

Elementary School Improvement Plan Report
January 2006

School Name: Steck Elementary School

Address: 460 Inverness Drive, Aurora, IL 60504
 Phone: (630) 375-3500
 Principal: Mrs. Kerry Merrill
 School Improvement Team: Kerry Merrill, Brigid Scheffler, Julie Hatcher, Joyce Louis,
 Monika Kelly, Lori McBride, Angi Powers, Nicole Dickerson,
 Donna Bartusek, Laurie Yount, Amy Peipert

Enrollment and Demographic Data

| | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|----------------------------------|---------|---------|---------|---------|
| Total enrollment | 748 | 755 | 747 | |
| % White | 83.4 | 81.9 | 81.8 | |
| % Black | 4.3 | 5.3 | 4.4 | |
| % Hispanic | 3.1 | 3.4 | 1.9 | |
| % Asian/Pacific Islander | 9.2 | 9.4 | 9.5 | |
| % Native American | 0.0 | 0.0 | .0 | |
| Low Income rate | 0.4 | 0.5 | 1.6 | |
| Limited English Proficient Rate | 3.5 | 3.4 | 2.7 | |
| Chronic Truancy Rate | 0.0 | 0.0 | 0.0 | |
| Mobility Rate | 6.5 | 4.6 | 5.3 | |
| Attendance Rate | 96.7 | 96.9 | 96.4 | |
| % Parent Contact | 100.0 | 100.0 | 100.0 | |
| Average class size grade K | 21.0 | 22.8 | 23.4 | |
| Average class size grade 1 | 26.2 | 22.6 | 24.4 | |
| Average class size grade 3 | 25.8 | 25.4 | 26.2 | |
| Minutes per day teaching reading | 150 | 150 | 150 | |
| Minutes per day teaching math | 60 | 60 | 60 | |

Practice and Program Audit Analysis Summary

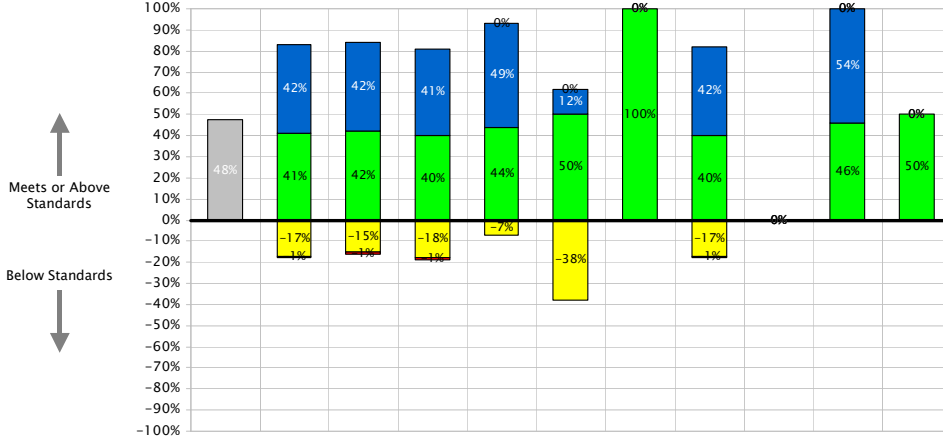
As part of a school improvement audit, building School Improvement committees reviewed the current programs and practices in order to determine the needs of the building. In addition, the Building Leadership Team attended a Leadership Conference in October sponsored by the North Central College Leadership Academy. The focus of both of these activities was on enhancing student achievement. The following needs were identified:

- Provide staff development and training activities that focus on specific curriculum goals.
- Make decisions generated from data using a variety of assessment tools.
- Promote best instructional practices by standardizing the vocabulary and strategies used to teach the curriculum.

State Assessment Data and Gap Analysis

STECK

ISAT Reading – Building NCLB Demographics. Year 2005.



| | Goal | All | Female | Male | Asian | Afr-Am. | Hispanic | Caucasian | Native Am | Other | LEP |
|-------------|------|-----|--------|------|-------|---------|----------|-----------|-----------|-------|-----|
| Exceeds | | 42% | 42% | 41% | 49% | 12% | 0% | 42% | 0% | 54% | 0% |
| Meets | | 41% | 42% | 40% | 44% | 50% | 100% | 40% | 0% | 46% | 50% |
| Below | | 17% | 15% | 18% | 7% | 38% | 0% | 17% | 0% | 0% | 0% |
| AW | | 1% | 1% | 1% | 0% | 0% | 0% | 1% | 0% | 0% | 0% |
| Proficiency | 48% | 83% | 84% | 81% | 93% | 62% | 100% | 82% | 0% | 100% | 50% |
| Count | | 254 | 127 | 127 | 25 | 10 | 2 | 206 | 0 | 11 | N/A |

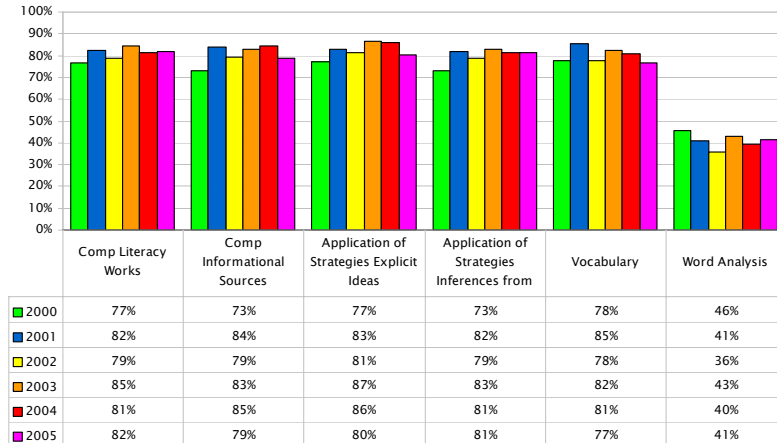
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, IEP, Low Income.



REBA O STECK ELEMENTARY SCHOOL

ISAT Reading Standards Analysis.

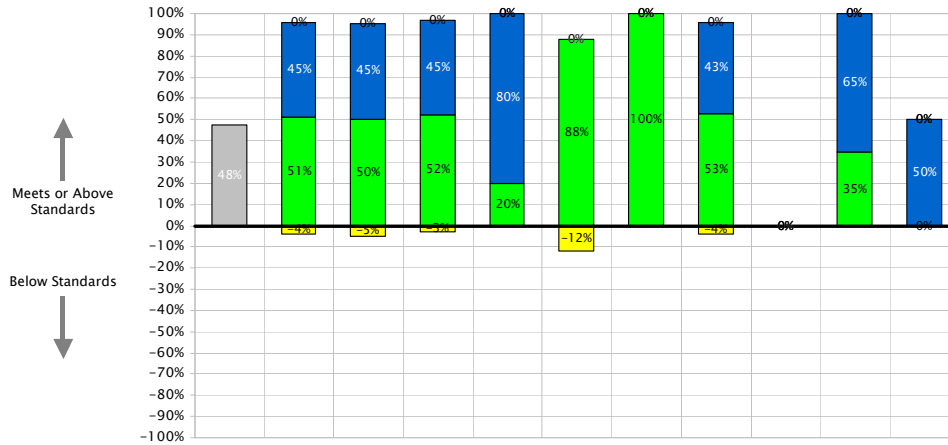
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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 | | 45% | 45% | 45% | 80% | 0% | 0% | 43% | 0% | 65% | 50% |
| Meets | | 51% | 50% | 52% | 20% | 88% | 100% | 53% | 0% | 35% | 0% |
| Below | | 4% | 5% | 3% | 0% | 12% | 0% | 4% | 0% | 0% | 0% |
| AW | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Proficiency | 48% | 96% | 95% | 97% | 100% | 88% | 100% | 96% | 0% | 100% | 50% |
| Count | | 255 | 127 | 128 | 25 | 10 | 2 | 206 | 0 | 11 | N/A |

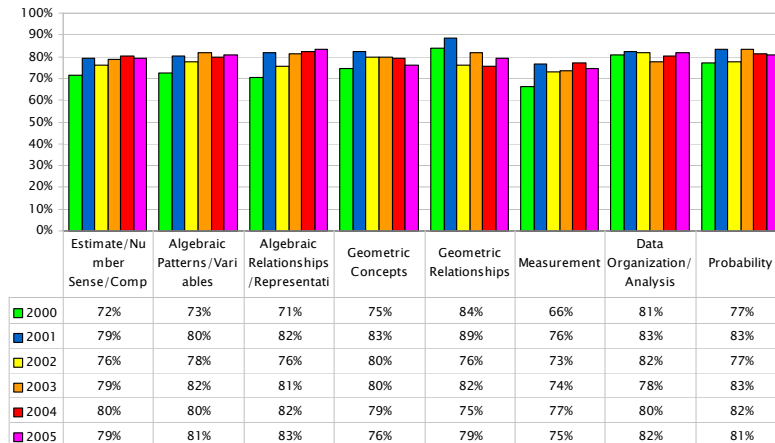
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American.



REBA O STECK 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. 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%).



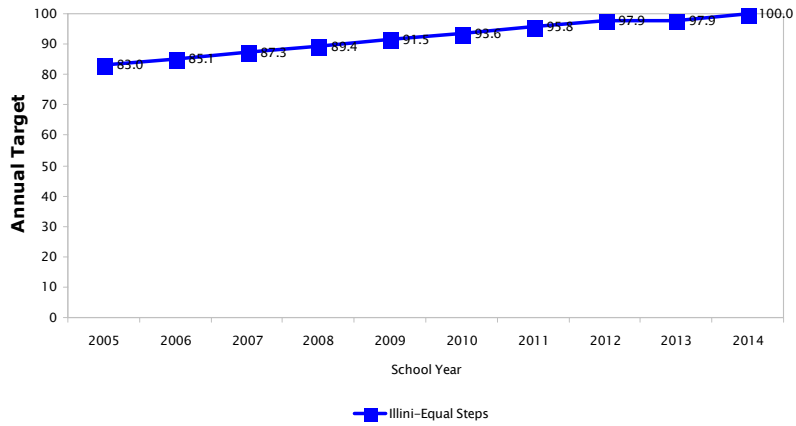
NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 83.0% Meeting/Exceeding in Reading.

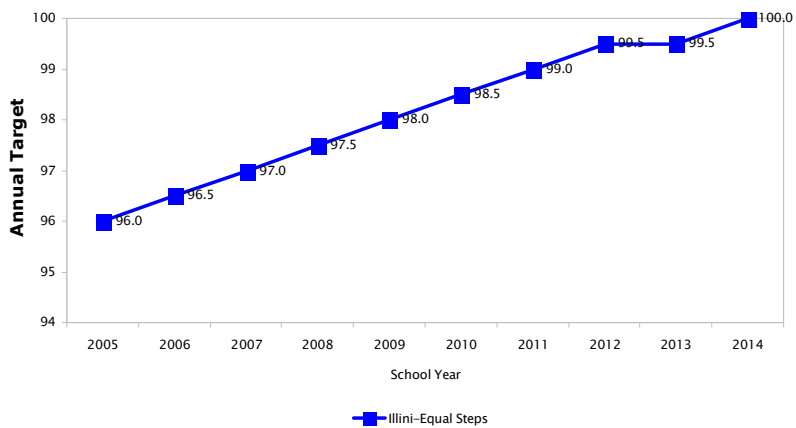


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ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

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 grades 3 and 5 was 85% while the ISAT reading proficiency percentage for the following subgroups was: Black Non-Hispanic 73%, Asian 100%, Hispanic 93%, LEP 87%, and IEP 33%. Since there is no significant difference among the five major strands for reading, all strands may be addressed in the task section.

1.1 Objective: Implement a balanced literacy instructional model, including the components of the Literacy Framework, in order to improve student achievement.

| Activities | Timeline | Responsibility | Evidence Source |
|---|---------------------|---|--|
| 1.1.1 Review components of the balanced literacy program, with a special focus on the eight comprehension strategies, Guided Reading format, fluency, and vocabulary development. | School Year 2004-05 | Literacy Committee, Classroom Teachers, RI Teachers | Faculty Meeting agendas, Staff Development presenters, RI handouts |
| 1.1.2 Provide book study and staff development on "Writer's Workshop" to focus on development and implementation of the format in all classrooms. | School Year 2004-05 | Literacy Committee, RI teachers, Staff, Principal | Book study materials, faculty meeting agenda, SIP day agendas |
| 1.1.3 Identify tools and timeline for administering Reading and Writing assessments. Utilize an assessment grid database to analyze data and identify student progress and areas of need. | School Year 2004-05 | BLT, Literacy Committee, Data Committee, RI teachers, classroom teachers, Principal | Notes from committee meetings, student database |
| 1.1.4 All grade level teachers will administer Rigby Benchmarking Assessments (2 times per year) to identify student reading levels and monitor progress. | School Year 2004-05 | Classroom Teachers, RI teachers, Support staff, Data Committee | Student database |

1.2 Objective: Provide staff training to assist in identifying reading difficulties and implementing appropriate intervention strategies.

| Activities | Timeline | Responsibility | Evidence Source |
|--|-----------------------|---|---|
| 1.2.1 Administer ISEL to all Gr. K students, record data, and identify students eligible for new Early Intervention program. | Fall 2004-Spring 2005 | Gr. K teachers, RI teachers, Data Committee | ISEL data |
| 1.2.2 Analyze and evaluate the results of the ISAT and SAT9 data. Create student watch lists to specifically target instructional programming and monitor student progress. | School Year 2004-05 | BLT, Classroom teachers, Support staff, Principal, Data Committee, Literature Committee | Student data base |
| 1.2.3 Administer Progress Monitoring benchmarks to all Gr. 2 students. Identify target population, administer weekly/monthly benchmarks, monitor progress, and implement appropriate strategies. | School Year 2004-05 | Gr. 2 teachers, Support teachers, Problem solving coach, Principal | Aims Web data base |
| 1.2.4 RI and classroom teachers work collaboratively to administer formal/informal reading inventories to recommend appropriate levels of intervention and plan co-teaching opportunities. | School Year 2004-05 | RI teachers, Classroom teachers, Principal | Reading inventory data, Teacher observation, Team meeting notes |

1.3 Objective: Students will demonstrate increased achievement in vocabulary development and reading fluency.

| Activities | Timeline | Responsibility | Evidence Source |
|--|----------------------|--|--|
| 1.3.1 Following March Institute, provide follow-up staff development that focuses on vocabulary development and improving reading fluency. | March 2005-Fall 2005 | Literacy Committee, RI teachers, Classroom teachers, Principal | Committee notes, BLT notes, Faculty meeting agendas, SIP day agendas |

| | | | |
|--|--------------------------|--|---|
| 1.3.2 Provide time for grade level teams to review new Reading materials and determine specific activities/materials that support vocabulary development and fluency. | March 2005-Fall 2005 | Reading coaches, Classroom teachers, Principal | Team meetings, Faculty meetings, SIP days, Building Articulation day |
| 1.3.3 Provide opportunities for classroom teachers and support staff to work collaboratively to devise differentiated activities that focus on vocabulary development and fluency. | March 2005-Fall 2005 | Classroom teachers, Support teachers, RI teachers, PA teacher | Team meeting notes, Faculty meeting notes, Artifacts collection, SIP days |
| 1.3.4 Develop in-service training for new staff members that will include benchmarking, Literacy Framework components, guided reading format, and vocabulary development. | August 2005-October 2005 | Reading coaches, Grade level leaders, Principal, Mentor teachers | Curriculum binders, Staff development, Induction Week activities |

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 95% while the ISAT math proficiency percentage for the following subgroups was: Asian 96%, Black Non-Hispanic 73%, Hispanic 100%, LEP 100%, and IEP 67%. Since there is no significant difference among six of the seven major strands, all strands may be addressed in the task section. Geometric Relationships has presented a decline since 2000.

2.1 Objective: Students will demonstrate increased achievement in the development of geometric relationships.

| Activities | Timeline | Responsibility | Evidence Source |
|--|--------------------------|---|--|
| 2.1.1 Provide Staff Development that assists teachers in implementing best practices that focus on the development of geometric relationships. | April 2005-December 2005 | Math Committee, Classroom teachers, CEMT, Principal | Faculty meeting agendas, SIP days, Building Articulation day |

| | | | |
|--|------------------------------|------------------------------------|--|
| 2.1.2 Encourage grade level team discussions to identify activities found in EDM that focus on the development of geometric relationships. | April 2005-May 2006 | Classroom teachers, Principal | Team meeting notes, Faculty meeting notes, BLT |
| 2.1.3 Create binder of activities, resources, and websites that focus on the development of geometric relationships. | September 2005-December 2005 | Classroom teachers, Math Committee | Meeting notes, Final binder product |

2.2 Objective: Provide training and staff development for all teachers with the EDM program and best practices in Math instruction.

| Activities | Timeline | Responsibility | Evidence Source |
|--|---------------------------|--|---|
| 2.2.1 Provide EDM training, including "Star Points" for all new teaching staff. | August 2005-December 2005 | Mentor teachers, Team leaders, CEMT | Induction Week activities, Team meetings, Mentor meetings |
| 2.2.2 Provide opportunities for staff development by inviting presenters to share information with the staff or conduct book studies. | School Year 2004-05 | Math Committee, BLT, Teachers, Support staff, District Math Coordinator, Principal | Presentations, Book studies, Faculty meeting agendas, BLT, BAD agenda |
| 2.2.3 Compile information, specifically websites, that can be accessed by students and teachers to enhance and improve basic math concepts and computational skills. | April 2004-May 2006 | Math Committee, Teachers, Technology Committee, Principal, Support staff | Website resources, Faculty meeting agendas, Team notes, SIP days |

2.3 Objective: Develop and implement programs and supports that assist students in increasing automatic recall of mathematical skills.

| Activities | Timeline | Responsibility | Evidence Source |
|--|---------------------|---|--|
| 2.3.1 Inform parents of recommended daily practice of Math facts, including appropriate websites. | School Year 2004-05 | Math Committee, Teachers | Newsletters, Handouts, Website information |
| 2.3.2 Teachers utilize timed tests, informal/formal assessments, and student work samples to monitor progress. | School Year 2004-05 | Math Committee, Teachers | Teacher notes/charts, EDM checklists |
| 2.3.3 Staff provide extra curricular opportunities to assist students in enhancing and improving automatic recall of math facts. | School Year 2004-05 | Math Committee, Classroom teachers, Support staff | BLT notes, Committee notes, Newsletters |

Progress Summary

During the 2004-2005 school year the school improvement goal was:

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

Results:

83.6% of 3rd grade students met or exceeded state reading standards (8% decrease from 2004).

81.7% of 5th grade students met or exceeded state reading standards (2% increase from 2004).

Both of these reading scores exceeded the District average.

By analyzing standardized test data (Stanford Achievement Tests), and state test results (Illinois Standards Achievement Tests), coupled with local assessments and informal teacher assessments, students who were considered to be at risk were identified. Teams of teachers and support staff were able to provide appropriate levels of assistance by using the building and district resources. School Improvement Days, Building Articulation Day, Faculty Meetings, and Staff Development opportunities were provided to assist the staff in:

- Continued development and implementation of the district Literacy Framework through ongoing staff articulation and planning which was facilitated by the building Literacy Committee.
- Continued use of the Guided Reading format in all classrooms to focus on developing skills and strategies at students' instructional levels.
- Continued use of assessment tools, including ISEL and Benchmarking, to determine student reading levels and areas of strength and areas for improvement.
- Provided parents with information about reading strategies and materials that could be used at home for student support. (Individual classroom newsletters described grade level literacy objectives, monthly school newsletter articles informed parents about the District Literacy Framework, hosted a series of parent workshops on Literacy topics, and provided education opportunities for the parents of at-risk readers).

- Promoted the development of literacy skills by sponsoring reading incentive programs (Kane County Cougars, Great America), promoting student participation in the Young Authors' Program, Breakfast with Books Program, and the Rebecca Caudill Convention, and inviting guest authors to share their experiences and expertise with the students.

The development and implementation of these initiatives assisted the staff in recognizing and meeting the wide variety of student needs found within each classroom.

During the 2004-2005 school year the school improvement goal was:

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

Results:

97.7% of 3rd grade students met or exceeded state math standards (1.7% increase from 2004).

94.5% of 5th grade students met or exceeded state math standards (.5% increase from 2004).

Both of these math scores exceeded the District average.

School improvement activities implemented during 2004 to support math achievement:

- Conducted grade level and building articulation through the Math Committee, identified the necessity for basic math fact knowledge, outlined grade level expectations, and implemented timed tests to monitor student progress.
- Communicated to parents grade level expectations for fact mastery with suggestions for at-home support.
- Hosted a Math Night for students and parents (a high rate of family participation).

The Steck 2005-2006 School Improvement Plan will focus on incorporating the use of the newly adopted reading materials to supplement the Literacy Framework and to provide staff development opportunities that focus on the further development of vocabulary, fluency, and word study skills. Mastery of basic math facts will continue to be a targeted area for improvement in Math, including the use of the Otter Creek Math Program. Data will be gathered from various assessments to chart student progress and identify future instructional plans.

Questions about the Steck School Improvement Plan or School Report Card can be directed to the Principal, Mrs. Kerry Merrill at 630-375-3500.