

Elementary School Improvement Plan Report
January 2006

School Name: Peter M. Gombert Elementary School

Address: 2707 Ridge Road, Aurora, IL, 60504

Phone: (630) 375-3700

Principal: David Worst

School Improvement Team: David Worst, Connie Smith, Danielle Keethler, Marty Kugelberg, Donna Waitkus, Janet Lambert, Keith Ferrell, Diane Gudgeon, Nora Gleason, Diane Wagener, Brigitte Curtis

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	498	496	474	
% White	68.9	60.9	55.9	
% Black	10.2	15.1	12.9	
% Hispanic	9.2	10.1	11.4	
% Asian/Pacific Islander	11.4	13.7	14.1	
% Native American	0.2	0.2	0.2	
Low Income rate	7.0	10.7	9.9	
Limited English Proficient Rate	7.8	8.1	6.1	
Chronic Truancy Rate	0.0	0.2	0.0	
Mobility Rate	13.1	8.7	14.6	
Attendance Rate	95.7	96.0	95.6	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	25.3	20.8	20.7	
Average class size grade 1	26.0	18.5	22.0	
Average class size grade 3	27.0	24.0	19.3	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

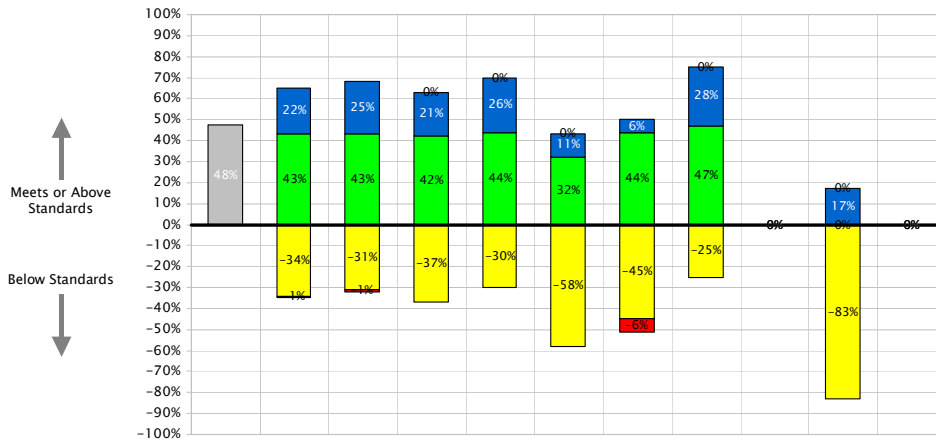
Practice and Program Audit Analysis Summary

The Danielson model for school improvement planning is focused on enhancing student achievement. This model helped the Gombert staff determine the instructional needs of the building. At Gombert Elementary School, the following were used in the framework for school improvement:

- School organization
- Practices affecting students
- Practices affecting staff
- Aligned curriculum/assessment
- Team planning/teaching
- Learning support

State Assessment Data and Gap Analysis

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		22%	25%	21%	26%	11%	6%	28%	0%	17%	0%
Meets		43%	43%	42%	44%	32%	44%	47%	0%	0%	0%
Below		34%	31%	37%	30%	58%	45%	25%	0%	83%	0%
AW		1%	1%	0%	0%	0%	6%	0%	0%	0%	0%
Proficiency	48%	65%	68%	63%	70%	43%	50%	75%	0%	17%	0%
Count		148	71	77	17	26	16	85	0	4	N/A

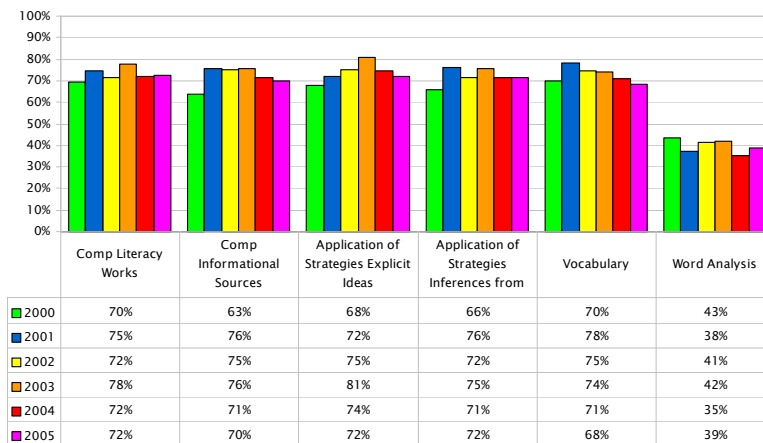
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, Other, LEP, IEP, Low Income.



PETER M GOMBERT ELEMENTARY SCH

ISAT Reading Standards Analysis.

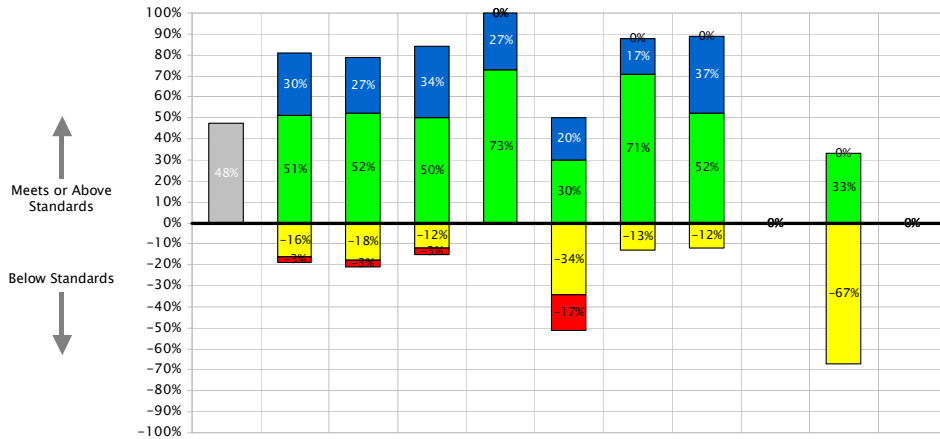
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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		30%	27%	34%	27%	20%	17%	37%	0%	0%	0%
Meets		51%	52%	50%	73%	30%	71%	52%	0%	33%	0%
Below		16%	18%	12%	0%	34%	13%	12%	0%	67%	0%
AW		3%	3%	3%	0%	17%	0%	0%	0%	0%	0%
Proficiency	48%	81%	79%	84%	100%	50%	88%	89%	0%	33%	0%
Count		148	71	77	17	26	16	85	0	4	N/A

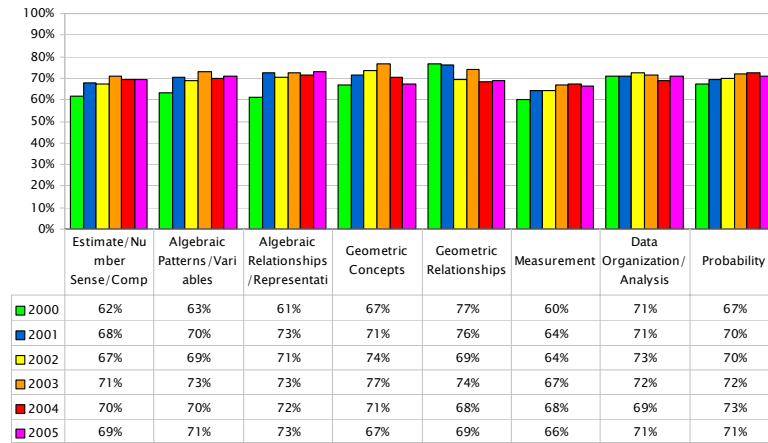
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, Other, LEP.



PETER M GOMBERT ELEMENTARY SCH

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



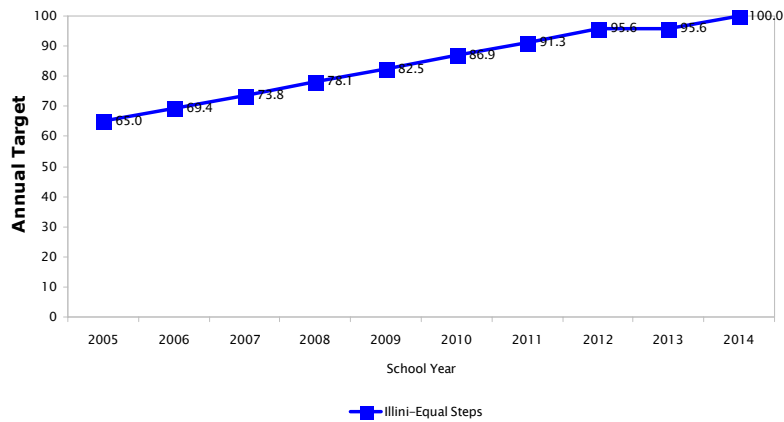
NCLB Adequate Yearly Progress Composite

GOMBERT

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

Year 2005.

Illini-Equal Steps



The base 2005 score is: 65.0% Meeting/Exceeding in Reading.

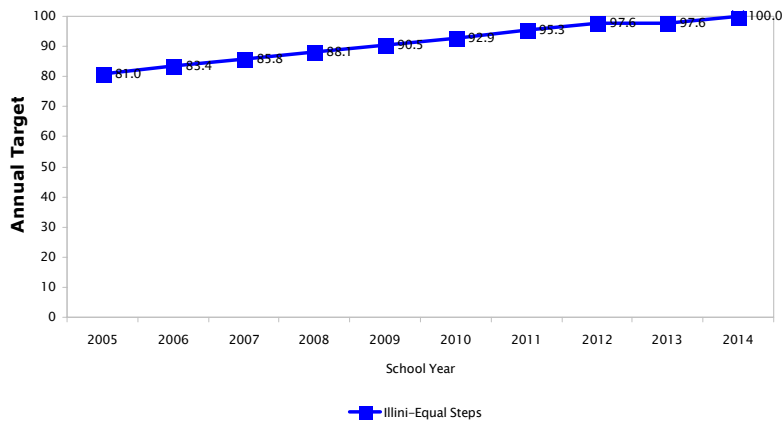


GOMBERT

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

Year 2005.

Illini-Equal Steps



The base 2005 score is: 81.0% 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

The 2004 composite reading score on the ISAT, grades 3 and 5 combined, was 70.5% of students meeting or exceeding standards. We must increase the percentage of third and fifth grade students meeting and/or exceeding the grade level reading standards as measured by ISAT as outlined in the "District 204 Equal Step Model Toward 100% Efficiency."

1.1 Objective

To increase achievement in reading as measured on ISAT specifically in the area of extended response.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 To model/scaffold extended response one time each week from the beginning of the year, gradually releasing responsibility to the student.	04-06 school year	Reading Committee, K-5 Teachers, RI and PA teachers, Support teachers	
1.1.2 Develop a common format for reading response journals at each grade level.	04-05 school year	Reading Committee, K-5 Teachers, RI and PA teachers, Support teachers	
1.1.3 To Determine a resource to help implement daily vocabulary study.	04-05 school year	Reading Committee, K-5 Teachers, RI and PA teachers, Support teachers	

1.2 Objective

To expand guided reading strategies/lessons to create more independent readers.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Provide opportunity for staff to facilitate discussion to share strategies that have been effective in the classroom. (to include, but not limited to: guided reading lessons, reading response journals, minilessons, interactive lessons, etc.)	04-05 school year	Reading Committee, K-5 Teachers, RI and PA teachers, Support teachers	
1.2.2 Develop grade level appropriate guided reading lesson plans	04-05 school year	Reading Committee, K-5 Teachers, RI and PA teachers, Support teachers	

1.2.3 Expand/evaluate resources for literacy centers	04-05 school year	Reading Committee, K-5 Teachers, RI and PA teachers, Support teachers	
--	-------------------	---	--

1.3 Objective

To improve reading performance of students by increasing parent knowledge of reading strategies and curricula.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Provide informational sessions for parents of Reading Improvement students	04-05 school year	Gombert Staff	
1.3.2 Continue to offer Literacy Night	04-05 school year	Gombert Staff	
1.3.3 Enhance the Parent Resource Center <ul style="list-style-type: none"> Printed information Book Check-out 	04-05 school year	LMC Director Reading Committee	

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

Evidence of Need

The 2004 composite math score in the ISAT, grades 3 and 5 was 83.2% of students meeting or exceeding standards. We must increase the percentage of third and fifth grade students meeting and/or exceeding the grade level math standards as measured by ISAT as outlined in the "District 204 Equal Step Model Toward 100% Efficiency."

2.1 Objective

To improve math performance of students in grades k-5 as evidenced by improved performance on Checklists, Unit Assessments, and ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Continue to utilize the mathematic instructional program components and procedures that are district-wide to support the needs of all students.	04-05 school year	Gombert Math Committee District Math Committee, K-5 Teachers	EDM checklists, Unit Assessments, and ISAT
2.1.2 Continue to develop and share flexible assessment tools and methods that will diagnose areas of strength and weaknesses and monitor the progress of all students (Using the Assessment Assistant as a Resource)	04-05 school year	Gombert Math Committee District Math Committee, K-5 Teachers	EDM checklists, Unit Assessments, and ISAT
2.1.3 Provide additional assistance within the school day for those students in need of extra support	04-05 school year	K-5 Teachers' Support Team, Peer Tutors	EDM checklists, Unit Assessments, and ISAT

2.2 Objective

To enhance expertise of teacher and support staff with the district adopted math curriculum and Compass Learning.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Provide in school opportunities for inter and intra team collaboration	04-05 school year	Gombert Math Committee, District Math Committee	EDM checklists, Unit Assessments, and ISAT
2.2.2 Continue to train all teachers and support staff to most effectively use progress profiles to monitor adequate progress and report to parents.	04-05 school year	Gombert Math Committee, District Math Committee	EDM checklists, Unit Assessments, and ISAT
2.2.3 Develop and align EDM checklists for the students in alternative math curriculum.	04-05 school year	K-5 teachers and support staff	EDM checklists

2.3 Objective

To improve mastery of math facts and computation.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Daily review of math facts.	04-05 school year	K-5 Teachers and support staff	EDM recommended choral recitation, Fact building through games
2.3.2 Investigate and implement an effective, systemic math fact program	04-06 school year	Gombert Math Committee, District Math Committee, K-5 Teachers, Support Staff	Evidence based research, feedback from other districts

Progress Summary

Gombert School Improvement Activities began during the 1998-1999 school year and continue to date. Our goals are annually adjusted based on the data we receive and the needs of our population. Two goals were established for the 2004-2005 school year.

Goal #1: Reading

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

Objectives and activities were developed in an effort to accomplish the reading goal.

- Common vocabulary to be used with students to discuss connections made with text was exposed to Kindergarten through second grade students and applied in depth with the third through fifth grade students.
- Visual clues were developed and implemented in each classroom.
- Teachers continue to work on developing a common format for reading response journals at each grade level.
- Teachers implemented guided reading strategies into the reading lessons.
- Informational sessions were provided for parents of reading improvement students.
- Family Literacy Night created opportunities for parents to work with their students on various reading strategies.

Goal #2: Math

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

Objectives and activities were developed in an effort to accomplish the math goal.

- Teachers identified and implemented the mathematics instructional components and procedures needed to support all the students.
- Teachers are continuing to develop and share flexible assessment tools and methods that will diagnose areas of strength and weaknesses and monitor the progress of all students.
- A peer tutoring program addressed students who had deficiencies in math facts.
- Opportunities were provided for team collaboration.
- Math informational sessions were provided to parents through conferences, curriculum night, open house, home links, newsletters, and informative literature.
- Family math night created opportunities for parents and students to play math games.
- Homework club was established.
- Presentation concerning the School Improvement Plan and NCLB was given at a general PTA meeting.

Questions about Gombert's School Improvement Plan or School Report Card should be directed to Principal David Worst at 375-3700.