

**Elementary School Improvement Plan Report**  
January 2006

**School Name:** Owen Elementary School

Address: 1560 Westglen Drive, Naperville, Illinois  
 Phone: 630-428-7300  
 Principal: Anne Kryger, Principal  
 School Improvement Team: Anne Kryger, Michelle Askelson, Karla Cossa, Beth Edwards, Kellie Friedheim, Jean Domyancic, Megan Johnson, Linda Komes, Leann McCutcheon, Rebecca Moore, Heather Norris, Becky Saul, Kim Spicher, and Joe Stedman

**Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06
Total enrollment	N/A	494	538	
% White	N/A	70.4	67.5	
% Black	N/A	5.5	5.6	
% Hispanic	N/A	5.7	4.8	
% Asian/Pacific Islander	N/A	18.2	19.9	
% Native American	N/A	0.2	0.4	
Low Income rate	N/A	0.0	4.1	
Limited English Proficient Rate	N/A	4.0	3.3	
Chronic Truancy Rate	N/A	0.2	0.3	
Mobility Rate	N/A	7.5	3.6	
Attendance Rate	N/A	96.8	95.9	
% Parent Contact	N/A	100	100.0	
Average class size grade K	N/A	23.8	20.8	
Average class size grade 1	N/A	22.5	26.5	
Average class size grade 3	N/A	23.7	25.7	
Minutes per day teaching reading	N/A	150	150	
Minutes per day teaching math	N/A	60	60	

**Practice and Program Audit Analysis Summary**

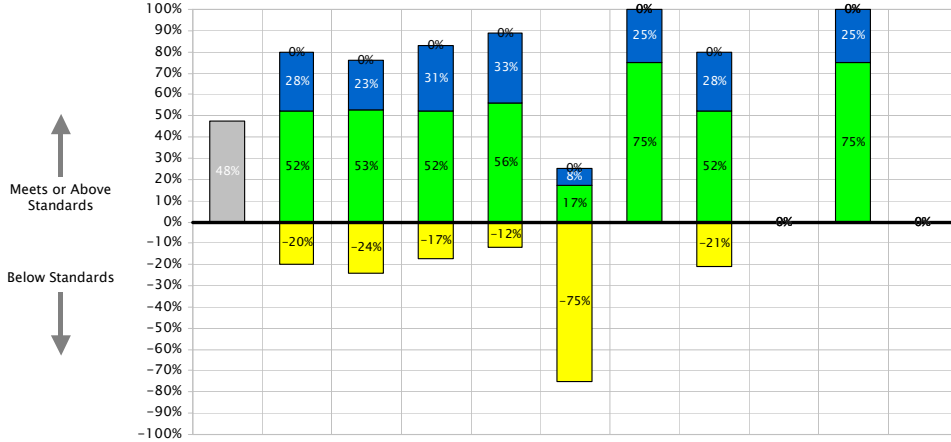
Owen's Building Leadership Team and School Improvement Team met to discuss and formulate the foundation for our school improvement plan. Our focus of discussion was to create a positive learning environment and to create opportunities that would enhance student achievement. We identified three target areas of need:

- Focus on the implementation of best practices related to Balanced Literacy
- Focus on the implementation of best practices related to the Everyday Math program
- Focus on creating a learning environment that promotes safety, respect and a sense of community

# State Assessment Data and Gap Analysis

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



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		28%	23%	31%	33%	8%	25%	28%	0%	25%	0%
Meets		52%	53%	52%	56%	17%	75%	52%	0%	75%	0%
Below		20%	24%	17%	12%	75%	0%	21%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	80%	76%	83%	89%	25%	100%	80%	0%	100%	0%
Count		149	76	73	35	10	5	95	1	3	N/A

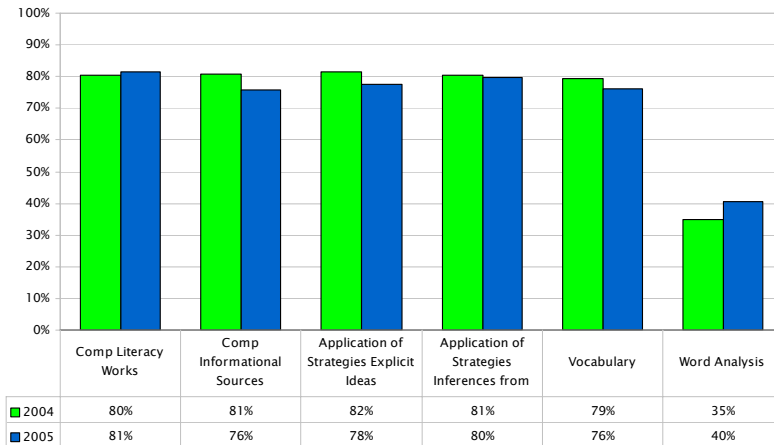
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, LEP, IEP.



OWEN ELEMENTARY SCHOOL

## ISAT Reading Standards Analysis.

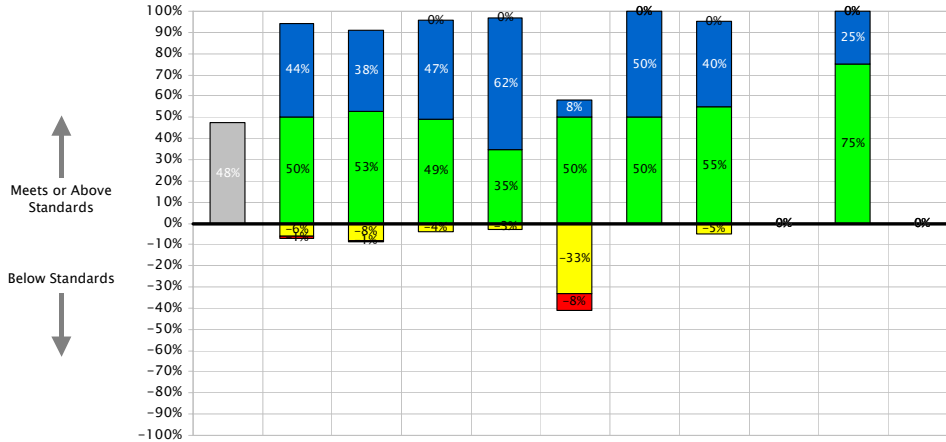
All grades combined from 2000 to 2005.  
(% of multiple-choice items answered correctly)



\*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		44%	38%	47%	62%	8%	50%	40%	0%	25%	0%
Meets		50%	53%	49%	35%	50%	50%	55%	0%	75%	0%
Below		6%	8%	4%	3%	33%	0%	5%	0%	0%	0%
AW		1%	1%	0%	0%	8%	0%	0%	0%	0%	0%
Proficiency	48%	94%	91%	96%	97%	58%	100%	95%	0%	100%	0%
Count		149	76	73	35	10	5	95	1	3	N/A

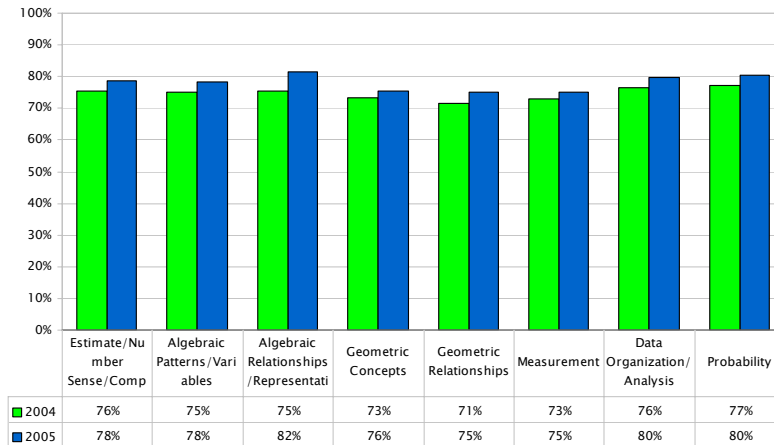
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP.



OWEN ELEMENTARY SCHOOL

### 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. (Change is significant if more than plus or minus 5%).



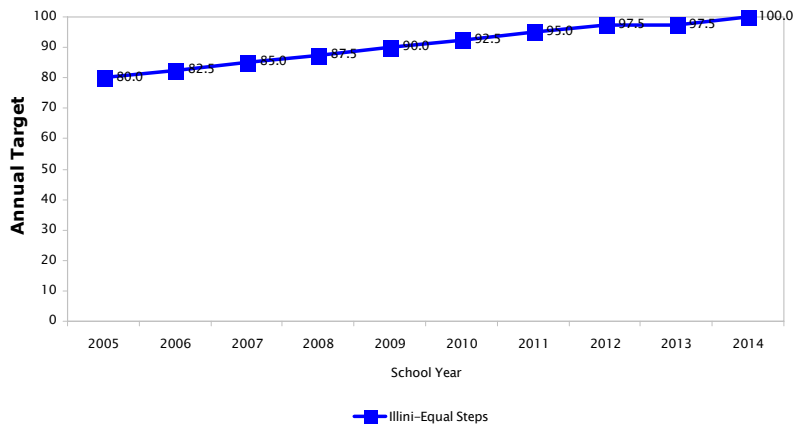
# NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 80.0% Meeting/Exceeding in Reading.

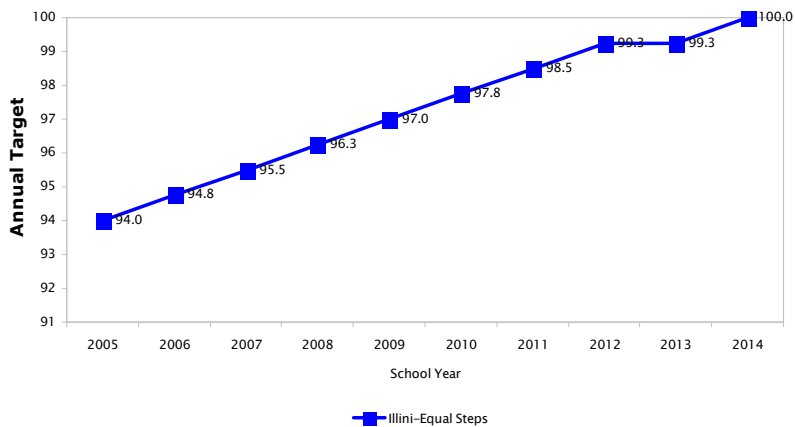


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## ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 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 the ISAT reading proficiency percentage for students in Grade 3 meeting or exceeding State Standards was 83.8%. In Grade 5, 78.7% of students were meeting and exceeding State Standards.

#### 1.1 Objective

Provide staff training on the Reading Instruction Framework, examine content and reading processes at each grade level, and review effective reading strategies that meets the needs of all students.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Offer staff development on the components of the Reading Framework that was used to design grade level curriculum guides	04-05 School Year	Literacy Council, District Personnel, Grade Level Leaders	Staff Development Sessions
1.1.2 Grade level teams discuss and implement strategies listed in grade level curriculum guides	04-05 School Year	Classroom Teachers, PA, ELL, RI, and Support Teachers	Weekly team meeting notes
1.1.3 Develop and maintain Book Room with Guided Level reading materials that are accessible to all staff and students.	04-05 School Year	Reading Teachers, Grade Level Teachers, LMC Staff	Leveled reading materials
1.1.4 Pilot two different reading series and provide critical feedback that would assist in the District's adoption of Harcourt Brace Literacy Series	04-05 School Year	Principal, 4th Grade Teachers, all Certified Staff	Notes and teacher feedback sheets

### 1.2 Objective

Administer reading inventories to determine instructional level of all students and identify effective reading strategies for early intervention.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Administer ISEL to students in Kindergarten and 1st Grade to establish baseline and determine level of intervention	Fall 04	K, 1 Teachers, Reading Teachers, and Support Teachers	ISEL
1.2.2 Analysis of ISEL subtests to form flexible instructional groups within classroom setting.	04-05 School Year	K, 1, 2 Teachers, Reading and Support Teachers	ISEL
1.2.3 Teachers use 2004 ISAT and SAT-9 data to form flexible instructional skill groups within classroom setting.	04-05 School Year	Grade 2, 3, 4 and 5 Teachers, Reading and Support Teachers	SAT-9 and ISAT
1.2.4 Reading teachers administer Gates-MacGinitie Reading Assessment to students scoring below 36% on SAT-9 to determine the level of intervention needed	Dec 04	Reading Teachers, Principal	SAT-9
1.2.5 Administer reading inventories to determine instructional reading level	04-05 School Year	Teachers, Reading Teachers, Support Teachers	Guided Reading level

### 1.3 Objective

Provide staff development training to diagnosis reading problems, direct instruction and modeling of instructional strategies.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Provide opportunities for teachers to share learned information from professional library materials	04-05 School Year	Principal, Reading Teachers and Classroom Teachers	List of Professional Resource Materials Checked Out
1.3.2 Provide on-going training sessions in utilizing Rigby Benchmark Assessment effectively	Aug-Oct 2004	Reading Teachers and District Personnel	Rigby Benchmarks
1.3.3 Provide on-going staff development opportunities that focus on the components of Reading Framework	04-05 School Year	Classroom Teachers	Staff Presentations

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

Evidence of Need

In 2004 the composite Math scores on the ISAT for Grades 3 showed 86.8% meeting or exceeding State Standards. While in Grade 5, 92% of students are meeting or exceeding State Standards.

2.1 Objective

Identify strategic components of the Everyday Math Curriculum

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Review EDM checklists and reflect the pacing of instruction at each grade level	Fall 2004	Pete Gatz, Classroom Teachers	EDM checklists
2.1.2 Review current EDM curriculum relative to Illinois State Standards	04-05 School Year	Classroom Teachers, ELL, PA, Support Staff	Weekly Team Notes
2.1.3 Construct mini lessons that focus on metacognitive math skills	Jan-March 05	Grade 3 and 5 Teachers	Teacher developed rubric

2.2 Objective

To develop and implement assessment tools to diagnose areas of strength and weaknesses and monitor progress.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Use of technology assessment tool to develop appropriate study guides and assessment tools for all students to feel successful	04-05 School Year	Classroom Teachers, Support Teachers, Instructional Assessment	Data collection
2.2.2 Analysis of strengths and weaknesses of ISAT and SAT-9 data to determine instructional grouping and to differentiate instruction	04-05 School Year	Classroom CEMT Teachers, Support Teachers, ELL, PA	Individual data collection

### 2.3 Objective

Provide staff development training that will enhance student achievement.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Research math interventions that target math facts	Fall 04	Grade 3, 4, and 5 Teachers	Current Research
2.3.2 Train staff on the Otter Creek Institute: Mastering Math Facts program, which provides a systematic approach for students to attain math facts with automaticity and speed	04-05 School Year	Grade 3, 4, and 5 Teachers	Pre and post testing

### Progress Summary

Owen Elementary School maintained two goals during its second year, in 2004-2005. In implementing our school improvement plan the Owen staff focused on developing students' reading and mathematical skills. The Illinois Standards Achievement Tests, local assessments, and other data were analyzed to guide instruction. Special attention was given to build upon areas of strength and to improve areas of weakness in both areas.

#### Goal 1: **All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

Results: 85.3% of 3rd grade students met or exceeded state standards.  
74.3% of 5th grade students met or exceeded state standards.

Owen's reading goal was supported by providing staff development opportunities. Teachers continually developed a balanced literacy approach to reading instruction with an emphasis on guided reading, flexible groups, specific reading strategies, and literature responses. Assessment tools such as the Illinois Snapshot of Early Literacy (ISEL) and Rigby PM Benchmark Kit were used to guide instruction and identify strengths and areas of individual students. Staff development focused teachers implement effective reading strategies with all students.

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

Results: 93.3% of 3rd grade students met or exceeded state standards.  
93.2% of 5th grade students met or exceeded state standards.

Math achievement was targeted with grade level teams analyzing local and state assessments.

Intermediate grade level teachers piloted the Otter Creek Institute: Mastering Math Facts, which provided an opportunity of a systematic approach for students to attain math facts with automaticity and accuracy. Staff development focused on the professional growth and development in the implementation of differentiated instruction within the Everyday Math Program.

The Owen Elementary School Improvement team continues to focus on academic success of all students, teaching and learning, and the learning environment. Therefore, our goals for the 2005-2006 school year are as follows:

- **Students will be able to read fluently and gain meaning from text as measured by the Illinois State Assessment.**
- **Students will demonstrate improved math achievement as measured by the Illinois State Assessment.**

If you have any further questions regarding Owen's school improvement plan or our school report card, please feel free to contact Anne Kryger, Principal at (630) 428-7300.