

Elementary School Improvement Plan Report
January 2006

School Name: Spring Brook Elementary School

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 School Improvement Team: Kathy Pease, Joan Bowers, Sharon Wedam, Amy Madzinski, Jeanine Buishas, Marcia Friedman, Kim Zentmyer, Barb Whalen, Jeff Gerard, Jodi Wagner, Jill Koebrich, Meghan Kimpton, and Greg Watchinski

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	863	820	757	
% White	87.8	86.3	85.1	
% Black	1.7	1.8	1.8	
% Hispanic	0.8	1.6	1.7	
% Asian/Pacific Islander	9.6	10.2	9.2	
% Native American	0.0	0.0	1.2	
Low Income rate	0.2	0.9	0.0	
Limited English Proficient Rate	1.5	1.5	1.3	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	3.5	4.0	4.0	
Attendance Rate	96.8	96.9	96.3	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	23.6	18.6	22.3	
Average class size grade 1	22.4	25.8	22.6	
Average class size grade 3	26.2	24.4	22.6	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

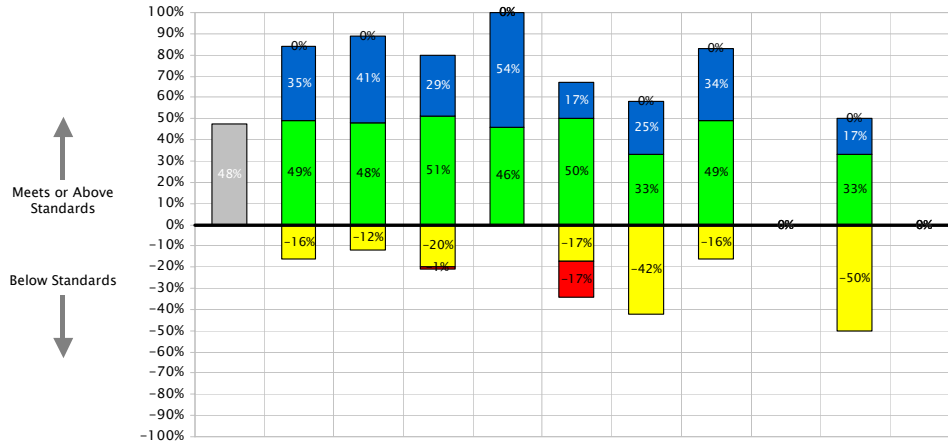
Practice and Program Audit Analysis Summary

Spring Brook Elementary School continues to focus on student achievement in the areas of reading and math. After reviewing student progress as measured on the Illinois Standards Achievement Testing, the staff at Spring Brook has chosen to concentrate on the following areas:

- Reading Comprehension
- Vocabulary
- Math Extended Response
- Geometry and Measurement

State Assessment Data and Gap Analysis

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		35%	41%	29%	54%	17%	25%	34%	0%	17%	0%
Meets		49%	48%	51%	46%	50%	33%	49%	0%	33%	0%
Below		16%	12%	20%	0%	17%	42%	16%	0%	50%	0%
AW		0%	0%	1%	0%	17%	0%	0%	0%	0%	0%
Proficiency	48%	84%	89%	80%	100%	67%	58%	83%	0%	50%	0%
Count		274	140	134	27	6	5	232	0	4	N/A

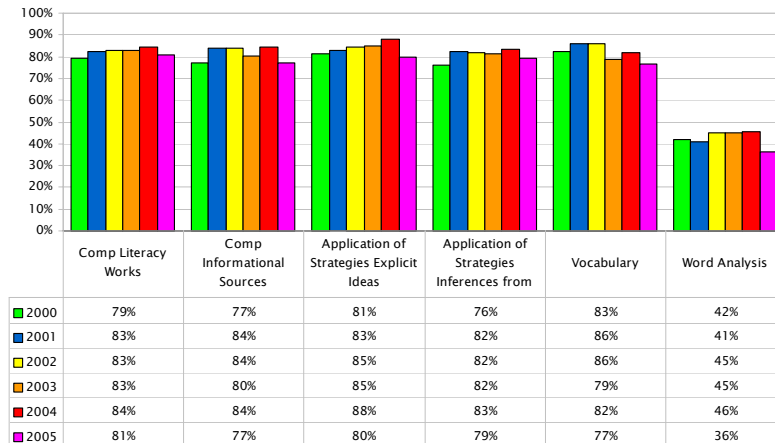
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, Low Income.



SPRING BROOK 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		46%	45%	46%	78%	0%	25%	44%	0%	50%	0%
Meets		50%	50%	49%	22%	83%	75%	52%	0%	0%	0%
Below		4%	5%	4%	0%	0%	0%	5%	0%	50%	0%
AW		0%	0%	1%	0%	17%	0%	0%	0%	0%	0%
Proficiency	48%	96%	95%	95%	100%	83%	100%	96%	0%	50%	0%
Count		273	140	133	27	6	5	232	0	4	N/A

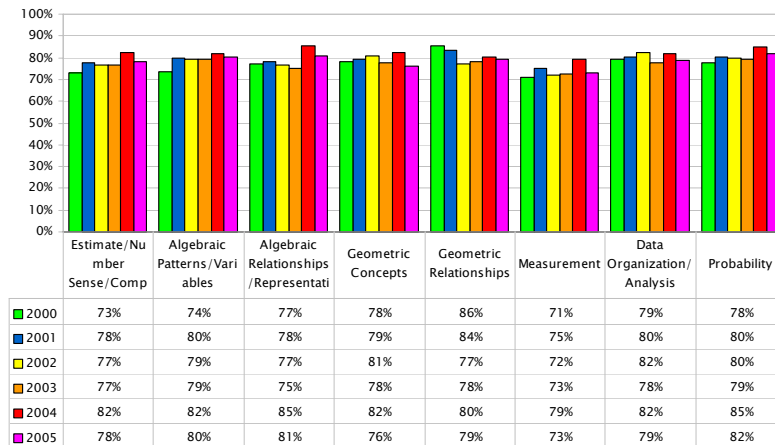
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP.



SPRING BROOK ELEMENTARY 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 Relationships: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



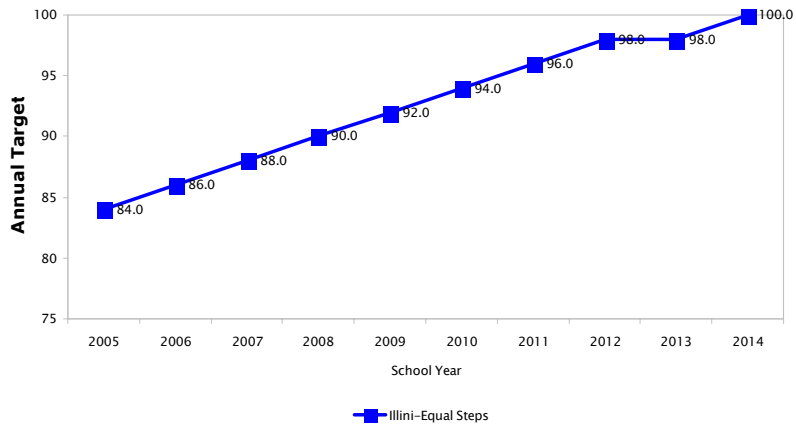
NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 84.0% Meeting/Exceeding in Reading.

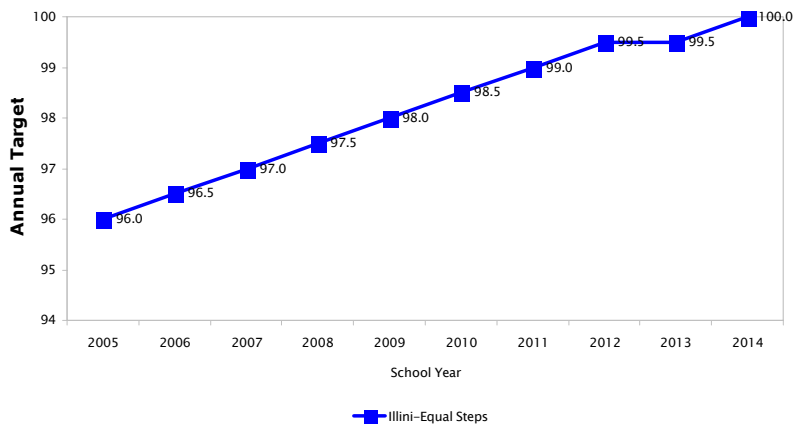


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ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 96.0% 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 reached 90%. Our students showed growth in the area of Extended Response in relation to comprehension to 80% meeting or exceeding. Continued improvement in this area is needed. Although an increase in the area of Vocabulary was recorded this year (77% to 84%), our staff feels focus should continue to be placed on these skills.

1.1 Objective

Increase student achievement in reading as measured on ISAT specifically in the area of comprehension.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Teachers will develop a common vocabulary to be used with students to discuss connections made with text. This vocabulary will be used in instruction with visual reminders being used in every classroom.	May 2005	Staff Committee	Written journal responses
1.1.2 Teachers will develop a common format for Reading Response Journals at each grade level. This format will be articulated K-5 with one teacher at each grade level piloting the format.	March 2004 Ongoing	Staff Committee	Completed, however adaptations are made
1.1.3 Teachers will develop visual reminders to assist students in their written response to text. These will be used at all grade levels.	March 2005	Staff Committee	Classroom posters
1.1.4 Identify students who did not meet ISAT Standards in the area of reading. Prescribe and implement activities to address area of weakness for each individual student.	Ongoing	Support Team, Classroom Teachers	Document through Child Find Activities
1.1.5 Create and support a building wide Fluency Lab for students who score below target in CBM as measured using AIMSWEB	Ongoing	Support Teachers with Classroom Teachers	AIMSWEB Data

1.2 Objective

Student scores will increase in the area of vocabulary to 88% Meets or Exceeds State Standards.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Teachers will collaborate to develop a sequence of skills to be taught in the area of vocabulary that will extend grades K-5.	May 2005	Staff Committee	List of skills from Balanced Literacy
1.2.2 Identify students who did not meet Standards in the area of reading. Prescribe and implement activities to address area of weakness for each individual student.	Ongoing	Staff Committee, Classroom Teacher	Document through Child Find Activities
1.2.3 Teachers will recommend and supply supplemental materials to teach vocabulary.	May 2005	Staff Committee	Materials collected not distributed
1.2.4 Staff development will be provided for teachers to learn teaching strategies and uses of supplemental materials to teach vocabulary skills.	August 2005	Staff Committee	Staff Dev. Data

1.3 Objective

Students will use in-text strategies to define vocabulary words.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Teachers will audit current strategies used.	February 2004	Staff Committee	Notes from committee and survey
1.3.2 Develop activities to increase use of strategies through test taking skills training	April 2005	Staff Committee	Review skills for 2 nd & 3 rd
1.3.3 Share activities with teams to support instruction	May 2005	Staff Committee	TBD

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 reached 97%. The area of Extended Response was the weakest for our students. The students have scored inconsistently on the subtests of Measurement and Geometric Relationships over time with current scores of 79% and 80% correct respectively. Although the students' scores in Algebraic Expression improved to 85% meeting or exceeding, our staff felt this area should continue to be monitored.

2.1 Objective: Increase student achievement in the area of extended response for math portion of ISAT.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Teachers will develop a common format for math extended response	Ongoing	Staff Committee	Formats collected
2.1.2 Teachers will sequence skills to implement math extended response format	Ongoing	Staff Committee	Staff surveyed
2.1.3 Committee will pilot response format	May 2005	Staff Committee	Collection of problems to use
2.1.4 Committee will present response format to Staff for complete implementation	August 2005	Staff Committee	Staff Meeting Agenda

2.2 Objective: Increase student achievement in Geometric Relationships and Measurement

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Staff committee will collaborate to create activities for students to use measurement in everyday life	April 2004	Staff Committee	Presented to staff on SIP Day Posters displayed throughout the bldg
2.2.2 Staff committee will collaborate to create activities for students to use geometry concepts in everyday life	May 2004	Staff Committee	Content by strand charts per grade level reviewed
2.2.3 Staff will present complete list of lesson plans for teachers at all grade levels	August 2004	Staff Committee	Reviewed and encouraged by grade level

2.2.4 Identify students who did not meet standards in the area of math. Prescribe and implement activities to address area of weakness for each individual student.	Ongoing	Support Team, Classroom Teacher	Document through Child Find
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2.3 Objective: Increase student achievement in math in the area of algebraic expression

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Staff will review frames and arrows concepts at all grade levels	March 2004	Staff Committee	Lesson Plans
2.3.2 Committee will track student understanding and use of frames and arrows to solve problems	April 2004	Staff Committee	Review of ISAT Data
2.3.3 Committee will monitor progress and make further recommendations for instruction in this area	April 2005	Staff Committee	Present at staff meeting
2.3.4 Sample questions and problems were created for third and fifth grade to use to practice algebraic expressions. These will be revised and updated as needed.	March 2004 Ongoing	Staff Committee	Sample packet
2.3.5 Identify students who did not meet standards in the area of math. Prescribe and implement activities to address area of weakness for each individual student.	Ongoing	Support Team with Classroom Teacher	Document through Child Find

Progress Summary

The staff at Spring Brook School identified two main areas for improvement based on the results of the 2003-2004 Illinois Standard Achievement Testing. We chose to improve student achievement in both reading and math. To do this, we continued our staff committees designated in the previous year. However, we did change focus based on last year's improvement and the change in the Literacy Curriculum. Three committees focused on math activities and three focused on reading activities. The math activities included reviewing extended response formats, presenting geometry and measurement in real life situations, and performing algebraic procedures. Reading activities included developing vocabulary activities, creating a fluency lab and providing classrooms with visual reminders to support student comprehension. These committees met on School Improvement Days throughout the year and reported back to staff. One of the greatest gains we saw was in the articulation between grade level teachers. With representation from every grade level on each committee we continue to see this articulation as a major benefit to our overall School Improvement.

Spring Brook students continue to score above the district, state, and national averages on standardized assessments. This year's Illinois Standards Achievement Testing revealed similar scoring patterns as those in the district in both math and reading for third and fifth graders. Ninety-nine percent of our students in grades three and five participated in the testing. Eighty-four percent of our third graders met or exceeded state standards in reading while ninety-six percent achieved this in math. Our third graders and fifth graders demonstrated a slight drop in the area of reading. However, we did see significant increases in individual student reading levels and fluency as measured on CBM and Rigby Benchmarking. The total math remained steady.

After reviewing results from standardized tests, the Spring Brook faculty initiated the following goals for the 2005-2006 school year. Staff members will continue to work on committees to develop a variety of programs and teaching strategies to improve student achievement in these areas of focus. Through continued articulation we will work together to achieve our shared vision.

Goal 1: To improve student achievement in reading

- Assess all students reading fluency rates and comprehension at regular intervals through Curriculum Based Measurement using AIMSWEB to drive instruction
- Use the results of the CBM to provide appropriate interventions for all levels
- Extend use of Reading Fluency Lab to all levels

Goal 2: To improve student achievement in math

- Assess all students computation rates at regular intervals through Curriculum Based Measurement using AIMSWEB to drive instruction
- Implement the Otter Creek computation Program
- Continue to monitor and review the student progress in using algebraic expressions

Questions about Spring Brook's School Improvement Plan or School Report Card should be directed to Kathy Pease, Principal at 428-6600.