grade Level Teachers | Notices sent home |

1.3 Objective: Administer a reading inventory to all K-1 students to determine appropriate instructional planning of students and implement necessary strategies for early reading interventions.

| Activities | Timeline | Responsibility | Evidence Source |
|--|------------|----------------------|------------------|
| 1.3.1 Administer ISEL to all kindergarten students and students new to grade 1 | Sept. 2004 | K,1 and RI Teachers | ISEL Data |
| 1.3.2 Pull Out/Push In support for qualifying students | Ongoing | RI Teachers | ISEL Data |
| 1.3.3 Administer ISEL to assess growth/areas of weaknesses | Spring | K, 1 and RI Teachers | ISEL Data |
| 1.3.4 Provide extended strategies for enhancement | Daily | K,1 and RI Teachers | Classroom Assess |

1.4 Objective: Provide In-service/education to staff members to enable them to work more effectively with the students at school.

| Activities | Timeline | Responsibility | Evidence Source |
|--|-----------|------------------------------|--|
| 1.4.1 Attend Reading First Academy | Oct. 2004 | K-3 and RI Teachers | October Conference |
| 1.4.2 Staff received Compass Learning training | Oct. 2004 | All Staff members | Team Level, Coach, Compass Learning Training with Rep. |
| 1.4.3 Attend and facilitate book talks | Jan. 2005 | All interested staff members | Weekly meetings |

Goal 2: All students will show positive gain as measured by the mathematics standards of the Illinois State Assessments.

Evidence of Need: The 2004 ISAT Proficiency Percentage of all students tested was 85%. 15% of all students tested scored a one or below in the areas of computation, problem solving applications and using higher level thinking skills.

2.1 Objective: All staff will implement and utilize all components of the EMD program that yield positive results for all students including all subgroups.

| Activities | Timeline | Responsibility | Evidence Source |
|--|----------|----------------------|----------------------------------|
| 2.1.1 Share EDM procedures and parent communications | Ongoing | Curriculum Committee | Staff Meetings |
| 2.1.2 Use EDM resources to teach math facts | Ongoing | Classroom Teachers | BLT |
| 2.1.3 Use Home Links/Student Links Spanish Edition | Ongoing | Classroom Teachers | Grade Level Minutes |
| 2.1.4 Student Math Journals | Ongoing | Classroom Teachers | Grade Level Minutes |
| 2.1.5 Compass Learning EDM | Ongoing | Classroom Teachers | Compass Learning Tracking System |

2.2 Objective: Provide ongoing training for all teachers in using EDM program and assessment tools.

| Activities | Timeline | Responsibility | Evidence Source |
|--|-------------|-------------------|---------------------|
| 2.2.1 Familiarize/Review Staff on District Assessments | Monthly | CEMETS | Staff Meetings |
| 2.2.2 Use mid-year assessments for determination of needs | March | Grade Level Teams | Mid-Year Assess |
| 2.2.3 Train all teachers to use EDM assessment CD's | October SIP | CEMETS | SIP Agenda |
| 2.2.4 Train all teachers coordination of skills taught and appropriate assessment administration | Ongoing | CEMETS | Grade Level Minutes |

2.3 Objective: Improve the math performance of all student is grades 3-5 using strategies that will reflect a higher increase in achievement on the ISAT math standards.

| Activities | Timeline | Responsibility | Evidence Source |
|---|----------|----------------------|-----------------------|
| 2.3.1 Provide parent resources to practice basic math facts at home | Ongoing | Curriculum Committee | Packets/Newsletter |
| 2.3.2 Provide for professional growth for all teachers on the EDM program | Ongoing | Curriculum Committee | Evaluation of Program |
| 2.3.3 Use of Daily Math Messages | Ongoing | Classroom Teachers | Informal Assess |
| 2.3.4 Identify math components implemented district-wide to support all students including students with IEPs | Ongoing | Curriculum Committee | EDM Assess |

Progress Summary

Cowlishaw Elementary School focused on two school improvement goals for the 2004-05 school year.

1. All students will show positive progress as measured by the reading standards of the Illinois State Assessments.
2. All students will show positive gain as measured by the mathematics standards of the Illinois State Assessments.

Reading: Cowlishaw's reading goal was supported by district and building level staff development. The primary focus of this goal was for our staff to implement the teaching strategies and activities that reflect a balanced literacy program. Training to increase consistency and refine assessment administration also occurred. A kindergarten early intervention program was initiated the second semester of 2005 to intervene with students whose assessments indicated that they were at risk in the area of reading. An afterschool reading program, homework club, and summer reading programs were also put into place.

Math: The Cowlishaw staff focused on developing instructional strategies to emphasize essential math skills and to strengthen math performance through implementation of the EveryDay Math (EDM) Program. A particular emphasis was placed on basic math facts.

Evidence of Future Need: In 2005 the percentage of students meeting/exceeding standards in the area of reading was 74.3, a decrease of 3.5% from 2004. The entire decrease was seen at the fifth grade level with third graders actually slightly increasing their scores. Mathematics however saw an increase during 2005 with 86.5% of Cowlishaw students meeting/exceeding standards in comparison with 83.2% the previous year. This reflects an increase of 3.3%. Again, third graders saw a significant increase in percentages with fifth graders showing a slight decrease.

Action Plan: All staff will implement and utilize District 204's balanced literacy model that provides effective interventions to improve reading proficiency for all students. Teacher training will more specifically address the use of guided reading groups, flexible groupings, and effective management of literacy blocks. All staff will implement and utilize EDM systems and procedures and provide differentiated instruction to meet the needs of all students. Implementation of a new math fact automaticity program will begin in the fall of 2005. Additionally, the staff will focus on developing a positive climate for learning by establishing consistent expectations for students, effective communication patterns and a safe, child focused school environment.