

Middle School Improvement Plan Report
January 2006

School Name : Clifford Crone Middle School

Address: 4020 111th Street, Naperville, IL 60564
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Principal: Stan Gorbatkin

School Improvement Team: Stan Gorbatkin, Principal / Nona Barrientos, Asst. Principal / Jennifer Nonnemacher, Asst. Principal / Jacquelyn Spires, Lead Teacher - Reading -Social Studies / Michelle Perkins, Math / Arlene Beslic, Strategic Reading / Maureen Drew, Strategic Reading / Susan Smith, PA Reading-English / Bob Provost, Encore / Heather Summers, Math / Linda Clements, Counselor / Alex Zemansky, English / Nathan Bramstedt, Encore / Charlie Lantz, Science / Emilie Miller, English / Jayne O'Gorman, Reading / Valerie Barrett, Math/Holly Herrera, Math / Beth Guetschow, Reading / Amy Coleman, Reading / Karen Hutt, LMC/ Allison Harvey, Reading

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	1015	1075	1137	
% White	84.5	82.1	80.6	
% Black	4.2	5.7	5.2	
% Hispanic	3.3	3.3	2.3	
% Asian/Pacific Islander	7.9	8.9	10.5	
% Native American	0.1	0.0	0.0	
Low Income rate	0.2	0.4	0.5	
Limited English Proficient Rate	3.2	2.6	1.1	
Chronic Truancy Rate	0.1	0.1	0.0	
Mobility Rate	5.1	4.5	2.9	
Attendance Rate	97.9	95.9	95.3	
% Parent Contact	97.2	100.0	100.0	
Average class size grade 6	29.9	28.4	27.7	
Average class size grade 8	30.8	28.2	27.7	
Minutes per day teaching English/Language Arts	87	87	87	
Minutes per day teaching math	44	44	44	

Practice and Program Audit Analysis Summary

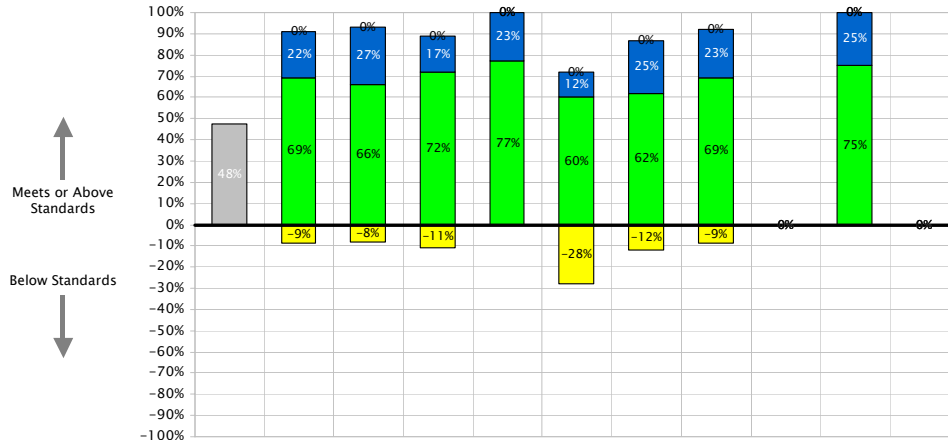
Academic achievement in the areas of math and reading continue to be our focus along with an added goal specific to school climate/culture. Focus areas were determined by ongoing analysis of data provided by ISAT, norm-referenced standardized tests, and action research and evaluation by teachers. Our focus areas include:

- Creating more opportunities for effective, curricular collaboration among teachers;
- Using targeted interventions for students with identified deficiencies in math and/or reading;
- Using a cross-curricular approach to increasing overall achievement in designated standard areas;
- Fostering a school climate/culture that celebrates the diversity of students, staff, and the community, and is conducive to high levels of student achievement.

State Assessment Data and Gap Analysis

CRONE

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		22%	27%	17%	23%	12%	25%	23%	0%	25%	0%
Meets		69%	66%	72%	77%	60%	62%	69%	0%	75%	0%
Below		9%	8%	11%	0%	28%	12%	9%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	91%	93%	89%	100%	72%	87%	92%	0%	100%	0%
Count		351	184	167	37	25	7	277	0	5	N/A

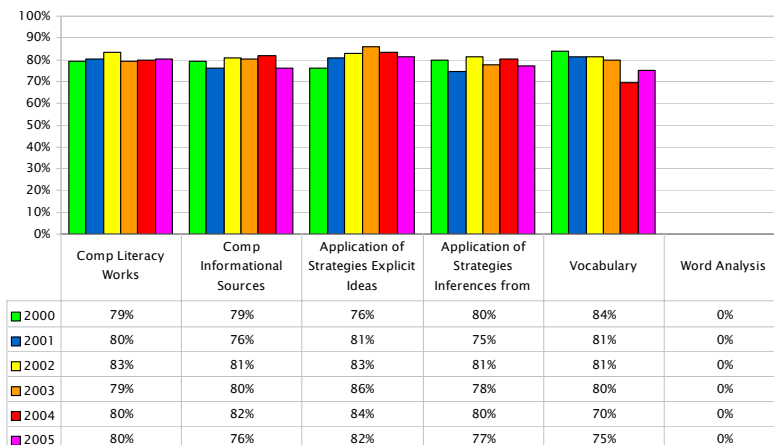
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP.



CLIFFORD CRONE MIDDLE SCHOOL

ISAT Reading Standards Analysis.

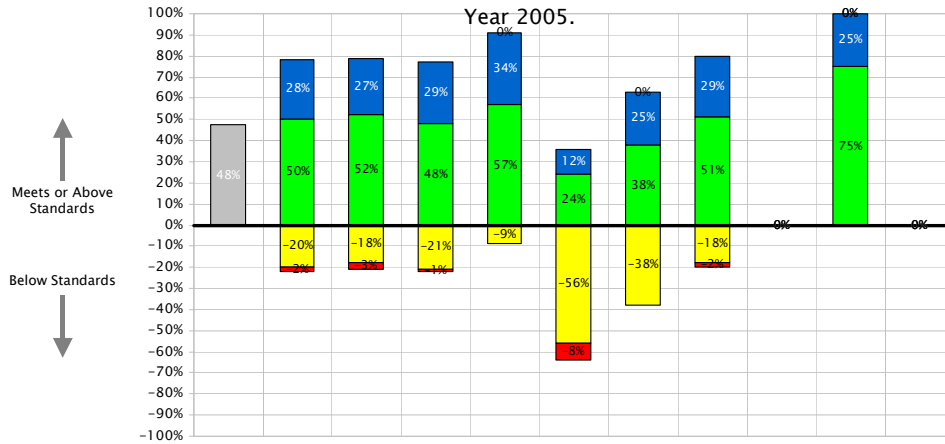
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Application of Strategies Explicit Ideas: there is Significant Improvement from 2000 to 2005. Vocabulary: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



ISAT Math – Building NCLB Demographics.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		28%	27%	29%	34%	12%	25%	29%	0%	25%	0%
Meets		50%	52%	48%	57%	24%	38%	51%	0%	75%	0%
Below		20%	18%	21%	9%	56%	38%	18%	0%	0%	0%
AW		2%	3%	1%	0%	8%	0%	2%	0%	0%	0%
Proficiency	48%	78%	79%	77%	91%	36%	63%	80%	0%	100%	0%
Count		351	184	167	37	25	7	277	0	5	N/A

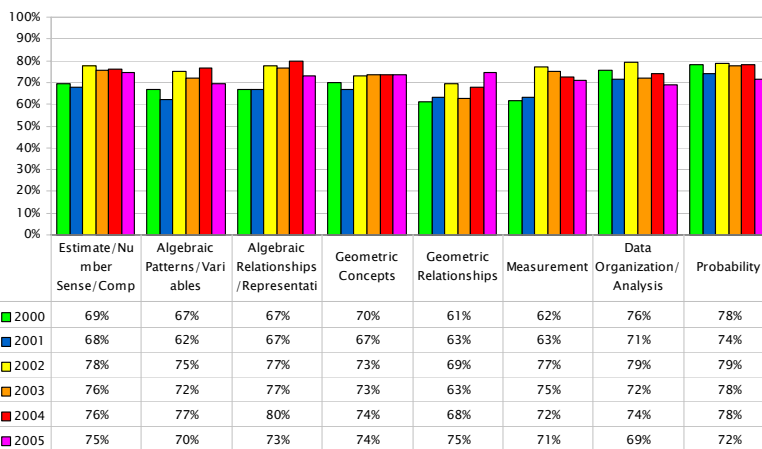
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, LEP, IEP.



CLIFFORD CRONE MIDDLE 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 Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Relationships: there is Significant Improvement from 2000 to 2005. Measurement: there is Significant Improvement from 2000 to 2005. Data Organization/Analysis: there is Significant Decline from 2000 to 2005. Probability: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



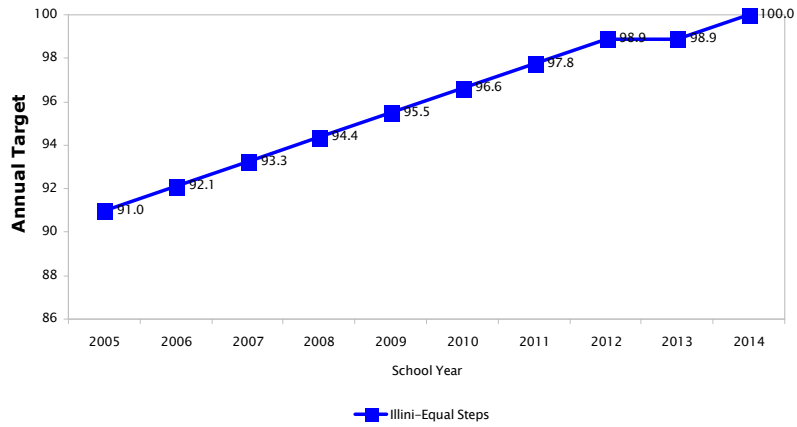
NCLB Adequate Yearly Progress Composite

CRONE

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

Year 2005.

Illini–Equal Steps



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

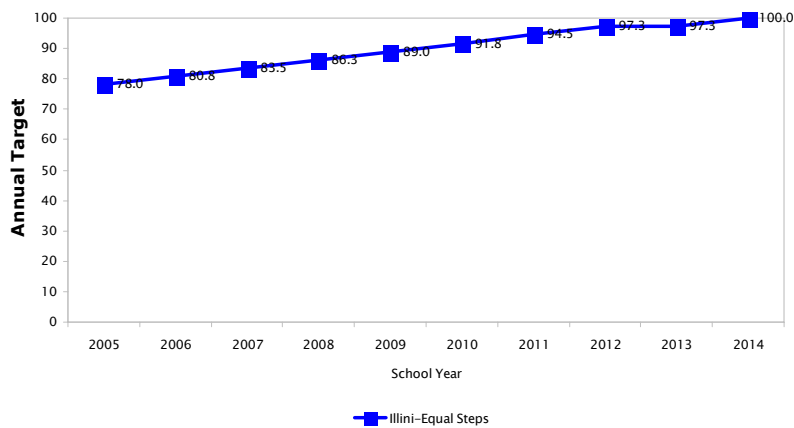


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ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 78.0% 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 at Crone Middle School was 90.8% while the ISAT reading proficiency percentage for the following subgroups was: Black Non-Hispanic 68%, Hispanic 92%, LEP 100%, IEP 38%. There has been a significant deficit change in achievement in the area of vocabulary from 84% in 2000 to 70% in 2004. The achievement in all other areas remains consistent with Applications of Strategies being our highest area at 84%.

1.1 Objective

Continue and refine the implementation of strategies for comprehension and vocabulary development.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Introduce resources that deal with vocabulary development. (<u>Teaching Vocab</u> by Blachowicz, etc.)	Various Meeting Times	Reading Coaches & LMC Director	Monitor Time Spent in Collaboration
1.1.2 Support the teachers in the implementation of curriculum and in meeting the needs of diverse learners.	Ongoing	Reading Coaches	Monitor Time Spent in Collaboration
1.1.3 Hold grade level meetings of a curricular nature at least once per month.	Ongoing	Administration, Crone Staff, Lead Teacher	Meeting Agenda Goals

1.2 Objective

Improve the written responses to the reading of literature and nonfiction in all curricular areas.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Encourage all teachers to integrate activities related to written response to text in their curricular areas at least once per semester.	2005-06 School Year	Crone Teachers	Review By Administration
1.2.2 Present and utilize the rubric and activities from the Reading Response Activities Committee across all curricular areas.	Ongoing	Crone Teachers	Review By Administration

1.3 Objective

Continue further implementation of the School-Wide Research Process.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Provide opportunities for teachers to collaborate on what they have done /are doing for the School-Wide Research Process.	SIP Day 2005	LMC Director and Crone Teachers	Completion of session presented by the School-Wide Research Committee
1.3.2 Model lessons for Crone staff.	SIP Day 2005	Reading Coaches	Collection of Model Lessons
1.3.3 Collaborate on the modifications of note-taking forms.	SIP Day 2005	LMC Director and Research Committee	Completion of session presented by the School-Wide Research Committee

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 at Crone Middle School was 79.6%. The ISAT math proficiency percentage for the following subgroups was: Black, Non-Hispanic 58%, Hispanic 69%, LEP 50%, IEP 17%. The Algebraic Relationships/Representations strand has significantly improved from 2000 to 2004 with an increase of 13%. In general there is no significant difference between the strand scores in 2004, although Measurement has become our weakest area.

2.1 Objective

Increase student achievement in the area of extended response as measure on the mathematics portion of the ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Provide frequent opportunities on tests and quizzes for open-ended responses.	Ongoing	Math Department	Progress Monitored
2.1.2 Integrate problem solving activities into lessons across the curriculum.	Ongoing	Crone Teachers	Progress Monitored
2.1.3 Implement a school-wide monthly math contest.	Ongoing	Math Department	Progress Monitored

2.2 Objective

Develop and implement activities and interventions to specifically assist students who are in the "below" or "academic warning" categories on the mathematics portion of the ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Inform teachers of the students who are not meeting or exceeding State Standards.	2005 (as data is received)	Counselors/Administration	Counselors trained on "5 Clicks"/Information shared as data is received
2.2.2 Continue to implement a before and after school math lab.	Ongoing	Math Department	Math lab is operational on a weekly basis
2.2.3 Encourage "at-risk" students to use the math lab on a regular basis.	Ongoing	Math Teachers, Counselors, Parents, Administration	Participation Monitored
2.2.4 Assist students who are in the "below" or "academic warning" range with supplemental math instruction.	2005-06 School Year	Administration, SIP Team, Math Teachers	Participation Monitored

2.3 Objective

Increase student achievement in the area of "number sense" as measured on the mathematics portion of the ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Set sequential standards for 6th, 7th, and 8th graders for math. 6th Grade 10X10 Grid Whole Numbers 7th Grade 12X12 Grid Decimals 8th Grade 14X14 Grid Fractions	2005-06 School Year	Math Department	Development of Sequential Standards
2.3.2 Develop lessons with questions that require higher level thinking.	2005-06 School Year	Crone Teachers	Progress Monitored
2.3.3 Encourage students to place % decimal and fraction equivalents on their graded assignments.	2005-06 School Year	Math Department	Progress Monitored
2.3.4 Provide lessons that enhance the area of measurement.	2005-06 School Year	Math & Science Departments	Progress Monitored

Goal 3 Crone Middle School will continue to cultivate a positive school climate/culture dedicated to nurturing enthusiasm, a healthy attitude, and wholesome relationships among faculty & staff, students, and parents.

Evidence of Need: When staff members were asked to evaluate our SIP activities and identify our needs for future activities, many staff members responded that they would like to see more time devoted to school climate/culture. The School Improvement Planning Committee also designated this as an area of need.

3.1 Objective

Implement a series of collaborative sessions and/or workshops that focus on and enhance the school vision of Crone climate and culture.

Activities	Timeline	Responsibility	Evidence Source
3.1.1 Assess individual perception of climate/culture.	Ongoing	Committee	Completion of the Assessment
3.1.2 Create a Crone Mission Statement.	2005-06 School Year	Representatives from Various Constituent Groups	Completion of Mission Statement
3.1.3 Develop, implement, and analyze survey questions designed to measure perceptions of the school climate/culture with reference to the following indexes: Satisfaction, Respect, Leadership, Diversity, and Communication.	Ongoing	Committee	Progress Monitored

3.2 Objective

Cultivate an enthusiasm of teaching and learning through a series of workshops that will engage the Crone community in activities to energize the culture and climate or the school.

Activities	Timeline	Responsibility	Evidence Source
3.2.1 Develop and create ongoing concrete activities that generate the use of the six senses.	Ongoing	Committee	Progress Monitored
3.2.2 Display student work throughout the school.	Ongoing	Crone Teachers	Progress Monitored
3.2.3 Utilize varied forms of recognition.	Ongoing	Administration, PBIS, Teams	Progress Monitored
3.2.4 Integrate Service Learning Projects into the curriculum.	2005-06 School Year	Teachers	Progress Monitored
3.2.5 Host guest presenter, Rick Van Acker, on climate & culture.	March 2005	Administration	Completion

Progress Summary

Goals for 2005 were developed by our School Improvement Planning Committee through ongoing analysis of data provided by ISAT, norm-referenced standardized tests, and action research and evaluation by teachers. Activities in the areas of math and reading were implemented with the ultimate goal of having all students meet or exceed standards as measured by the Illinois State Assessments.

In the area of reading, *Reading Coaches* assisted all teachers develop strategies for teaching vocabulary across the curriculum. This cross-curricular approach was also emphasized for the area of written response to reading. On a district-wide level, additional curriculum was written to foster vocabulary development and improve skills in written response. Teachers were in-serviced in these newest curriculum revisions prior to the first day of school. Crone Middle School also continues to place a school-wide emphasis on reading with students and staff members participating in a personal reading session on a weekly basis. For students with significant deficiencies in the area of reading, *Strategic Reading* remedial services continue to be provided by reading specialists as determined by the district criteria for this program.

In the area of mathematics, a new curriculum along with the adoption of new mathematics textbooks was implemented at the 7th and 8th grade level. Specific to this initiative, teachers received training prior to the start of the school year, which will be followed by additional staff development endeavors. By restructuring our daily Connections period, we have increased the amount of instructional time provided to students who have previously not met state standards in mathematics. Also, opportunities continue for student participation in a before and after school math lab where assistance can be provided by math department faculty members. Additionally, a school-wide monthly math contest continues this year to enhance student motivation and problem-solving skills.

As indicated in the data analysis section of the 2005 Illinois School Report Card, the Crone student population exceeded the performance of District 204 and Illinois State student populations in all academic areas. Bar graphs illustrating the specifics can be found on pages 3-5 of that document.

Newly received test data will be used to determine longitudinal success of past endeavors, and plan for future school improvement activities. Commensurate with the *No Child Left Behind* initiative, math and reading will be continued areas of emphasis as future plans are developed. For additional information on the school improvement process or student achievement, contact Stan Gorbakkin, Principal, at (630) 428-5600.