

Elementary School Improvement Plan Report
January 2006

School Name: Arlene Welch Elementary School

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 School Improvement Team: Judy Matuszewski, Margie Peck, Rod Mack, Judy Epple,
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Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	864	858	892	
% White	68.3	64.2	59.8	
% Black	4.9	5.6	5.7	
% Hispanic	4.4	5.1	4.1	
% Asian/Pacific Islander	22.5	25.1	26.7	
% Native American	0.0	0.0	0.0	
Low Income rate	1.7	2.9	2.8	
Limited English Proficient Rate	3.5	4.2	2.8	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	10.7	8.3	7.7	
Attendance Rate	96.4	96.5	95.7	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	21.8	19.8	22.0	
Average class size grade 1	26.3	23.8	23.8	
Average class size grade 3	29.8	23.3	21.7	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

Practice and Program Audit Analysis Summary

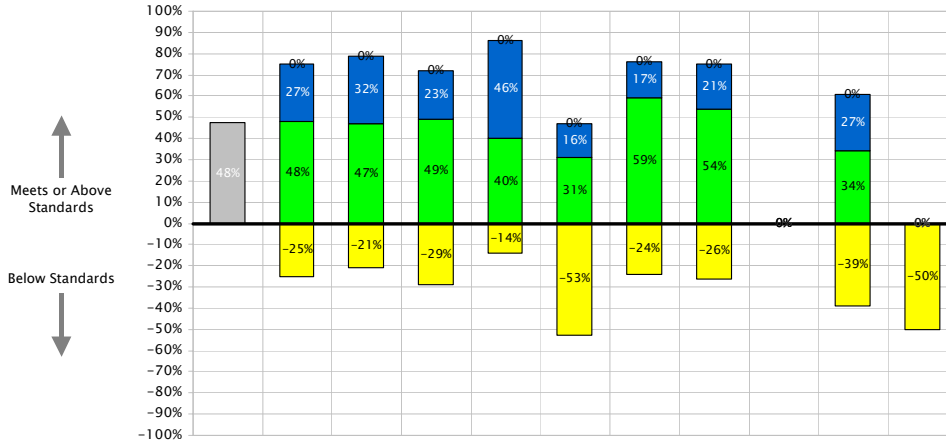
Welch staff is invested in studying and increasing student achievement. Our Building Leadership Team, grade level teams, support staff and curricular committees guide our school improvement effort in response to the identified needs of our diverse students. Specifically, we will continue to:

- Design, administer and analyze a broad array of assessment tools to measure student achievement and determine the effectiveness of instructional practices
- Tailor and increase our staff development efforts with focus on best instructional practices in reading and math
- Expand our understanding and implementation of differentiated instruction in order to provide optimal teaching and learning for all students

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		27%	32%	23%	46%	16%	17%	21%	0%	27%	0%
Meets		48%	47%	49%	40%	31%	59%	54%	0%	34%	0%
Below		25%	21%	29%	14%	53%	24%	26%	0%	39%	50%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	75%	79%	72%	86%	47%	76%	75%	0%	61%	0%
Count		302	157	145	80	20	11	179	0	12	N/A

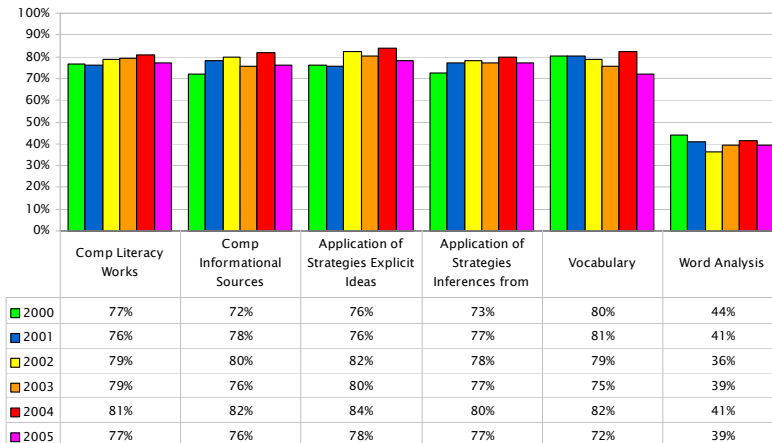
The following groups have less than 40 students: Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, LEP, IEP, Low Income.



ARLENE WELCH ELEMENTARY SCHOOL

ISAT Reading Standards Analysis.

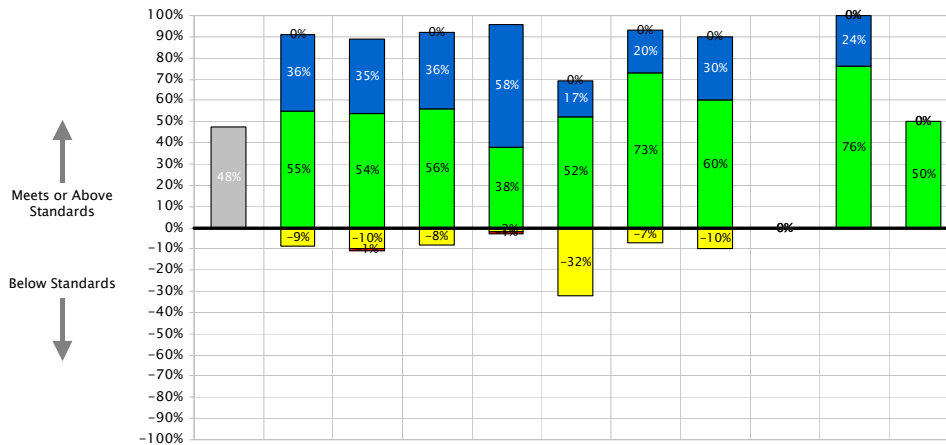
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



*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		36%	35%	36%	58%	17%	20%	30%	0%	24%	0%
Meets		55%	54%	56%	38%	52%	73%	60%	0%	76%	50%
Below		9%	10%	8%	2%	32%	7%	10%	0%	0%	0%
AW		0%	1%	0%	1%	0%	0%	0%	0%	0%	0%
Proficiency	48%	91%	89%	92%	96%	69%	93%	90%	0%	100%	50%
Count		303	158	145	80	20	11	179	0	12	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%: Native American.

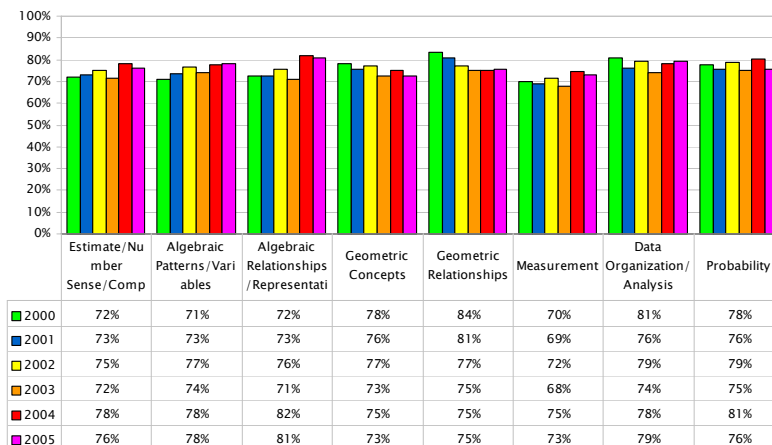


ARLENE WELCH ELEMENTARY SCHOOL

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



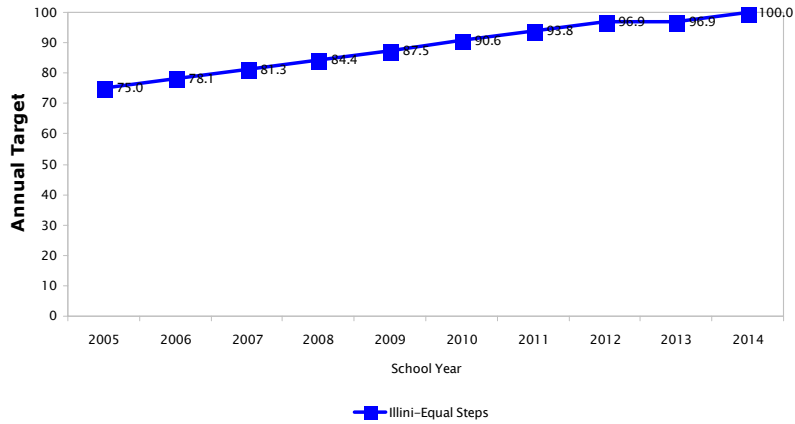
NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 75.0% Meeting/Exceeding in Reading.

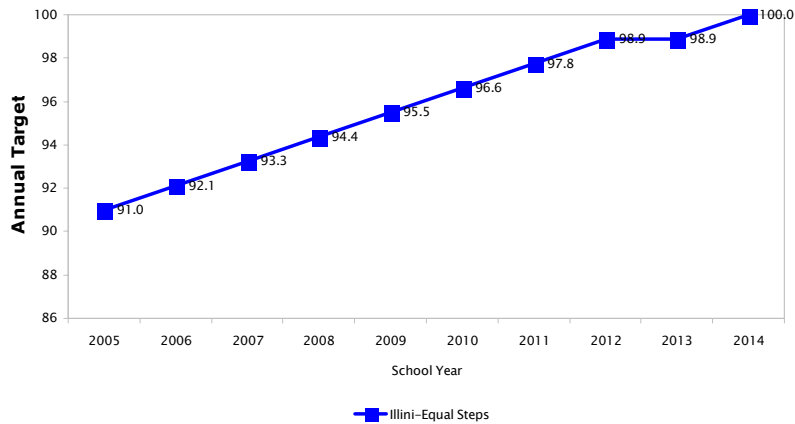


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ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 91.0% 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: 2004 ISAT results indicate 83% of Welch 3rd and 5th grade students met or exceeded state reading standards. An examination of proficiency for subgroups performing below 83% revealed the following discrepancies: African American (34%), Hispanic (63%) and IEP (41%). An analysis of proficiency in each of the five major strands measured by ISAT did not yield significant discrepancies in performance. Comparisons to 2000 levels do not indicate areas of significant decline.

Comprehension of literary works	81%	+4%
Comprehension of informational sources	82%	+10%
Application of strategies/explicit ideas	84%	+8%
Application of strategies/inferences	80%	+7%
Vocabulary	82%	+2%
Word analysis	82%	-3%

1.1 Objective: Students will be immersed in differentiated literacy instruction through implementation of the District 204 Instructional Reading Framework. Differentiation will address the specific needs of all learners, including African American, Hispanic, IEP and LEP students.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Examine individual student achievement data and determine if current teaching and learning strategies are appropriate.	Fall 2004, ongoing	Principal, Assistant Principal, BLT, Support Staff, Teachers	Thorough record keeping, progress monitoring
1.1.2 Study and implement alternative approaches for students who are not progressing. Reconsider appropriation of instructional time and resources.	Fall 2004, ongoing	Principal, Ass't Principal, BLT, Support Staff, Teachers, Parents	TAT meetings, progress monitoring, creative planning
1.1.3 Identify sources for further learning regarding the various needs of diverse learners, including LEP, IEP, African American male students (e.g., George Batsche's problem solving model, the work of Delpit and Banks, NCC's diversity series). Engage staff and parents in this study.	Spring and Fall 2005, ongoing	Principal, Assistant Principal, BLT, Support Staff, Teachers, Parents	Book study, lecture series, focused discussions
1.1.4 Administer and analyze assessments (ISEL, classroom measures) to identify kindergartners in need of intensive intervention. Provide tailored instruction to individuals and small groups.	Initiated Fall 2003, ongoing	K Team, Support Staff	Planning meetings, coteaching

1.2 Objective: Students will demonstrate increased achievement through participation in a consistent guided reading program. Teachers will continue to study the Reading Instruction Framework processes and further develop instructional expertise with particular emphasis on the guided reading model.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Structure the formative evaluation process as an opportunity for observations and conferences focused on instructional best practice in guided reading. Encourage alternative evaluation projects that contribute to personal and collective knowledge of the guided reading process.	Fall 2004, ongoing	Principal, Assistant Principal, Teachers	Observation of sound instruction, focused pre and post conversations
1.2.2 Revisit the organizational structure of the Book Room. Study usage patterns and acquire new professional resources and student materials based on demonstrated need. Continue to develop the Book Room as a resource center for teachers.	Spring 2005, Fall 2005	Literacy Committee, RI Teachers	Literacy Committee meetings, staff survey, purchase of materials (e.g., more Rigby Benchmark Kits)
1.2.3 Encourage internal and external visitations to observe guided reading instruction. Structure follow up discussions to reflect and identify practices for implementation.	Spring 2004, Spring 2005, ongoing	Principal, Teachers	Scheduled visitations and follow up
1.2.4 Study and implement Harcourt Trophies with particular attention to materials and processes that support guided reading group work.	Spring 2005, Fall 2005, ongoing	Principal, Assistant Principal, Classroom Teachers, Support Staff	Inservice work, Institute Day sessions

1.3 Objective: Students will demonstrate increased achievement in systematic word study. Teachers will continue to study the Reading Instruction Framework content strands and further develop instructional expertise with particular emphasis on systematic word study.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Identify and implement grade level specific approaches to increasing student achievement in the area of systematic word study. Cross grade level teams will develop a continuum of effective instructional practices and student performance expectations.	Spring 2005, ongoing	Literacy Committee, Grade Level Teams, Support Staff	Lesson planning, explicit instruction, measures of student achievement
1.3.2 Purchase and study the books, <u>Teaching Vocabulary in All Classrooms</u> , by Camille Blachowicz and Peter Fisher and <u>Words, Words, Words</u> , by Janet Allen. Meet at two week intervals, implementing suggested strategies between meetings. Discuss and reflect on successful strategies and common language.	Spring 2005, Fall 2005, ongoing	Principal, BLT, Literacy Committee, Teachers	Book study sessions, informed instruction, increased achievement
1.3.3 Study and incorporate the use of Harcourt Trophies with particular attention to systematic word study.	Spring 2005, ongoing	RI Teachers, Support Staff, Classroom Teachers	Inservice work, Institute Day sessions, lesson planning, explicit instruction

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

Evidence of Need: 2004 ISAT results indicate 91% of Welch 3rd and 5th grade students met or exceeded state math standards. An examination of proficiency for subgroups performing below 91% revealed the following discrepancies: African American (57%), Hispanic (81%) and IEP (63%). Proficiency levels in each of the eight major strands measured by ISAT are listed below. Comparisons to 2000 levels reveal that geometric relationships is an area of significant decline.

Estimation/number sense/computation	78%		+6%	
Algebraic patterns/variables	78%		+7%	
Algebraic relationships/representations	82%		+10%	
Geometric concepts	75%		-3%	
Geometric relationships		75%		-9%
Measurement	75%		+5%	
Data organization/analysis	78%		-3%	
Probability		81%		+3%

2.1 Objective: Students will develop facility and automaticity in their recall of basic math facts.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Study best practice regarding timed tests and systematic plans for learning math facts and demonstrating mastery.	Fall 2004, ongoing	Math Committee, Teachers	Increased mastery of basic facts
2.1.2 Identify 3 rd , 4 th and 5 th grade students who do not demonstrate automaticity and mastery of basic facts. Target instruction to include specific strategies and alternate ways for these students to learn, understand and apply basic math facts.	Spring 2005, ongoing	Math Committee, 3-5 Teachers, Support Staff	Small groups, individualized practice; assessment results
2.1.3 Invest parents in helping their students develop automaticity with basic math facts; determine ways to structure homework to assist with acquisition based on a K-5 continuum of grade level appropriate emphases.	Spring 2005, ongoing	Math Committee, Teachers, Parents	Effective classroom practices, effective homework practices, assessment
2.1.4 Maintain an appropriate emphasis on teaching and learning for meaningful mathematical concept development while helping students gain rote knowledge of basic facts.	Spring 2005, ongoing	Math Committee, Teachers, Support Staff	Effective classroom practices, mastery of EDM concepts, checklist progress

2.2 Objective: Students will demonstrate increased achievement in the study of geometric relationships.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Study interface between state standards for geometric relationships and Everyday Math program. Identify and focus on lessons that incorporate geometric relationships.	Spring 2005, ongoing	Assistant Principal, Math Committee, Classroom Teachers	Lesson planning, student assessment
2.2.2 Determine if supplemental instruction and/or materials are needed to enhance students' demonstrated understanding of geometric relationships (e.g., Mountain Math, small group work).	Spring 2005, ongoing	Assistant Principal, Math Committee, Classroom Teachers	Lesson planning based on identified needs, student assessment
2.2.3 Identify the sophisticated concepts and dense vocabulary associated with geometric relationships as presented in the Everyday Math program. Distill key concepts and simplify vocabulary to address the state standard directly for struggling students.	Winter 2005, ongoing	Assistant Principal, Math Committee, Teachers, Support Staff	Tailored instruction, assessment

2.3 Objective: Increase parents' understanding of the Everyday Math program to positively impact homework completion and student achievement.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Continue to present Kindergarten Family Math Night and 3 rd Grade Family Math Night. Gauge interest in other informational evenings for parents.	Spring 2004, Spring 2005, ongoing	Math Committee, K Team, 3 rd Grade Team	Attendance and evaluation by participants
2.3.2 Survey parents to determine current understanding and comfort level with Everyday Math. In particular, gauge parents' perceived ability to assist students with homework.	Spring or Fall 2005	Assistant Principal, Math Committee	Study survey results to inform homework practices and test prep
2.3.3 Continue to provide informational handouts to parents during fall conferences to enhance parents' understanding of Everyday Math. Provide Everyday Math information to new families in an orientation packet.	Fall 2004, ongoing	Assistant Principal, Classroom Teachers	Informed parents, successful homework efforts
2.3.4 Develop a series of articles to print in Welch monthly newsletter to inform parents of math topics and approaches.	Fall 2005, ongoing	Assistant Principal, Math Committee, Classroom Teachers	Informed parents, positive feedback

Progress Summary

During the 2004-2005 school year, staff and students focused on two school improvement goals: (1) to improve teaching and learning in the area of reading, and (2) to improve teaching and learning in mathematics. Our continuing efforts to positively impact student achievement in reading included study and implementation of differentiated instruction linked to ongoing assessment. Meeting the needs of diverse learners requires a thoughtful blend of approaches, including flexible grouping and evidence-based instructional practices. The process of guided reading was studied and implemented as a significant feature of a balanced literacy program. The guided reading model provides a framework for delivering tailored, explicit instruction in a small group setting using carefully selected materials to optimize students' growth as readers. Systematic word study was also identified as an area of focus. Grade level teams worked to develop a continuum of effective instructional practices to improve students' vocabulary knowledge and word analysis skills. Efforts to improve student achievement in mathematics focused on increasing automaticity in recall of basic facts and greater emphasis on the study of geometric relationships.

An examination of state assessment data indicates the need to continue and intensify our work to meet school improvement goals. Although most of our students meet or exceed Illinois Learning Standards, we must focus greater attention on our students who do not currently meet state standards. Reading assessment data show that students may benefit from increased emphasis on systematic word study, including vocabulary and word analysis, and explicit comprehension strategies instruction. ISAT results in mathematics indicate a need for greater mastery of geometric concepts, algebraic relationships and probability.

To increase student achievement in reading during the 2005-2006 school year, Welch staff will continue systematic study of Illinois Learning Standards, District 204's Reading Instruction Framework and curriculum, and Harcourt Trophies resources. Staff development and professional conversations will center on differentiated instruction with a continued emphasis on guided reading. Evidence-based approaches to vocabulary development, word analysis and comprehension will be reviewed and further integrated into classroom instruction. Our study will include alternative approaches for students who are not showing continuous progress as readers. Instructional decisions will be based on the collection and interpretation of relevant data. We have identified a team (including administrators, teachers and support staff) to receive training in problem identification and analysis based on student performance data. Establishing the Problem Solving Model in our school will positively impact achievement for all learners. The problem solving approach will also inform our school improvement efforts in mathematics. We will examine student performance data in order to design and deliver instructional sequences. Work to increase automaticity in recall of basic facts will be ongoing, using the Otter Creek program for continuous practice and assessment. Everyday Mathematics instruction will include emphasis on geometric concepts, algebraic relationships and probability.

The Welch staff continues to seek opportunities to involve parents in our school and share school improvement efforts in an ongoing and consistent manner. We recognize that parents and volunteers are essential partners as we strive to provide optimal learning experiences for our students. Please contact Sharon Jennings, principal, or Judy Matuszewski, assistant principal, with comments or questions regarding Welch's school improvement process.