

Elementary School Improvement Plan Report
January 2006

School Name: Wheatland Elementary School

Address: 3003 W. 103rd Street, Naperville, IL 60564
 Phone: 630-428-7250
 Principal: Terri Russell
 School Improvement Team: Terri Russell, Brenda Palmatier, Jennifer Wheeler, Carol Crosley, Sue Corbin, Katie Lafferty, Ann Schimmoler, Jennifer Perruquet, Steve Patterson, Cathy Micensky

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	318	332	352	
% White	81.8	79.5	75.9	
% Black	4.4	5.1	5.1	
% Hispanic	2.2	3.3	2.0	
% Asian/Pacific Islander	11.6	12.0	11.6	
% Native American	0.0	0.0	0.3	
Low Income rate	0.3	0.3	2.3	
Limited English Proficient Rate	1.9	2.4	2.0	
Chronic Truancy Rate	0.0	0.0	0.0	
Mobility Rate	9.9	7.6	5.6	
Attendance Rate	96.1	96.4	95.8	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	17.0	23.0	21.0	
Average class size grade 1	19.7	20.3	26.5	
Average class size grade 3	22.7	27.5	21.0	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

Practice and Program Audit Analysis Summary

In August and September, the Wheatland staff met to review the mission of our school. It is our core belief that as a school team, we want to do everything possible to ensure the success of all students and to enhance student achievement. As a part of this process, we examined our programs and practices in order to determine needs at the building level. We identified the need to:

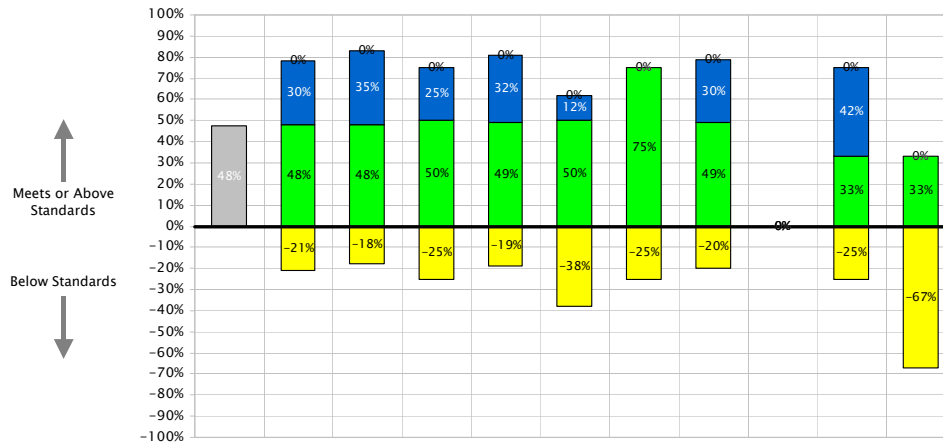
- Gain knowledge on the balanced literacy model of reading instruction in order to best support our diverse set of learners.
- Increase the opportunity for grade levels to collaborate with each other and across grade levels for continuity and consistency in curriculum delivery.
- Continue to utilize data analysis information to identify strengths and weakness in our student profile.

- Further educate our community on student achievement, school improvement and the parent connection.

State Assessment Data and Gap Analysis

WHEATLAND

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		30%	35%	25%	32%	12%	0%	30%	0%	42%	0%
Meets		48%	48%	50%	49%	50%	75%	49%	0%	33%	33%
Below		21%	18%	25%	19%	38%	25%	20%	0%	25%	67%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	78%	83%	75%	81%	62%	75%	79%	0%	75%	33%
Count		141	69	72	17	5	4	110	0	5	N/A

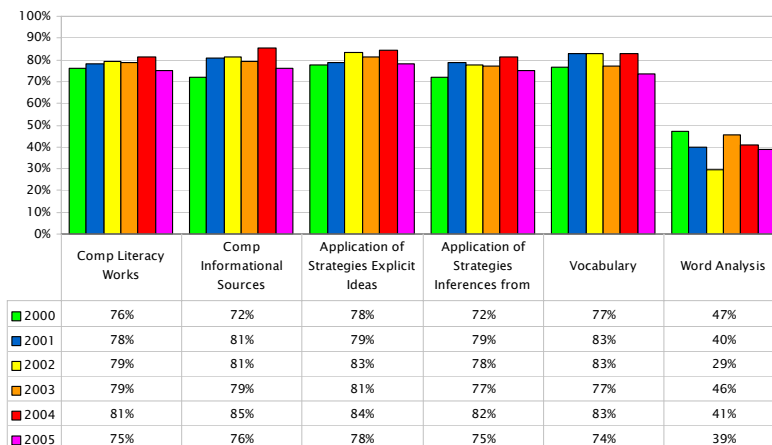
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP.



WHEATLAND ELEM SCHOOL

ISAT Reading Standards Analysis.

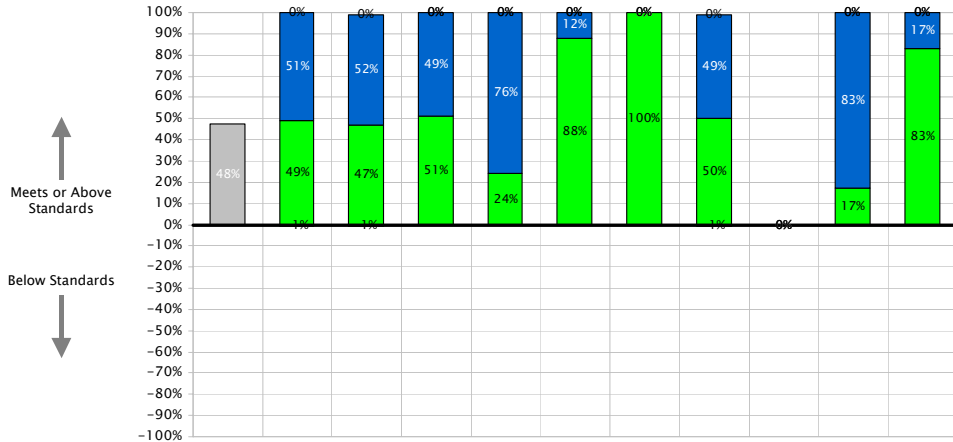
All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



"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		51%	52%	49%	76%	12%	0%	49%	0%	83%	17%
Meets		49%	47%	51%	24%	88%	100%	50%	0%	17%	83%
Below		1%	1%	0%	0%	0%	0%	1%	0%	0%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	100%	99%	100%	100%	100%	100%	99%	0%	100%	100%
Count		141	69	72	17	5	4	110	0	5	N/A

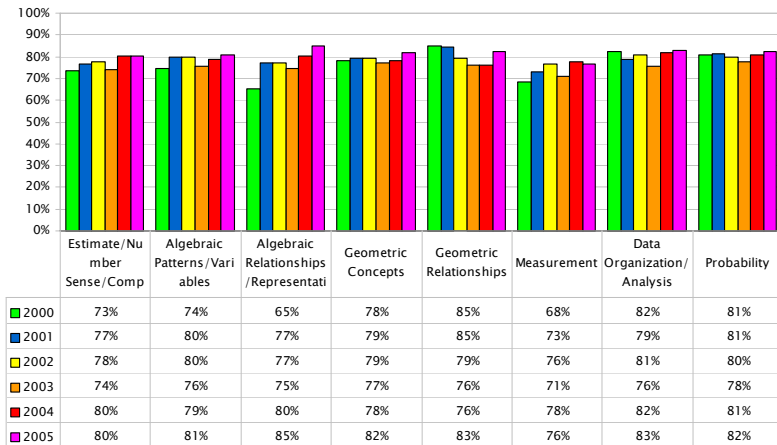
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American.



WHEATLAND ELEM 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%).



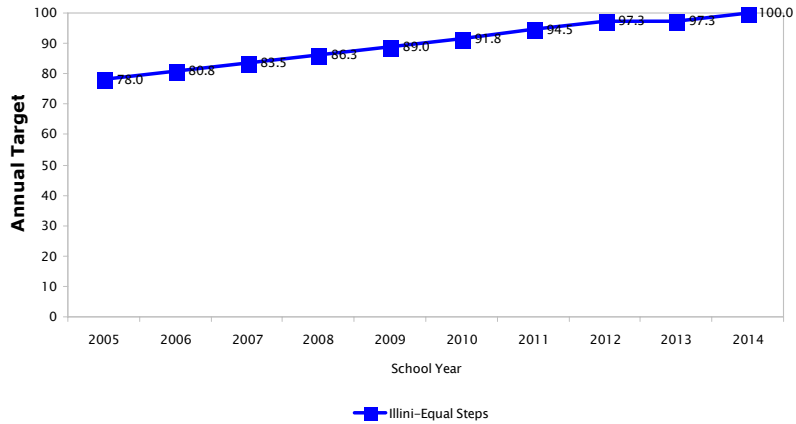
NCLB Adequate Yearly Progress Composite

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 78.0% Meeting/Exceeding in Reading.

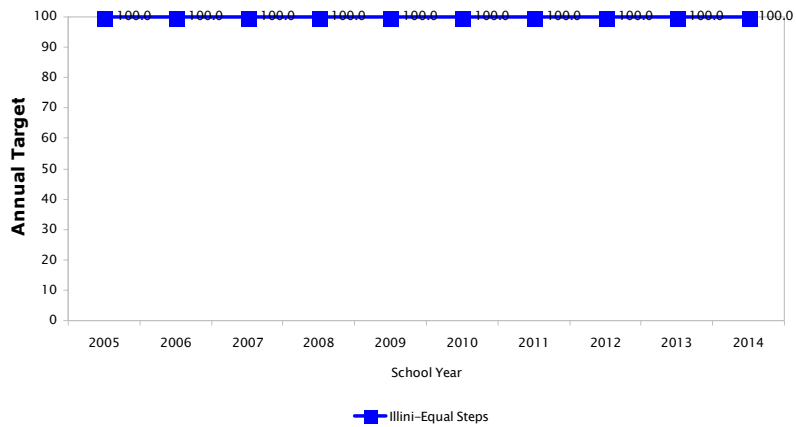


WHEATLAND

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

Year 2005.

Illini–Equal Steps



The base 2005 score is: 100.0% 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, the percentage of students in grades 3 and 5, meeting or exceeding standards, as measured by ISAT, was 86%. Since there is no significant difference among 5/6 major strands of reading (comprehension of literacy works; comprehension of informational sources; applications of strategies-explicit ideas; application of strategies-inferences from text; and vocabulary) they may be addressed in the task section. Historically, Wheatland has performed slightly lower on the word analysis strand which will be addressed in the task section.

1.1 Objective: All staff will implement a balanced literacy model which provides effective interventions to improve reading proficiency for all students. Staff development and training activities will be utilized in order to support staff members as they effectively implement a balanced literacy approach to reading instruction.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Continue to use and establish common definitions of balanced literacy components	Ongoing	District LLC Grade level leaders/teams	SIP agendas/handouts Team meeting notes
1.1.2 Develop a common understanding of balanced literacy components for improved student learning	Ongoing	District LLC Grade level leaders/teams	SIP/staff meeting notes/agendas
1.1.3 Grade level teachers/support staff will administer Rigby Benchmark assessment to every student, two times per year	By November And May	Classroom teachers/support teachers/RI	Rigby assessment data
1.1.4 Share benchmark administration experiences for meaningful data and management. Discuss how data determines instruction	November/May ongoing	Grade level teachers/support team	Team meeting notes/grade level coordinator meeting notes
1.1.5 Continue to provide opportunities for staff to view, access and utilize Scholastic leveled reading materials	Ongoing	LMC director/principal	Staff meeting/SIP agendas

1.1.6 Provide staff development opportunities on reading workshop, management and strategies	November	Principal	Staff development agendas/handouts
1.1.7 Provide opportunities for staff to attend workshops/conferences on balanced literacy and guided reading	Ongoing	Principal/staff	Workshop handouts/agendas
1.1.8 Use "reading coach" to support and model the balanced literacy approach to reading instruction	Ongoing	Reading coach/RI/classroom teachers	Classroom visitation schedule
1.1.9 Provide opportunities for classroom teachers to visit classrooms where balanced literacy has been successfully incorporated into classroom instruction within Wheatland and in other district schools	Ongoing	Principal/classroom teachers	Handouts/schedule from visitations
1.1.10 Determine areas across the curriculum where word analysis skills are taught. Provide cross grade level opportunities for teachers to discuss consistency and continuum of these skills	Ongoing	Classroom teachers	SIP agenda/grade level meeting notes
1.1.11 Incorporate and maintain Mountain Language at grades 1-3 to determine effectiveness on word analysis skills	Ongoing	Grade 1-3 teachers	SIP agendas/team meeting notes
1.1.12 Provide opportunities for teachers to share guided reading/balanced literacy successes and challenges	Ongoing	Principal/teachers	SIP agendas/staff meeting handouts
1.1.13 Determine ideas and activities to support vocabulary development in the balanced literacy format	Ongoing	Classroom teachers	Team meeting notes

1.1.14 Staff attends training for new reading series (Harcourt Brace) through SIP and Institute Day	March, 2005	All staff/Harcourt Brace representative	SIP/Institute Day handouts
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1.2 Objective: Utilize data analysis technology to effectively analyze, interpret and apply data analysis techniques. This will enable Wheatland staff to identify instructional trends, as well as pinpoint global, subgroup and individual student learning needs.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Administer ISEL to all Kdg. students and new first grade students	Sept.	RI teacher K-1 teachers	ISEL data
1.2.2 Provide necessary support for Kdg. and first grade students who qualify for services	Oct-ongoing	RI teacher K-1 teachers	ISEL data Classroom assess. and RI schedule
1.2.3 Administer spring ISEL to all K-1 students to assess growth	May	RI teacher K-1 teacher	ISEL data
1.2.4 Evaluate and analyze ISAT and SAT 9 data	Aug-Jan	Principal/All staff	Just 5 Clicks
1.2.5 Identify students from ISAT and SAT 9 data who need to be targeted for differentiated instruction and/or additional support	Aug-ongoing	Principal/all staff	Just 5 Clicks
1.2.6 Support team analyzes ISAT and SAT 9 data to identify students not meeting expectations. Team then identifies if and where that student is in the "child find" process	Aug-ongoing	Support team	Just 5 Clicks/support team agendas
1.2.7 Track reading level of students based on primary report card and Rigby Benchmark levels	Nov - ongoing	Principal	Report card data and Rigby Benchmark data

1.3 Objective: Provide a literacy rich environment in which students interact with a wide variety of reading, writing, speaking and listening opportunities.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 School wide DEAR which allows students to have independent reading time enjoying a book of their choice	Ongoing	Classroom teachers	Lesson plans
1.3.2 Storyteller and author assemblies to promote reading	Fall/spring semester	Principal/LMC director	Author agenda
1.3.3 Parent volunteers, community members read to and with students on a consistent basis	Ongoing	Principal/classroom teachers	Log of volunteers
1.3.4 Classroom and school wide reading incentive programs	Ongoing	LMC director/classroom teachers	Teacher/LMC logs of participation
1.3.5 Build classroom libraries that support students at all reading levels (fiction-nonfiction)	Ongoing	Classroom teachers	Book analysis
1.3.6 Analysis of LMC book collection to inform decision on book purchases which will support our diverse readers	Ongoing	LMC director	Book analysis report

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

Evidence of Need: In 2004, the percentage of students in grades 3 and 5, meeting or exceeding standards, as measured by ISAT, was 95%. Since there is no significant difference among the eight major strands for math, all strands (estimation/number sense/computation; algebraic patterns; algebraic relationships; geometric concepts; geometric relationship; measurement; data organization; and probability) may be addressed in the task section.

2.1 Objective: All staff will continue to implement the Everyday Math program which provides effective interventions to improve math proficiency for all students. Staff development opportunities will continue for both new and continuing teachers.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Provide EDM training for new teachers	August	District CEMTs	Agendas
2.1.2 Review and follow "Star Points"	Ongoing	Grade levels	Meeting notes
2.1.3 Continue to utilize the progress profiles in order to monitor adequate progress	Ongoing	Principal/grade level teachers	Meeting notes
2.1.4 Continue to use EDM assessment CD's	Ongoing	Grade level teachers/IT aide	Meeting notes
2.1.5 Identify basic fact expectations at each grade level. Review for grade level continuum	Feb.	Principal/grade level teachers	Meeting notes/letter to parents

2.2 Objective : All staff will support and utilize a flexible district assessment program in order to monitor progress of all students and to guide instruction.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Use EDM data collection and reporting documents to facilitate instructional planning	Ongoing	Grade level teams	Recording documents
2.2.2 Use assessment CD's to produce assessments representative of pacing	Ongoing	Grade level teams/support team	assessments
2.2.3 Use end of chapter assessments to determine student progress and facilitate planning	Ongoing	Grade level teams	assessments

2.3 Objective: Utilize data analysis technology to effectively analyze, interpret and apply data analysis techniques. This will enable Wheatland staff to identify instructional trends, as well as pinpoint global, subgroup and individual student learning needs.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Evaluate and analyze ISAT and SAT 9 data	Aug. – Jan.	Principal/all staff	Just 5 Clicks
2.3.2 Identify students from ISAT and SAT9 data who need to be targeted for differentiated instruction and/or additional support	Ongoing	Principal/all staff	Just 5 Clicks
2.3.3 Support team analyzes ISAT and SAT 9 data to identify students not meeting expectations. Team then identifies if and where the student is in the “child find” process	Ongoing	PPS team	Just 5 Clicks/support team

Progress Summary

Wheatland staff members analyzed student test results from the Illinois Standards Achievement Test (ISAT), the Stanford 9 Achievement Test and district curriculum assessments in relation to our 2005 goals. These goals include:

- To increase reading performance by improving our students' ability to read with understanding, and effectively apply reading skills and strategies.
- To increase math performance by improving our students' ability to apply relevant math skills as well as compute using basic math facts.

We are pleased to report the following results from the Illinois Standards Achievement Tests:

- In reading, 87.3% of the third graders and 70.5% of the fifth graders met or exceeded state standards.
- In math, 100% of the third graders and 98.7% of the fifth graders met or exceeded state standards.

Last year, a school improvement plan was developed to assist us in providing a strong instructional program in the areas of reading and math. As part of our ongoing plan, we reviewed instructional strategies, best practice applications, staff development activities and resource materials. These activities will continue during the 2005-2006 school year and will be based on the strengths and needs of our students.

Our emphasis during the 2005-2006 school year will be the continued strengthening of our instructional program in the areas of reading comprehension and math application skills. Additional analysis of ISAT and local assessment data will help us determine areas for future

focus. Wheatland will receive staff development training in the areas of problem solving and curriculum based measurements. These initiatives will better enable us to use concrete progress data when analyzing individual student and group needs. The end result will be sound instructional decisions aimed at enhancing student progress.

Questions about Wheatland's school improvement plan or our school report card should be directed to Terri Russell, principal of Wheatland School, at 428-7250.