

Middle School Improvement Plan Report
January 2006

School Name: Thomas G. Scullen Middle School

Address: 2815 Mistflower Lane, Naperville, IL 60564

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Principal: Kathleen Kosteck

School Improvement Team: Kathleen Kosteck, Steve Diveley, Rebecca Laratta, Colleen Brodhead, Catherine Malone, Tracy Yoch, Ann Ketcherside, Kathrine Pagakis, Casey Solgos, Reshma Thakkar, Michelle Meeker, Dan Verdun, Pam Drummond, Angela Bushelle, Angela Weigard, Sarah Morrison, Christopher Norkus, Cindy White, Rebecca Zimmerman

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	1076	1174	1231	
% White	76.4	76.9	72.0	
% Black	4.6	4.8	5.9	
% Hispanic	3.5	3.3	3.2	
% Asian/Pacific Islander	14.6	14.7	16.6	
% Native American	0.5	0.3	0.1	
Low Income rate	1.5	1.3	2.6	
Limited English Proficient Rate	3.0	1.7	1.8	
Chronic Truancy Rate	0.0	0.0	0.1	
Mobility Rate	8.6	15.5	3.4	
Attendance Rate	98.1	95.9	95.5	
% Parent Contact	100	100	100.0	
Average class size grade 6	26.8	27.5	29.7	
Average class size grade 8	30.5	32.9	31.4	
Minutes per day teaching English/Language Arts	87	87	87	
Minutes per day teaching math	44	44	44	

Practice and Program Audit Analysis Summary

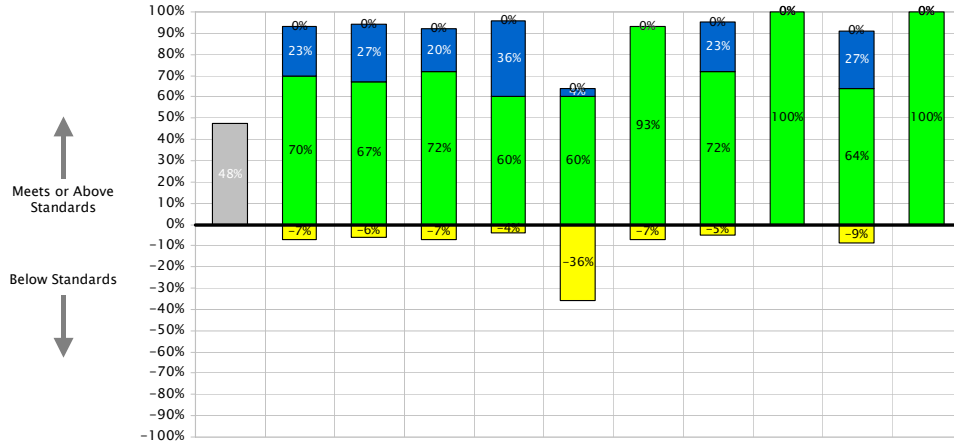
In May of 2004, the school improvement team facilitated discussions between teachers, support staff, and administration. We identified the need to:

- Target low-performing students in the areas of reading and math
- Standardize and refine communication between curricula areas by utilizing curriculum-mapping process
- Implement redesigned reading curriculum

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		23%	27%	20%	36%	4%	0%	23%	0%	27%	0%
Meets		70%	67%	72%	60%	60%	93%	72%	100%	64%	100%
Below		7%	6%	7%	4%	36%	7%	5%	0%	9%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	93%	94%	92%	96%	64%	93%	95%	100%	91%	100%
Count		409	188	221	55	25	14	304	0	11	N/A

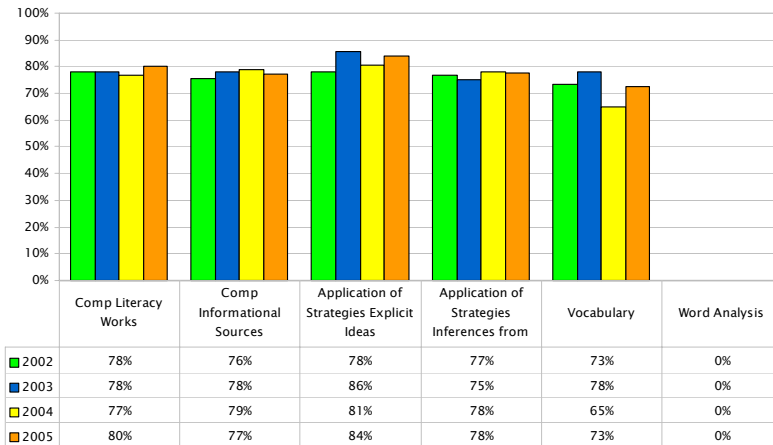
The following groups have less than 40 students: Black, Hispanic, Native American, Other.



THOMAS G. SCULLEN MIDDLE SCHOOL

ISAT Reading Standards Analysis.

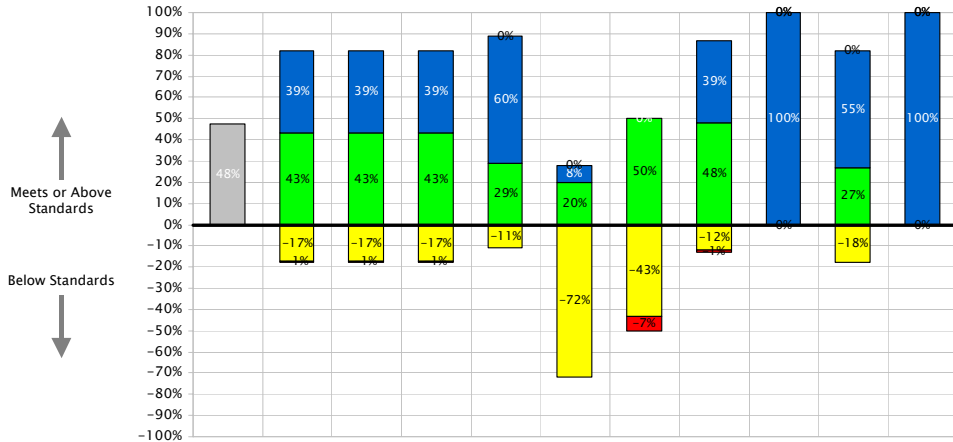
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Application of Strategies Explicit Ideas: there is Significant Improvement 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		39%	39%	39%	60%	8%	0%	39%	100%	55%	100%
Meets		43%	43%	43%	29%	20%	50%	48%	0%	27%	0%
Below		17%	17%	17%	11%	72%	43%	12%	0%	18%	0%
AW		1%	1%	1%	0%	0%	7%	1%	0%	0%	0%
Proficiency	48%	82%	82%	82%	89%	28%	50%	87%	100%	82%	100%
Count		409	188	221	55	25	14	304	0	11	N/A

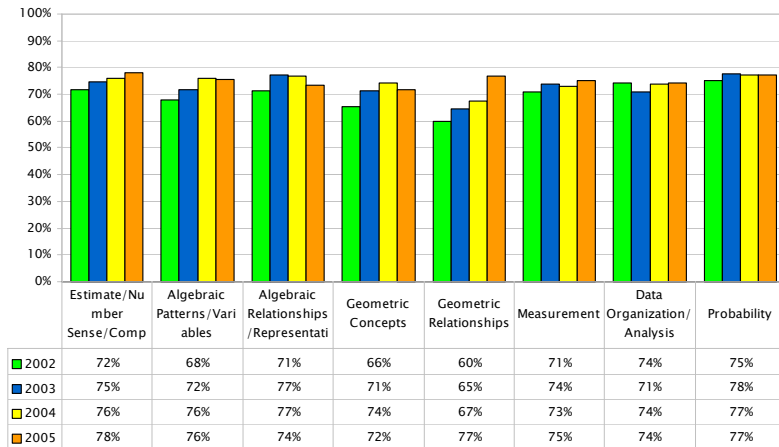
The following groups have less than 40 students: Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, IEP, Low Income.



THOMAS G. SCULLEN MIDDLE SCHOOL

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

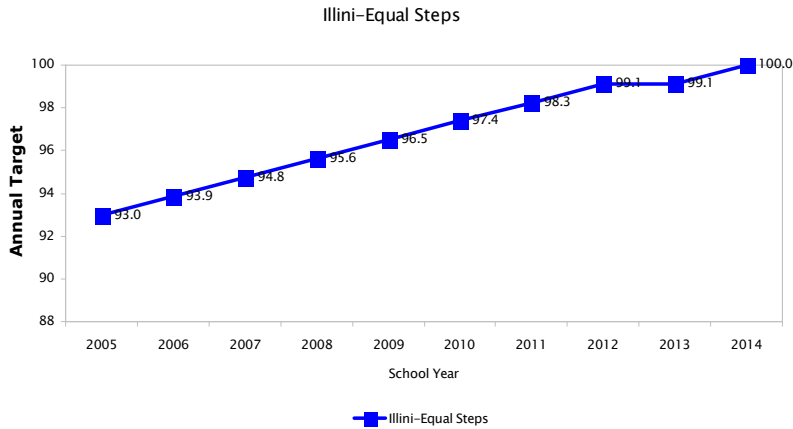


NCLB Adequate Yearly Progress Composite

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

Year 2005.



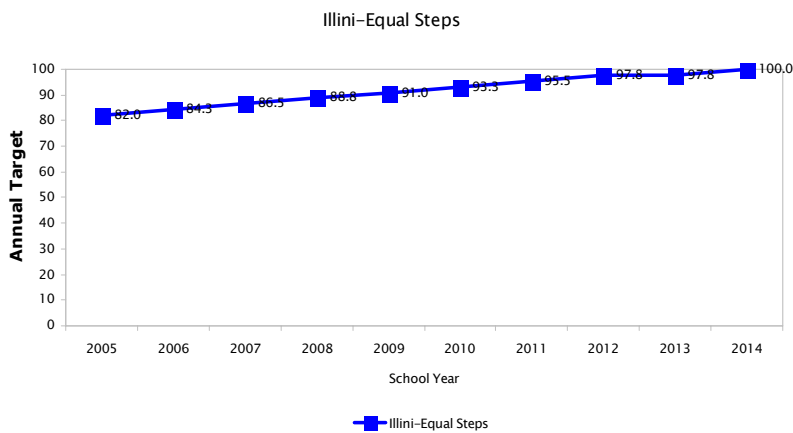
The base 2005 score is: 93.0% Meeting/Exceeding in Reading.



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

Year 2005.



The base 2005 score is: 82.0% 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 for all students was 86.2%. ISAT reading proficiency percentage for the following subgroups was: African-American 68%, Hispanic 64%, LEP 100%, IEP 31%, Low-Income 57%. Since there is no significant difference among the four of the five major strands for reading on the ISAT, all strands (comprehension of literacy works; comprehension of informational sources; application of strategies explicit ideas; and application of strategies inferences from text) will be addressed in the activities section. There is a decline from 2000-2004 in the area of vocabulary.

- 1.1 Objective: Identify students at an early state in the school year who have demonstrated low levels of progress in reading, and promote the development of effective strategies to improve their reading achievement.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Analyze available data to identify students who are at or below the 35% on a reading achievement assessment.	Fall & Spring of each year	Administrators, Grade Level Counselors, Core Academic Teachers, Reading Improvement Teachers	Complete Summer & Fall 2004 (upon receipt of ISAT data & SAT9 data)
1.1.2 Administer Gates Reading Achievement test to those students below the 35%ile in reading.	May & December of each year	Reading Improvement Teachers	Completed Fall 2004, December 2004
1.1.3 Identify specific reading skills needed to improve students' overall reading achievement.	Fall and periodically throughout the year	Classroom Teachers	Completed Fall 2004
1.1.4 Provide direct instruction for identified students via a "pull-out" strategic reading course and provide integrated support in various academic courses.	Throughout the year	Reading Improvement Teachers	Progress monitored quarterly

- 1.2 Objective: Identify trends in reading achievement data that indicate students' overall strengths and areas in need of improvement.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Analyze available data to target specific reading skills in which a significant percentage of students demonstrate weakness.	Fall 2004	Classroom Teachers	Team Action Plans
1.2.2 Audit individual curriculums to identify opportunities in which to focus instruction on the targeted reading skills.	Fall 2004	Classroom Teachers	Curriculum Maps
1.2.3 Develop instructional activities prescribed to address the areas of weakness for students.	Throughout the year	Classroom Teachers	Team Action Plans
1.2.4 Develop and implement classroom reading assessments that will diagnose areas of strength and weaknesses and monitor students' progress.	Throughout the year	Classroom Teachers	Team Action Plans
1.2.5 Analyze available data to create ability groups for specific reading instruction in non-fiction reading skills to include; analogies, synonyms, antonyms, prefixes, suffixes, multiple meanings, context clues, and functional reading	Throughout the year	Classroom Teachers	Team Action Plans

- 1.3 Objective: Provide time and opportunities for reading teachers to discuss and evaluate the revised reading curriculum.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Provide time for reading and reading improvement teachers to share ideas and lesson plans for guided reading.	October 13, 2004	District Literacy Leaders	School Improvement Early Release Agenda
1.3.2 Provide time for reading teachers and reading improvement teachers to evaluate effectiveness of instructional strategies in the area of guided reading and vocabulary development.	November 10, 2004	District Literacy Leaders & Classroom Teachers	School Improvement Early Release Agenda
1.3.3 Reading teachers attend staff development on vocabulary instruction to focus on vocabulary development in the literacy classroom. Presenters considered experts in the field of vocabulary development.	March 4th, 2005	Classroom Reading Teachers	Donna Moore et al.
1.3.4 Reading teachers articulate about the revised reading curriculum and its focus on vocabulary development.	March 4th, 2005	Classroom Reading Teachers	Facilitators' Agenda
1.3.5 Provide teachers continued opportunities for articulation surrounding the revised reading curriculum.	March - June 2005	Administration	Facilitators' Agenda

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 for all students was 79.4%. The ISAT math proficiency for the following subgroups was: African-American, 61%, Hispanic 57%, LEP 100%, IEP 12%, Low-Income 43%. There is significant improvement in the following strands from 2000 to 2004: Algebraic Patterns/Variables, Algebraic Relationships/Representations, Geometric Concepts and Geometric Relationships.

2.1 Objective: Provide for training and continued professional growth of math teachers new to the Everyday Mathematics Program.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Provide training for 6th grade math teachers.	Summer & Fall 2004	EDM Consultants and District Trainers	Summer Staff Development & Institute Agendas
2.1.2 Provide opportunities for 6th grade math teachers to discuss implementation of EDM within the 39 minute time period.	August Institute 2004	Administration	Facilitators' Agendas
2.1.3 Provide opportunities for 6th grade math teachers to discuss assessment practices relative to the EDM curriculum.	October 13th, 2004	Administration	Facilitators' Agendas
2.1.4 Provide for articulation among the district middle school EDM teachers.	March 4th, 2005	Administration	Facilitators' Agendas

2.2 Objective: Identify trends in mathematics achievement data that indicate students' overall strengths and areas in need of improvement.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Analyze available data to target specific math skills in which a significant percentage of students demonstrate weakness.	Fall 2004	Classroom Teachers	Team Action Plans
2.2.2 Audit individual curriculums to identify opportunities in which to focus instruction on the targeted math skills.	Throughout the year	Classroom Teachers	Team Curriculum Maps
2.2.3 Develop instructional activities prescribed to address the areas of weakness for all students.	Throughout the year	Classroom Teachers	Team Curriculum Maps

2.3 Objective: Identify students at an early stage in the school year who have demonstrated low levels of progress in math, and promote the development of effective strategies to improve their math achievement.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Analyze available data to identify students who are at or below the 35% on a mathematics achievement assessment.	Fall of each year	Administrators, Grade Level Counselors & Core Academic Teachers	Completed September 2004
2.3.2 Identify specific mathematics skills needed to improve students' overall math achievement.	Fall and periodically throughout the year	Core Mathematics Teachers	Completed Fall 2004
2.3.3 Group and regroup students during connections class to provide increased instructional time in the area of mathematics.	January 2005-May 2005	Core Mathematics Teachers	Monitored Periodically throughout the year
2.3.4 Provide direct instruction to targeted areas for individual students.	January 2005-May 2005	Core Mathematics Teachers	Monitored Periodically throughout the year

Progress Summary

School improvement is a continual process that requires teachers to examine available data to analyze students' strengths and areas in need of improvement. Teams and grade levels analyze available data including; ISAT performance data, Stanford Achievement data, and Explore Data. Teams then target specific skill areas in need of improvement. Targeted areas included Reading Comprehension, non-fiction reading strategies, vocabulary, systematic word parts, math computation, proportions, estimation, and multi-step problem solving. Teams identified students at an early stage in the school year who have demonstrated low levels of progress in reading or math. Teachers developed instructional activities prescribed to address the areas of weakness for students. Students were grouped during Connections time for additional instruction in these areas. All curricula areas were audited to identify opportunities in which to focus instruction on reading comprehension and vocabulary. Individual students who were not demonstrating high levels of achievement in reading were provided direct instruction by participating in an additional period of reading instruction on a daily basis.

The Spring 2005 ISAT results indicate 93.1% of 8th grade students met or exceeded Illinois Learning Standards in the area of reading. The results also indicate 82.2% of the 8th grade students met or exceeded Illinois Learning Standards in the area of Mathematics. The seventh grade students were assessed in the area of Science. In the area of Science 93.8% of the students met or exceeded Illinois Learning Standards. The federal *No Child Left Behind* legislation requires students to make Adequate Yearly Progress in the areas of reading and math. In order for a school to meet Adequate Yearly Progress the following conditions must be met:

- At least 95% of the students enrolled must take the ISAT assessment (100% of Scullen 8th grade students took the ISAT test)

- At least 40% of the students meet/exceed standards for Reading and Mathematics
 1. In 2005, 93.1% of 8th grade students met/exceeded Standards in Reading compared to 86.2% in 2004.
 2. In 2005, 82.2% of 8th grade students met/exceeded Standards in Math compared to 79.4% in 2004.
- And a minimum of an 89% attendance rate (Scullen is above 95% attendance rate).

Scullen Middle School has successfully met all of the requirements to make Adequate Yearly Progress

Teams will use this data as a part of the ongoing school improvement process. They will continue to examine current and longitudinal data to determine students' progress toward mastery of the Illinois Learning Standards. Specific action plans are adapted and modified to address those areas in which improvement is needed. Commensurate with the *No Child Left Behind* legislation, improving student achievement in the areas of math and reading will continue to be a focus for the School Improvement Plan. A primary focus for teams is to provide support to students who have not yet consistently met the Illinois Learning Standards. Teams are continuing the process of identifying opportunities to integrate reading and math skills across the curriculum for all students.