

**Middle School Improvement Plan Report**  
January 2006

**School Name:** Granger Middle School

Address: 2721 Stonebridge Blvd, Aurora, IL 60504

Phone: 630-375-1010

Principal: Mr. Bob Close

School Improvement Team: Bob Close, Chair, Diana Harris, Marty Beirne, Paul Finholt, Dell Westbrook, Deb Kowalczyk, Julie Kiraly, Liz Wong, Glenda Gustafson, Judy Reed, Dwight Nelson

**Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06
Total enrollment	938	1011	1044	
% White	68.4	71.4	68.3	
% Black	14.7	11.4	9.9	
% Hispanic	9.1	7.4	9.1	
% Asian/Pacific Islander	7.2	9.5	11.1	
% Native American	0.5	0.3	0.2	
Low Income rate	5.8	3.6	6.8	
Limited English Proficient Rate	5.9	3.5	3.5	
Chronic Truancy Rate	0.1	0.4	0.2	
Mobility Rate	16.6	5.3	6.5	
Attendance Rate	97.6	95.3	95.0	
% Parent Contact	100.0	100.0	100.0	
Average class size grade 6	28.0	27.3	27.9	
Average class size grade 8	27.5	28.5	27.2	
Minutes per day teaching English/Language Arts	87	87	87	
Minutes per day teaching math	44	44	44	

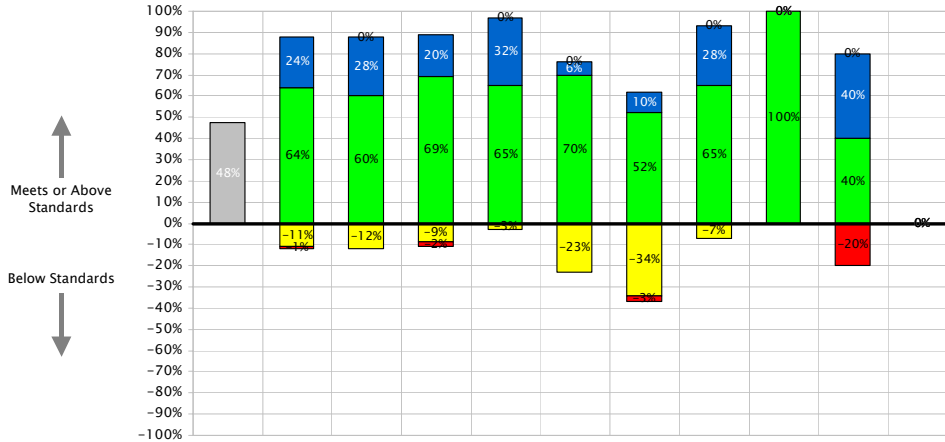
**Practice and Program Audit Analysis Summary**

The School Improvement Team at Granger Middle School is organized with teacher-based action teams for the key NCLB areas of reading and math. These action teams analyze student achievement data, as well as classroom performance and related factors, to determine the strengths and weakness of the school profile. Recommendations for interventions, community initiatives, and/or staff development are taken by the action teams to building leadership and form the basis for school improvement activities.

# State Assessment Data and Gap Analysis

GRANGER

## ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		24%	28%	20%	32%	6%	10%	28%	0%	40%	0%
Meets		64%	60%	69%	65%	70%	52%	65%	100%	40%	0%
Below		11%	12%	9%	3%	23%	34%	7%	0%	0%	0%
AW		1%	0%	2%	0%	0%	3%	0%	0%	20%	0%
Proficiency	48%	88%	88%	89%	97%	76%	62%	93%	100%	80%	0%
Count		342	160	182	34	45	29	230	1	3	N/A

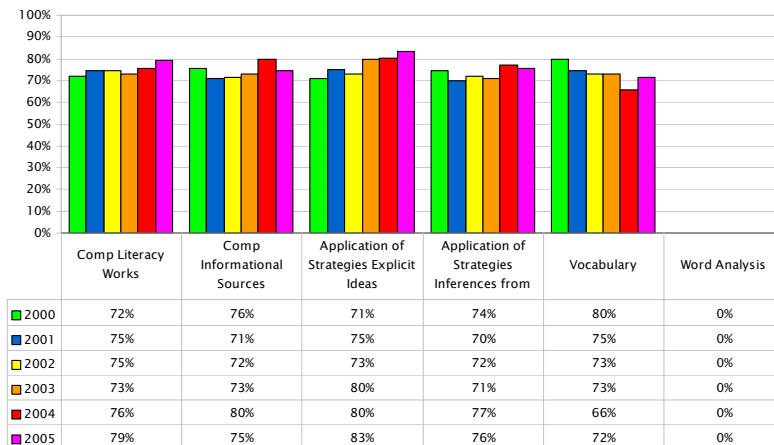
The following groups have less than 40 students: Asian, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: LEP, IEP.



FRANCIS GRANGER MIDDLE SCHOOL

## ISAT Reading Standards Analysis.

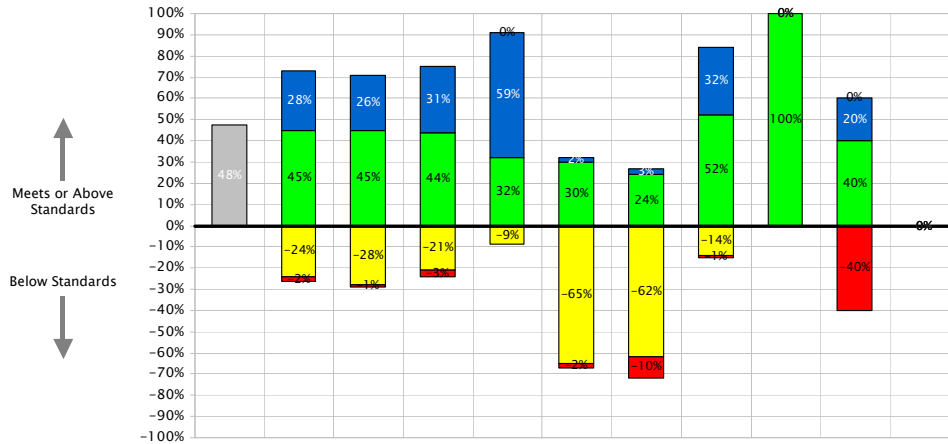
All grades combined from 2000 to 2005.  
(% of multiple-choice items answered correctly)



Comp Literacy Works: there is Significant Improvement from 2000 to 2005. 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. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		28%	26%	31%	59%	2%	3%	32%	0%	20%	0%
Meets		45%	45%	44%	32%	30%	24%	52%	100%	40%	0%
Below		24%	28%	21%	9%	65%	62%	14%	0%	0%	0%
AW		2%	1%	3%	0%	2%	10%	1%	0%	40%	0%
Proficiency	48%	73%	71%	75%	91%	32%	27%	84%	100%	60%	0%
Count		341	160	181	34	45	29	230	1	3	N/A

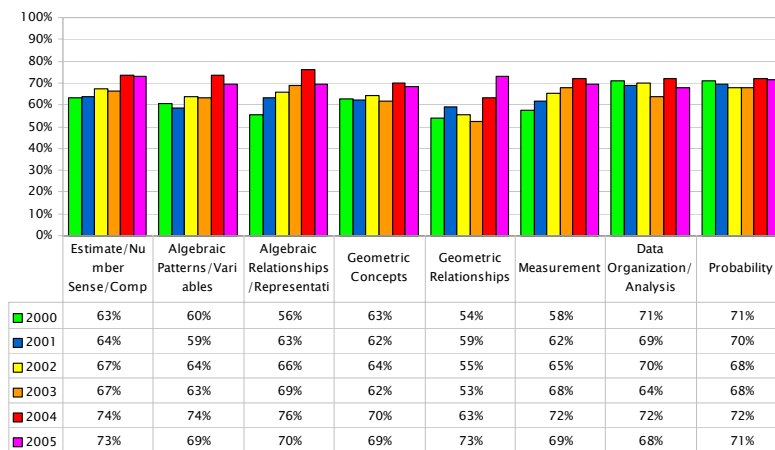
The following groups have less than 40 students: Asian, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Hispanic, LEP, IEP, Low Income.



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



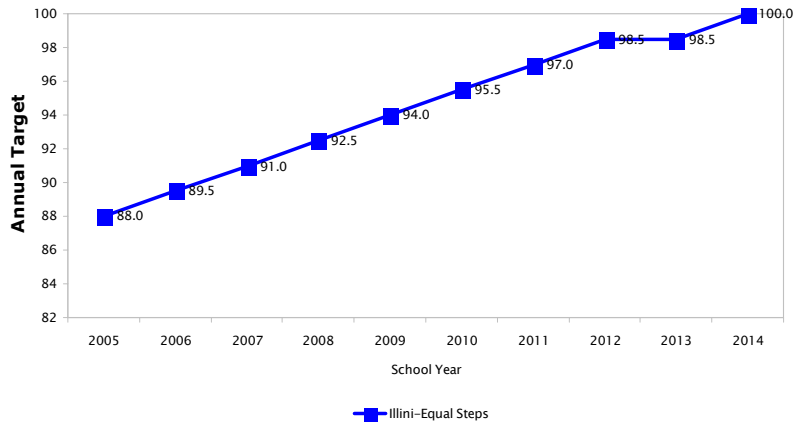
# NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini-Equal Steps



The base 2005 score is: 88.0% Meeting/Exceeding in Reading.

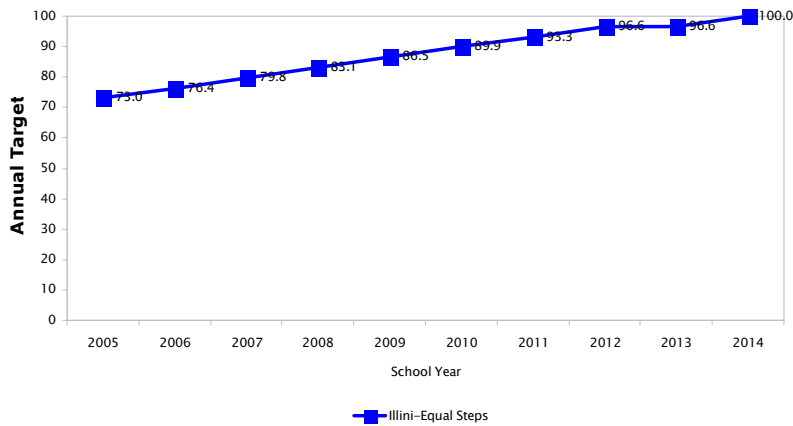


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## ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini-Equal Steps



The base 2005 score is: 73.0% 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

86.1% of all students scored 3 or better on the 2003 Reading ISAT.

**Objective 1.1:** To improve student achievement in reading.

Activities	Timeline	Responsibility	Evidence Source
1.1.1. Examine articles related to improving student achievement in reading to identify and discuss the practices that improve reading.	Nov. 10, 2004	Reading Action Team	<ul style="list-style-type: none"> <li>○ SIP Agenda</li> </ul>
1.1.2. Examine ISAT Reading Test samples to become familiar with text, types of questions, extended response, sample response, rubrics, and criteria for scoring extended response.	Nov. 10, 2004	Reading Action Team	<ul style="list-style-type: none"> <li>○ SIP Agenda</li> </ul>
1.1.3. Administer a practice ISAT Reading Test to 8 <sup>th</sup> graders to determine instructional planning and interventions and staff development.	Oct. 2004 - March 2005  Repeat 2005-2006	8th Grade Core Teams; Reading Action Team; All Staff	<ul style="list-style-type: none"> <li>○ Results of Practice Test</li> <li>○ ISAT Prep Activities</li> <li>○ School-Wide Literacy Lessons on Written Response to Reading</li> </ul>
1.1.4. Administer roots and affixes pretest to 6 <sup>th</sup> graders to determine instructional planning and interventions.	Jan. - June 2005	6th Grade Core Teams; Reading Specialist	<ul style="list-style-type: none"> <li>○ SIP Agenda</li> </ul>
1.1.5. Provide differentiated interventions to students identified as failing to meet the standards.	Sept. 2004 - June 2005	Reading Specialists Special Education Facilitators ELL Teachers Core Teachers	<ul style="list-style-type: none"> <li>○ Strategic Reading</li> <li>○ Wilson Reading Program</li> <li>○ Pull-Out Reading</li> <li>○ Caught Reading</li> <li>○ ELL Services</li> </ul>

**Objective 1.2:** To promote literacy throughout the school and community.

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
1.2.1. Provide family literacy opportunities.	Sept. 2004 - June 2005	Reading Specialists	Literacy Links in Newsletter National TV-Turnoff Week Family Connection Newsletters
1.2.2. Provide students with ample opportunities to read.	Sept. 2004 - June 2005	Administration Teachers LMC Directors Reading Specialists	Project Read Lunch Bunch Book Club Reading Incentives Reading Lounge

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

**Evidence of Need**

Overall 78.9% of all students scored a 3 or better on the 2003 ISAT. While 84.2% of White students (n=248) scored a 3 or better, only 44.5% of Black students (n=36) and 50% of Hispanic students (n=16) scored at these two levels.

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

**Objective 2.1:** Examine literature on teaching practices that increase student achievement in mathematics. Examine ISAT Math test samples to become familiar with vocabulary, types of questions, extended response, sample responses, rubrics and criteria for scoring extended responses.

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
2.1.1. Examine articles and books related to achievement in mathematics with a focus on ethnicities	Jan. 2005 - Jan. 2006	Math Action Team	Literature included in the professional Library.  Department Meetings and SIP day agendas.
2.1.2. Examine New 2005-2006 ISAT Mathematics Test samples for grades 6th - 8th grade and become familiar with the vocabulary, types of questions, extended response, sample responses, rubrics and criteria for scoring extended responses.	Jan. 2005- Jan.2006	Math Department	Illinois Math Assessment Framework handed out and discussed at Math Department Meeting  Math Department meeting agendas  Posters for ISAT Math Extended response created for each classroom

**Objective 2.2:** Provide all students practice in mathematical problem solving. Focus is on communication with vocabulary and math facts, both in numerical and in written form.

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
2.2.1 To provide the students with adequate instruction by giving similar practice opportunities in order to meet the ISAT performance descriptors	Jan. 2005 - Jan. 2006	Core Mathematics Teachers	Use of the ISAT grading rubric for Problem of the Week (POW)  Progress monitored by teams  Monthly lesson plans highlighting: warm-ups, Problem of the day

2.2.2 Pre-test and Post Test students and analyze the results according to the current curriculum	Jan. 2005 - Jan. 2006	Core Math Teachers	Completed and discussed at grade level meetings
2.2.3 Teachers will use a common vocabulary for math terms at all levels	Jan. 2005 - Jan. 2006	All staff	Vocabulary list presented to staff  Lesson Plans highlighting vocabulary development  Student generated Vocabulary Posters  Vocabulary words highlighted on the television screens
2.2.4 Provide additional instructional minutes in the curricular area of mathematics within the academic day for students who are at risk of performing at or below standards on the ISAT test	Jan. 2005 - Jan. 2006	Math Department and Administration	TBA across Middle Schools. Initiated fall 2005

**Objective 2.3**

Administer a practice ISAT Mathematics Test to 8th graders to determine instructional planning and intervention.

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
2.3.1 Administer a timed, practice ISAT Math test to all 8th grade students, score the test, and analyze the results	Jan. 2005 - Jan. 2006	8th Grade Teams and Math Action Team	Administered  Test Document Analysis

2.3.2 Develop instructional plans and interventions based on ISAT results	Jan. 2005 - Jan. 2006	8th Grade Teams and Math Action Team	8th grade math teachers use SAT 9 results to identify target areas  Connections plans created to implement flexible groupings, target students on deficit skill areas and to develop lesson plans that target low skill development
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**Objective 2.4** Provide opportunities for students to experience math in order to feel successful and challenged.

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Evidence Source</b>
2.4.1 Provide additional opportunities for the students to experience mathematical problem solving activities	Jan. 2005 - Jan. 2006	All Staff	Testing materials used to have the students become familiar with multiple choice testing  Warm-up activities
2.4.2 Train and provide Math support for basic skill development	Jan. 2005 - Jan. 2006	Math Action Team, Administration, and Community volunteers	Sip Agendas  Team Action Plan
2.4.3 Provide parent resources to practice basic math facts with students daily at home	Ongoing	Math Action Team and Administration	Flip Charts  IL Learning Standard flip charts displayed in the classroom
2.4.4 Highlight students who show mathematical knowledge	Jan. 2005 - Jan. 2006	Math Action Team	Student of the Month Awards

### Progress Summary

School improvement goals for this past year targeted the areas of reading and mathematics. Interventions were based on analysis of standardized testing data including the previous ISAT results and SAT9 Achievement testing. Activities in identified areas were implemented with the goal of having all students meet or exceed standards as measured by the Illinois State Assessments.

In the area of reading multiple data sources were utilized to determine grade level and individual student strengths/weaknesses. The results were the basis of instructional interventions and staff development. Additionally, literacy awareness activities were initiated and a school-wide flex schedule placing emphasis on personal reading was continued. 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, in addition to assessment data sources, an ISAT practice pre-test was also utilized to determine grade level and individual student strengths / weaknesses and resulted in instructional interventions and staff development. School-wide activities (including all-school "zero period" lessons) targeted and emphasis on math vocabulary and math problem solving. Finally new initiatives were generated to recognize/reward high performing math students.

As indicated in the data analysis section of this report card, the Granger student population (as a whole) exceeded the performance of Illinois State student populations in the target areas of reading and math (see bar graph on page 5 of this document).

Newly received test data will be used to determine longitudinal success of past interventions and plan for future school improvement activities. While all student groups exceeded state averages the current results indicate that not all segments of the general student population met performance standards at the same level. Improving the performance of students in these subgroups is a significant focus of continuing school improvement. 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 Bob Close, Principal at 630.375.1010.