

**Elementary School Improvement Plan Report**  
January 2006

**School Name:** **Patterson Elementary School**

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Principal: Quynh Nguyen

School Improvement Team: Quynh Nguyen, Sally Brusveen, Cristy White, Diane Reif, Kris Ambrose, Mary Ellen Kane, Carol Sundstrom, Martha Conway, Debbie Fisher, and Susan Dobrodt.

**Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06
Total enrollment	817	852	843	
% White	88.9	88.8	87.5	
% Black	2.8	2.6	2.3	
% Hispanic	1.6	1.4	0.8	
% Asian/Pacific Islander	6.7	7.2	7.4	
% Native American	0.0	0.0	0.0	
Low Income rate	0.0	0.0	0.1	
Limited English Proficient Rate	1.0	0.6	0.6	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	5.3	6.2	5.6	
Attendance Rate	96.8	96.9	96.3	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	NA	20.2	22.2	
Average class size grade 1	20.5	22.0	23.2	
Average class size grade 3	21.5	24.4	25.0	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

**Practice and Program Audit Analysis Summary**

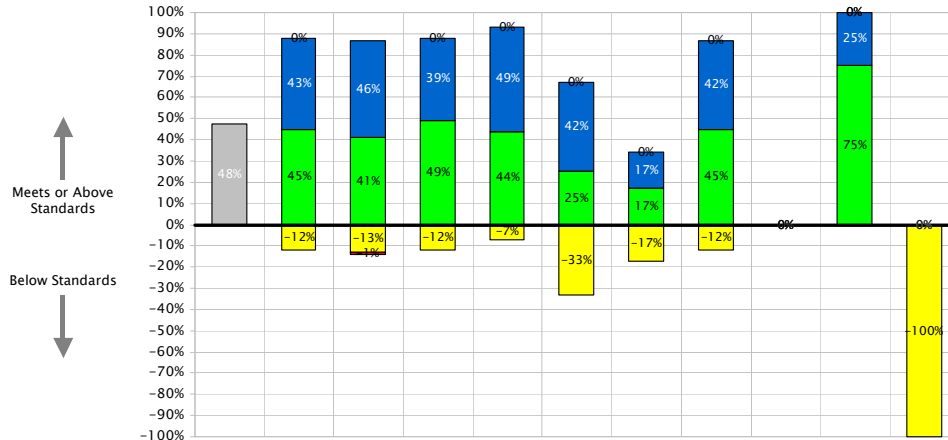
The Danielson model for school improvement planning is focused on enhancing student achievement. Utilizing this model, the Patterson staff examined current programs and instructional practices in order to determine needs and to develop a comprehensive plan. At Patterson School, we designed an action plan to address the following:

- Practices affecting students
- Practices affecting staff
- Aligned curriculum
- Learning support

# 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		43%	46%	39%	49%	42%	17%	42%	0%	25%	0%
Meets		45%	41%	49%	44%	25%	17%	45%	0%	75%	0%
Below		12%	13%	12%	7%	33%	17%	12%	0%	0%	100%
AW		0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	88%	87%	88%	93%	67%	34%	87%	0%	100%	0%
Count		287	140	147	31	7	2	242	0	5	N/A

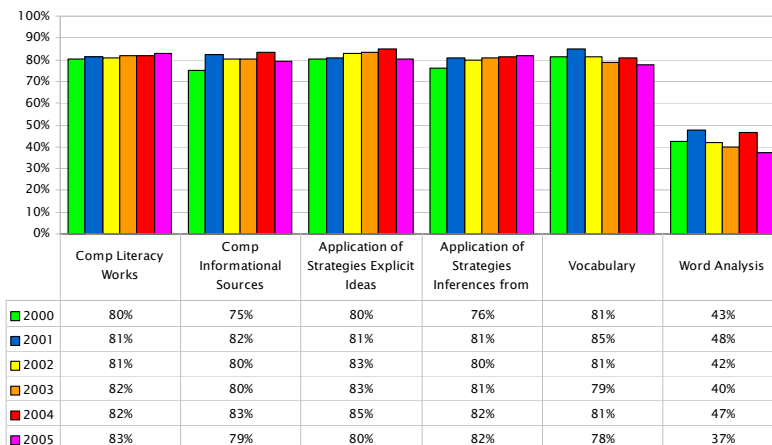
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Hispanic, Native American, LEP, IEP, Low Income.



PATTERSON ELEMENTARY SCHOOL

## ISAT Reading Standards Analysis.

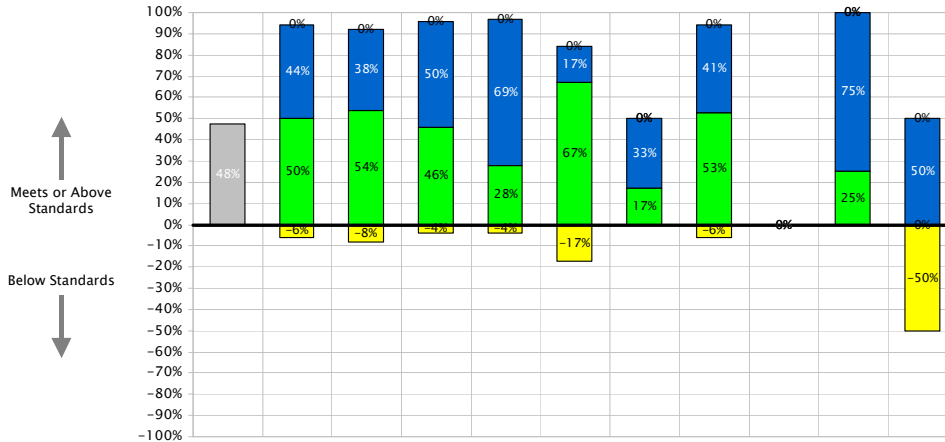
All grades combined from 2000 to 2005.  
(% of multiple-choice items answered correctly)



\*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%	50%	69%	17%	33%	41%	0%	75%	50%
Meets		50%	54%	46%	28%	67%	17%	53%	0%	25%	0%
Below		6%	8%	4%	4%	17%	0%	6%	0%	0%	50%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	94%	92%	96%	97%	84%	50%	94%	0%	100%	50%
Count		287	140	147	31	7	2	242	0	5	N/A

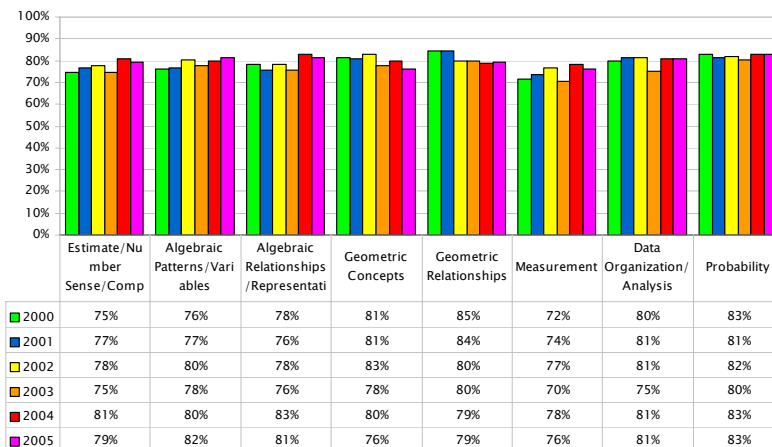
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, Low Income.



PATTERSON ELEMENTARY SCHOOL

### ISAT Math Standards Analysis.

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



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



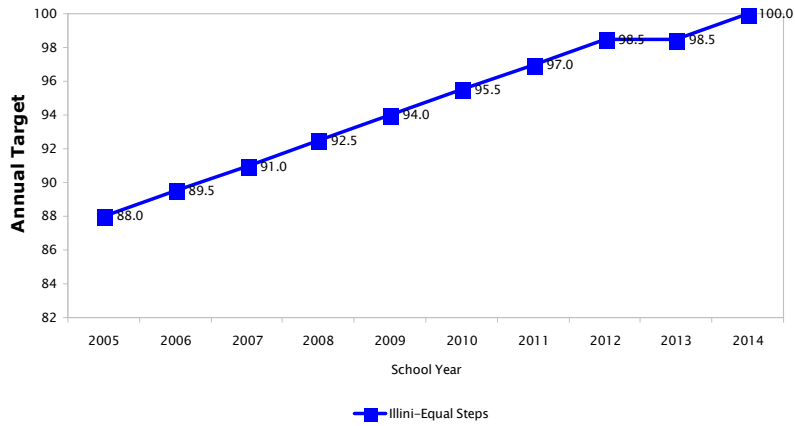
# NCLB Adequate Yearly Progress Composite

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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.

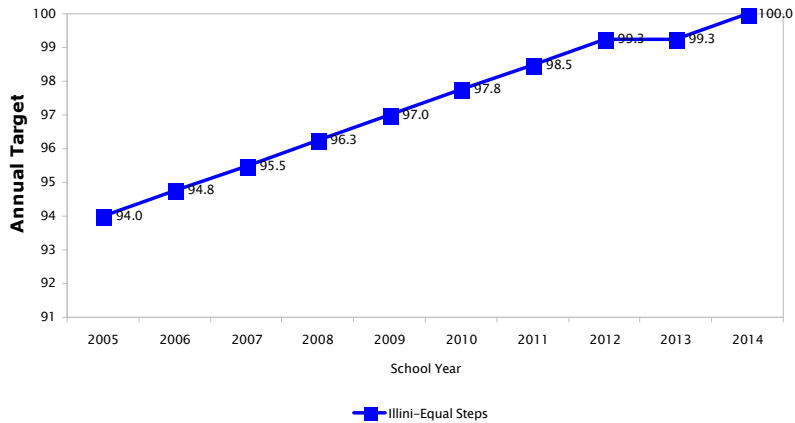


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## ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 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 2005 ISAT reading proficiency percentage of all students was 87.5%. ISAT reading proficiency percentage for our identified subgroup, students with disabilities, is 45% (5<sup>th</sup> grade only). Since there is no significant difference among the five major strands of reading at grade 3 and grade 5, all strands (comprehension of literacy works; comprehension of informational sources; application of strategies-explicit ideas; application of strategies-inferences from text; and vocabulary) may be addressed in the task section.

### 1.1 Objective

Provide teacher ongoing training on the core reading model and components, effective reading instruction, assessment analysis and differentiated instruction to use with all students, including subgroups.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Evaluate and analyze ISAT and CBM data.	August-November	Principal, BLT, Support Team	Data - Just 5 Clicks, AimsWeb
1.1.2 Provide workshops on the identified balanced literacy model.	Ongoing	Principal, Rdg. Teacher, Lit. Leaders	Meeting Agendas
1.1.3 Integrate the Harcourt Reading Series into the balanced literacy model.	Ongoing	Teachers, Support Staff	Team Meeting Notes
1.1.4 Provide systematic phonics training to teachers, support staff, reading teachers, and teaching assistants.	Ongoing	Student Service Coordinator, Support Team	Meeting Agendas
1.1.5 Provide teaming opportunities to plan for the Power Hour of reading.	October, February, May	Grade Level Teams	Team Meeting Notes
1.1.6 Organize and provide a book study group on diagnosing reading concerns and selecting effective interventions.	February-April	Teachers	Book Study Agenda

## 1.2 Objective

All staff will continue to implement an identified balanced literacy model that provides effective interventions to improve reading proficiency for all students, including subgroups.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Implement a Power Hour of reading for all students using a balanced literacy model.	Ongoing	Staff	Staff Schedules
1.2.2 Guided reading lessons will be taught with an emphasis on reading skills and strategies.	Ongoing	Teachers	Meeting Notes, Lessons
1.2.3 Teachers will utilize reading CBM data to guide instruction and to communicate with parents.	Ongoing	Teachers	Team Meeting Notes; Conferences
1.2.4 TATs based on the Problem Solving Model will be utilized to address individual and group reading concerns.	Ongoing	Student Service Coordinator, Psychologist, Teachers	TAT Plans
1.2.5 Support team will investigate, implement, and evaluate tools for diagnosing reading concerns with an emphasis on subgroups and evidenced-based interventions.	Ongoing	Student Service Coordinator, Support Team	Meeting Notes

## 1.3 Objective

Administer Curriculum Based Measures (CBMs) to all students to determine instructional planning of students, identify at an early stage those children who might be at-risk, and promote the development of effective models of early reading intervention.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Administer the DIBELS (early literacy assessments) to K students and the oral fluency CBM to 1 <sup>st</sup> -5 <sup>th</sup> students 3 times a year.	September, January, May	Teachers, Support Staff	Data - AimsWeb
1.3.2 Use evidenced-based reading interventions (e.g. Phonics instruction, fluency groups, guided reading) with all students.	Ongoing	Teachers, Support Staff	Meeting Notes
1.3.3 Provide additional reading support to identified at-risk students.	Ongoing	Teachers, Reading Teachers, Teaching Assistants	Power Hour and Reading Support Schedules
1.3.4 Progress monitor all students receiving intensive reading support to determine effectiveness of interventions.	Ongoing	Reading Teachers	AimsWeb Data

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

Evidence of Need

In 2005 ISAT mathematics proficiency percentage of all students was 94.3%. ISAT math proficiency percentage for our identified subgroup, students with disabilities, is 55% (5<sup>th</sup> grade only). Since there is no significant difference among the seven major strands for math, all strands (estimation/number sense/computation; algebraic patterns; algebraic relationships; geometric relationships; measurement; data organization; and probability) may be addressed in the task section.

2.1 Objective

Provide new teachers intensive training on the Everyday Math (EDM) curriculum. Provide ongoing teacher training on the EDM curriculum and the Otter Creek Math Facts Program. All staff will continue to implement and utilize Everyday Math (EDM) components/procedures that have been found to be effective for all students, including subgroups.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Teachers will continue to implement the EDM curriculum.	Ongoing	Teachers	Team Meeting Notes
2.1.2 Teachers will continue to follow the EDM "Star Points" or best practices.	Ongoing	Teachers	Meeting Notes
2.1.3 Teachers will implement the Otter Creek Math Facts Program at grades 1 <sup>st</sup> -5 <sup>th</sup> .	Ongoing	Teachers	Team Meeting Notes
2.1.4 Teachers will receive a review on how to administer the math curriculum based measure (CBM).	September	Student Service Coordinator, Pyschologist	Meeting Agenda
2.1.5 Teachers will be inserviced on how to use the math CBM data to guide instruction.	Ongoing	Principal, Student Service Coordinator, Coach	Meeting Agenda

2.2 Objective

Staff will develop strategies and implement lessons that will increase student achievement on the extended math response of the ISAT assessment.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Teachers will focus on best practices for teaching extended math responses at every grade level. Time will be specifically allocated to develop this math skill.	Ongoing	Teachers	Team Meeting Notes
2.2.2 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teacher teams will meet to develop strategies and lessons to address teaching extended math responses.	December	Teachers	Team Meeting Notes
2.2.3 Support teachers will reinforce the extended math response skill with students.	Ongoing	Support Teachers	Meeting Notes

### 2.3 Objective

All staff will continue to support a flexible district assessment program that will diagnose areas of strengths and weaknesses and monitor progress for all students, including subgroups.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Teachers will use the EDM checklist data to facilitate data-driven instruction.	Ongoing	Grade Level Teams	Meeting Notes; Checklists; AimsWeb
2.3.2 Staff will administer the math CBM 3 times a year to all students.	September, January, May	Teachers	Aimsweb Data
2.3.3 Teachers will also use the math CBM data to facilitate data-driven instruction.	Ongoing	Teachers	Meeting Notes; Aimsweb Data
2.3.4 Teachers will use the midyear assessments as needed to determine instructional needs of students.	January – March	Grade Level Teams	Meeting Notes

### Progress Summary

The Patterson Elementary School staff identified and focused on two areas of school improvement during the 2004-05 school year. Staff developed goals and implemented action steps in the areas of reading and mathematics. ISAT (Illinois Standards Achievement Test) assessment data reflect that students continue to consistently meet and exceed state standards as a result of the Patterson staff's school improvement work.

The following best practices were implemented under the reading goal:

- Patterson staff participated in numerous district and school staff development opportunities on balanced literacy
- Grade level teams met, collaborated and developed plans for the reading block aligned with the district balanced literacy framework
- Staff participated in a book study group focused on teaching reading fluency
- Classroom teachers implemented the balanced literacy model; guided reading is an integral component of this model
- Reading instruction focused on teaching reading skills and strategies rather than stories
- Teachers received training on administering reading curriculum based measures (CBMs); reading CBMs were administered to all students in January and May and provided valuable information for instruction
- Students identified being at risk in the area of reading received additional support from the reading team
- The Problem Solving Process was implemented at Patterson to address individual and group concerns
- 88% of our 3<sup>rd</sup> grade students met or exceeded the state reading standard on the ISAT; 87% of our 5<sup>th</sup> grade students met or exceeded the state reading standard on the ISAT

The following best practices were implemented under the mathematics goal:

- Teachers continue to implement the Everyday Math (EDM) curriculum at Patterson
- Teachers placed additional emphasis on teaching basic math facts; parents were encouraged to reinforce the practice of math facts at home
- First through fifth grade students received multiple opportunities to practice extended math responses in the math curriculum
- Staff utilized the EDM checklist to monitor student progress and to plan for instruction
- Staff continue to communicate student progress with parents utilizing the EDM checklist
- 96% of our 3<sup>rd</sup> grade students met or exceeded the state math standard on the ISAT; 92.6% of our 5<sup>th</sup> grade students met or exceeded the state math standard on the ISAT

Patterson students continue to score above the district and state averages on standardized assessments. We are very proud of our students' achievement this year. The Patterson staff recognizes the need for continuous improvement in order to meet the needs of all of our students. We embrace the challenge ahead of us as an opportunity to continuously become better educators for our children. The Patterson staff will continue to focus on reading and mathematics as goal areas for the 2005-06 school year. If you have any questions regarding our school report card please contact Ms. Nguyen, Patterson Elementary School's principal, at the main school number 428-6500. Thank you.