

Elementary School Improvement Plan Report
January 2006

School Name: Kendall Elementary School

Address: 2408 Meadowlake Drive, Naperville, IL., 60564
 Phone: 630 428 7100
 Principal: Martha Baumann
 School Improvement Team: Kristy Brown, Kdg.; Kraig Miller, 1st; Veronica Donovan, 2nd; Dayna Massel, 3rd; Amber Faith, 4th; Jan Newport, 5th; Wendy Harmon, Specials; Lena Guerrieri, Support; Pam Gutmann, LMC; Martha Baumann, Principal

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	670	712	714	
% White	79.4	80.9	77.9	
% Black	3.9	2.4	2.8	
% Hispanic	3.7	4.4	2.2	
% Asian/Pacific Islander	12.5	12.1	12.7	
% Native American	.4	.3	0.0	
Low Income rate	.3	.3	0.3	
Limited English Proficient Rate	1.8	2.4	2.5	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	7.7	6.0	8.0	
Attendance Rate	96.4	96.7	96.2	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	22.8	23.2	23.0	
Average class size grade 1	22.6	23.8	26.2	
Average class size grade 3	27.3	25.6	22.6	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

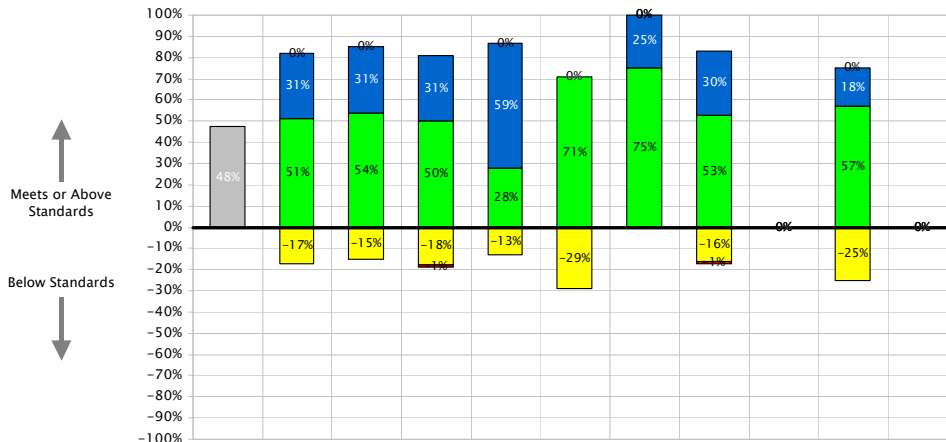
Practice and Program Audit Analysis Summary

Kendall Elementary School continues to use the Charlotte Danielson framework for school improvement. The Kendall PTA, leadership team, and committee structure support ongoing focus on a common vision of "who we are" and "what we believe" as suggested by Danielson's *four circles model*. Always present is the essential question, "How does this improve student learning?" Staff development opportunities were planned to strengthen "what we know". The attached action plan provides a representation of "what we do".

State Assessment Data and Gap Analysis

KENDALL

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		31%	31%	31%	59%	0%	25%	30%	0%	18%	0%
Meets		51%	54%	50%	28%	71%	75%	53%	0%	57%	0%
Below		17%	15%	18%	13%	29%	0%	16%	0%	25%	0%
AW		0%	0%	1%	0%	0%	0%	1%	0%	0%	0%
Proficiency	48%	82%	85%	81%	87%	71%	100%	83%	0%	75%	0%
Count		214	109	105	28	10	3	162	0	11	N/A

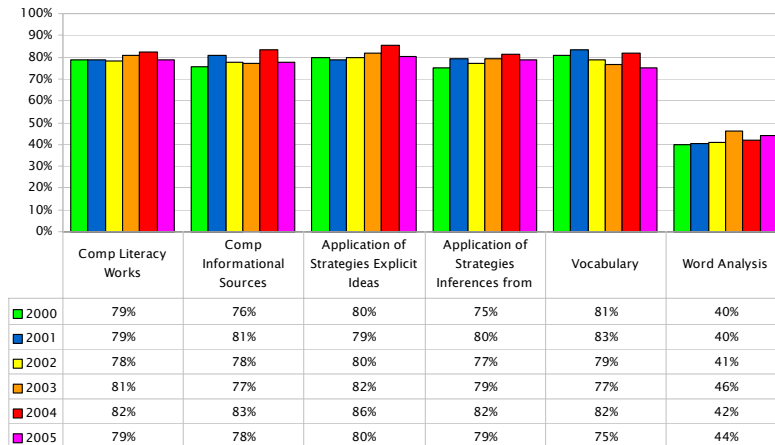
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP.



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ISAT Reading Standards Analysis.

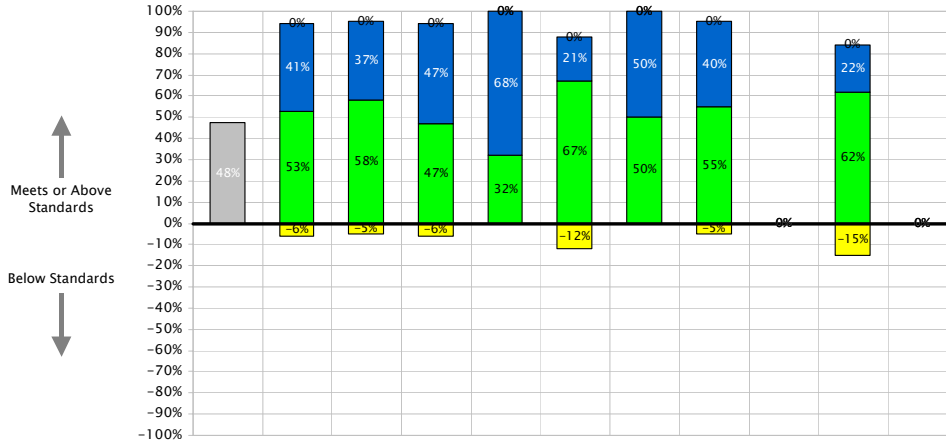
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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		41%	37%	47%	68%	21%	50%	40%	0%	22%	0%
Meets		53%	58%	47%	32%	67%	50%	55%	0%	62%	0%
Below		6%	5%	6%	0%	12%	0%	5%	0%	15%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	94%	95%	94%	100%	88%	100%	95%	0%	84%	0%
Count		215	110	105	28	10	3	162	0	11	N/A

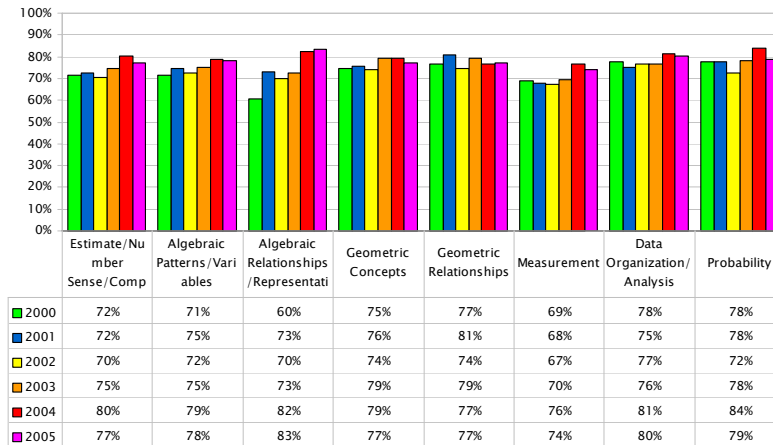
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP.



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



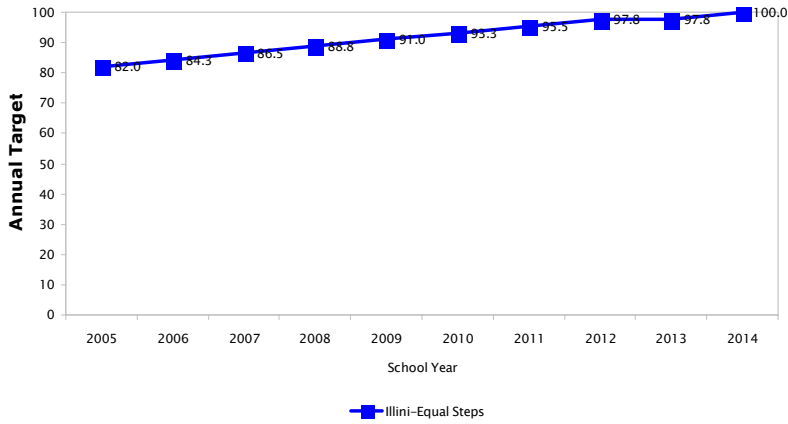
NCLB Adequate Yearly Progress Composite

KENDALL

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 82.0% Meeting/Exceeding in Reading.

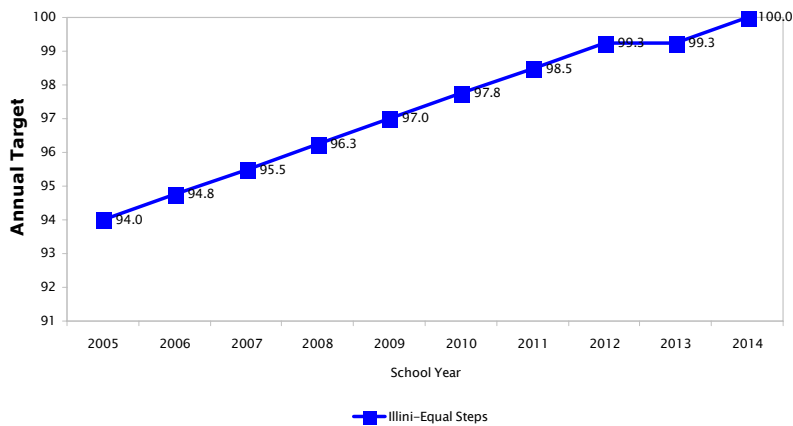


KENDALL

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 94.0% 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 was 90%, an increase of 3%. A decrease in Grade 5 proficiency in the vocabulary strand will be addressed in the action plan.

1.1 Objective: Students will demonstrate increased achievement in vocabulary development.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Participate in staff development on vocabulary instruction.	March 2005 Summer 2005	Classroom Teachers, Reading Coaches	Roberta Berglund
1.1.2 Conduct presentation/book talk to include focus on vocabulary instruction.	Spring 2005	Literacy Committee	Book Study Agendas
1.1.3 Support district research and presentation of best practices on improving vocabulary development.	Spring 2005	RI Teachers	Powerpoint Presentation
1.1.4 Review reading curriculum 2004 with focus on vocabulary development.	Ongoing	Classroom Teachers	Team Meeting, Literacy Committee Notes; Lesson Plans
1.1.5 Utilize site-based purchased materials including K-5 Write Source, DLW, and Mountain Language program.	Ongoing	Classroom Teachers	Team Meeting Notes; Lesson Plans

1.2 Objective: Provide professional services such as diagnosis of reading problems, direct instruction, modeling for classroom teachers, and consultation for all students at every grade level.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Develop building implementation of district early intervention plan.	Dec.-Jan. 2005	Principal, RI Teachers	RI Teacher and Principal Mtg. Notes
1.2.2 Provide daily fifteen-minute tutoring program to kdg. students who have scored below 15 on alphabet recognition of ISEL.	Jan. and Ongoing	RI Teachers	Observation; Daily Record Keeping

1.2.3 Administer reading assessments for diagnostic and placement purposes.	Ongoing	Classroom Teachers; RI Teachers	Data Charts
1.2.4 Push in/pull out interventions for identified students.	Ongoing	RI Teachers	Daily Record Keeping
1.2.5 Provide after school boost for those 1 st grade students who qualify.	Winter/Spring	RI Teachers, First Grade Teachers	ISEL Data; Classroom Assessments; RI Data

1.3 Objective: Implement instructional reading framework for all students.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Participate in staff development on the various components of the Instructional Reading Framework.	August 04-05	All Teachers	Staff Development Agendas
1.3.2 Participate in 3-4 day training program.	Summer 05	BLT; Principals	Training Artifacts
1.3.3 Evaluate and analyze ISAT and SAT9 data.	Aug.-Nov.	BLT; All Teachers	Just 5 Clicks
1.3.4 Provide teachers with watch lists from ISAT, SAT9 to instructionally target those Ss through differentiated instruction.	Fall 05	BLT	Just 5 Clicks
1.3.5 Provide staff development to refine how the framework's content is learned during the guided reading process.	Aug.-Nov.	Rdg. Coaches	Staff Development Agendas

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 was 96%, an increase of 2%. A decrease in Grade 3 proficiency in the geometric concepts and relationships strand will be addressed in the action plan.

2.1 Objective: Implement flexible skills attainment that will serve to increase the automaticity of mathematics skills.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Provide staff development to refine alternative strategies to attain automaticity of math facts, and reteach missed critical components of instruction.	Fall 2005	Math Committee	Staff Development Agendas
2.1.2 Develop an assessment plan to measure increased acquisition of mathematical skills.	Spring 2005	Math Committee	Committee Notes and Artifacts
2.1.3 Provide a before school basic math fact boost for qualifying intermediate students.	Spring 2005	Jen Neufeld, CEMT	Lesson Plans; Boost Materials

2.1.4 Provide parent resources for daily practice of basic math facts at home.	Spring 2005; Ongoing	Math Committee	Home Communications and Resources
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2.2 Objective: Provide for the continued professional growth and training of teachers new to or continuing with the Everyday Mathematics program.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Train new staff members.	Fall 2005	BLT; CEMT; Math Committee	Meeting Agendas
2.2.2 Provide staff development to effectively incorporate supplemental materials for differentiation purposes.	Winter 2005	Math Committee	Agendas and Artifacts
2.2.3 Refine use of progress profiles and checklists to determine instructional needs.	Fall 2005	BLT; Math Committee	BLT & Math Committee, Grade Level Meeting Minutes

2.3 Objective: All staff will support a flexible assessment program that will diagnose areas of strength and weakness and monitor progress for all students. Focused attention will be on third grade geometric concepts and relationships.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 All staff will utilize district and building assessment data and reporting documents to facilitate data driven instructional planning.	Ongoing	BLT; Math Committee	Assessment Data; Reporting Documents
2.3.2 Explore opportunities to teach 3 rd grade geometric concepts and relationships with increased time to close the gap on deficit skills as needed.	December-February	3 rd Grade Team	Lesson Plans

Progress Summary:

Kendall Elementary School maintained two improvement goals during its seventh year, 2004-2005.

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

Reading: Kendall's reading goal was supported by extensive staff development and cross grade level articulation. Teachers established common definitions and purposes of balanced literacy components. Training to increase consistency and to refine assessment administration also occurred. Early interventions were provided for K-1 students whose assessments predicted low levels of progress. Teacher training to support effective reading strategy instruction, assessment analysis, and differentiated instruction included a focus on the guided reading format. A teacher book talk and training for parent reading volunteers are other examples of contributions to increase student motivation and to reinforce effective reading strategies.

Math: Instruction to develop students' mathematical thinking was supported by staff development and peer coaching. Teachers refined implementation of components/procedures that have been effective. Assessment was used to diagnose areas of strengths and weaknesses and monitor progress for all students. Focused attention was given to third grade data organization and analysis. Parent math volunteers assisted in efforts to reinforce prerequisite learning such as basic math facts.

Staff members participated in numerous staff development classes, workshops, and professional growth classes. Ongoing peer coaching, mentoring, cross grade level articulation and team planning with ample opportunities to share effective instructional strategies also contributed to the implementation of the school improvement plan. Data analysis and evaluation drove planning content. Kendall's reading and math instruction and activities provided students with numerous opportunities to reinforce and improve academic skills, in addition to sharing the love and excitement of learning.

Evidence of Future Need/Reading: In 2005 the reading proficiency percentage for all 3rd grade students was 87.9%, a change of less than 5%. A decrease in the Grade 3 proficiency in the area of vocabulary will be addressed in the action plan. In 2005 the reading proficiency percentage for all 5th grade students was 77.5%, a change of less than 10%. Since there is no significant difference among the major strands of reading on Grade 5 ISAT, all strands may be addressed in the action plan.

Evidence of Future Need/Math: In 2005 the math proficiency percentage for all 3rd grade students was 95.4, an increase of 1%. A decrease in Grade 3 proficiency in the area of measurement will be addressed in the action plan. In 2005 the math proficiency percentage for all 5th grade students was 93.1, a change of less than 4%. A decrease in Grade 5 proficiency in the area of geometric concepts will be addressed in the action plan.

Action Plan/Reading: All staff will implement and utilize District 204's balanced literacy framework that provides effective interventions to improve reading proficiency for all students, incorporating newly approved Harcourt reading materials as appropriate. They will administer fall assessments and progress monitoring to determine instructional planning for students. Teacher training on differentiated balanced literacy instruction, including vocabulary acquisition in Grade 3, will continue.

Action Plan/Math: All staff will implement and utilize EDM systems and procedures to differentiate as appropriate for all students. Assessment will be used to diagnose areas of strengths and weaknesses and to plan accordingly for grade levels and for individual students. Rocket Math will be used to increase automaticity of basic math facts in grades 1 - 5. Focused attention will be on Grade 3 measurement and Grade 5 geometric concepts.

If you have any questions regarding Kendall's school improvement plan or our school report card, please do not hesitate to contact the principal, Mrs. Martha Baumann at 428-7100.