

Lake Zurich Community Unit District 95

CHARLES QUENTIN ELEMENTARY SCHOOL

School Improvement Plan
2003 – 2004



2002 – 2003 School Year Data:

I. School/Community Profile

A. Students

a. Racial/Ethnic Background

Year	White Females	White Males	Total Students
Year 1	42	51	93
Year 2	45	41	86
Year 3	56	40	96
Year 4	43	57	100
Year 5	40	50	90
Year K	32	32	63

Total Females: 258
Total Males: 271
Total white: 529 Students

Year	Black Females	Black Males	Total Students
Year 3	0	1	1
Year 5	0	1	1

Total Females: 0
Total Males: 2
Total Black: 2 Students

Year	Hispanic Females	Hispanic Males	Total Students
Year 1	2	0	2
Year 2	1	0	1
Year 3	1	2	3
Year 4	2	1	3
Year K	0	1	1

Total Females: 6
Total Males: 4
Total Hispanic: 10 Students

Year	Asian Females	Asian Males	Total Students
Year 1	1	3	4
Year 2	4	2	6
Year 3	0	3	3
Year 4	5	3	8
Year 5	2	7	9
Year K	1	1	2

Total Females: 13
Total Males: 19
Total Asian: 32 Students



Year	Other Females	Other Males	Total Students
Year 1	0	1	1
Year 2	2	0	2
Year 3	0	1	1
Year 4	1	1	2
Year K	2	0	2

Other Females: 5
Other Males: 3
Other: 8 Students

b. Total Enrollment

The total enrollment at Charles Quentin Elementary School is 581 students.

c. Socio-economic

Low Income: 1.4%

d. Attendance, Mobility, Chronic Truancy

Attendance: 96.6%; Mobility 1.4%; Chronic Truancy 0.0%



B. Instructional Setting

a. Average Class Size by Grade Levels (as of 9/5/02- 6 day enrollment)

Kindergarten:	16.3
Grade 1:	19.4
Grade 2:	23.3
Grade 3:	25.0
Grade 4:	22.8
Grade 5:	24.5

b. Time Devoted to Teaching of Core Subjects

(Minutes per week)

Primary (Grades 1-2):

Math:	300
Science:	120
English:	210
Soc. Sciences:	120

Intermediate (Grades 3-5):

Math:	300
Science:	150
English:	300
Soc. Sciences:	150

c. Contact with Parents

Parent/Teacher conferences: 100%

d. Teachers by Racial/Ethnic Background and Gender

School:

White:	100%
Female:	95%
Male:	5%

e. District by Type and Enrollment

White:
Black:
Hispanic:
Asian/Pacific Islander:
Native American:
Low-income:
Limited-English-Proficient:
Chronic Truancy Rate:
Mobility Rate:
Attendance Rate:
Total Enrollment:



f. Teacher/Administrator Characteristics

School:

White: 100%

Female: 97%

Male: 3%

g. Full-time Teachers at Charles Quentin School

29

h. Degrees

School Level

Master's: 52%

Bachelor's: 48%

i. Experience

District Level: 12.6 years

School Level: 10.6 years

j. Pupil/Teacher Ratios

Full time (includes reading, music, art, LMC, P.E., LD Resource)

581 students at Charles Quentin School

30 full-time staff at Charles Quentin School

Ratio:

District Level at Elementary School:

School Level: 19.4: 1

k. Pupil/Administrator Ratio

School Level: 581: 1

District Level:

l. Teacher/Administrative Salaries

District Level Administrative Salary (average): \$

District Level Teacher Salary (average): \$



C. Academic Performance

2002 Terra Nova Test Results (administered October 2002)
 (Mean Score Normal Curve Equivalencies (NCEs))

	Reading	Math	Language	Writing	Total Score
Grade 1.....	66.9	68.1	61.7	NA	66.7
Grade 2	66.2	63.7	65.6	NA	64.1
Grade 3	63.8	63.1	63.4	NA	63.9
Grade 4	63.4	68.5	63.2	3.7 (mean score)	66.2
Grade 5	65.3	68.9	65.2	NA	67.7

2002 ISAT Achievement Test Results (administered April 2002)

3rd Grade

Math: 93% met or exceeded state standards
 Writing: 71% met or exceeded state standards
 Reading: 78% met or exceeded state standards

4th Grade

Science: 97% met or exceeded state standards
 Soc. Science: 99% met or exceeded state standards
 Fine Arts: 92% met or exceeded state standards
 Physical Dev. & Health: 90% met or exceeded state standards

5th grade

Math: 86% met or exceeded state standards
 Writing: 89% met or exceeded state standards
 Reading: 88% met or exceeded state standards



II. Data Collection, Analysis, and Gap Analysis

Data Collection, Analysis, and Gap Analysis Worksheet

School Name: Charles Quentin School

5/27/03

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
School Improvement Committee	
Principal	
Special Ed. Teachers	
Classroom Teachers	
Specials Teachers	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|---|
| <ul style="list-style-type: none"> Student Academic Achievement Teaching/Learning Strategies Resource/Technology Deployment X Family/Community Involvement | <ul style="list-style-type: none"> X Student Non-Academic Achievement Professional Development Partnerships Building Space X Climate |
|--|---|

II-A-1: Data Collection <i>What data do we have to inform us?</i>	II-A-2: Source of Data <i>Where did we find these data?</i>	II-B: Findings/Analysis <i>What are these data telling us? (STRENGTHS)</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
<ul style="list-style-type: none"> • School Climate Survey results • Trust Audit results • Faculty meeting discussion notes 	<ul style="list-style-type: none"> • School Climate Survey administered Spring of 2003 • Trust Audit administered district wide in Spring of 2002 • Brainstorming charts produced during faculty meetings 	<ul style="list-style-type: none"> • Strong and active community involvement • Teachers report that on most days the school environment is positive. • Staff members frequently praise one another. • Teachers think the principal generally involves teachers in solving the problems affecting them. • Generally, during staff meetings staff feel respected for their ideas & comfortable expressing themselves. • On most days the talk in the staff lounge is generally positive, constructive & open. • Significant effort is made by members to attain personal and organizational goals. • There is a commitment and loyalty to the organization, a propensity to do what is needed, and to correct problems facing the organization. 	<ul style="list-style-type: none"> • Inter-Unit Coordination: little opportunity and time to meet with team and to meet cross team. • Maintaining a positive environment by addressing concerns and working towards shared goals.



IV. Action Chart

<p>Correlate: School Climate</p> <p>School Goal: During the 2003-2004 school year, the staff at Charles Quentin will enhance communication to improve school climate.</p> <p>District Strategic Plan Strategy: Create and maintain an environment of trust among all members of our community.</p>	<p>Data Sources:</p> <ul style="list-style-type: none"> • School Climate Survey results • Trust Audit results • Faculty meeting discussion notes 	<p>School and Date: Charles Quentin School 2003-2004 school year</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Foster respect and open communication among all members of the learning environment.	<p>-During the school year grade level teams will work together to plan curricular activities. One example may be writing.</p> <p>-An increase of time for both grade level and across grade level meetings. Time may be made available for these meetings during early release and institute days.</p> <p>-In-school activities (e.g., assemblies, bake sales, philanthropic projects) should relate to the curriculum, the district strategic plan, and/or the school improvement plan. As a general guideline, bake sales and assemblies will be limited to no more than one per month. In an effort to organize and coordinate our philanthropic/fundraising activities, groups will submit a plan to the</p>	<p>2003-2004 School Year</p> <p>Coordination of activities will take place each trimester</p>	<p>-Make time available on some institute days to meet as teams and across grade levels.</p> <p>-Peaceful Playground Program</p>	<p>-Charles Quentin Staff</p> <p>- P.E. teachers will teach skills necessary for Peaceful Playground.</p> <p>-Students</p> <p>-Community members</p>	<p>- Weekly Happenings</p> <p>-Newsletters</p> <p>-Email</p> <p>-Staff meetings</p> <p>-The daily announcements</p>	<p>- Informal teacher and staff survey</p> <p>-Informal survey of lunchroom staff</p> <p>-Playground observations</p>



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	<p>building principal each trimester. Philanthropic/fundraising activities will be communicated to faculty in a timely manner through the Weekly Happenings.</p> <p>-Staff meetings will continue to foster a collegial atmosphere. The staff will continue to abide by the established guidelines for meetings.</p> <p>-Students will continue to abide by the playground and lunchroom rules. The implementation of the Peaceful Playground Program will enhance these skills. The P.E. teachers will teach skills necessary for Peaceful Playground.</p>					
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II. Data Collection, Analysis, and Gap Analysis

Data Collection, Analysis, and Gap Analysis Worksheet

School Name: Charles Quentin School

5/27/03

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
School Improvement Committee	
Principal	
Special Ed. Teachers	
Classroom Teachers	
Specials Teachers	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|--|
| <ul style="list-style-type: none"> X Student Academic Achievement X Teaching/Learning Strategies X Resource/Technology Deployment Family/Community Involvement | <ul style="list-style-type: none"> Student Non-Academic Achievement X Professional Development Partnerships Building Space |
|--|--|

II-A-1: Data Collection <i>What data do we have to inform us?</i>	II-A-2: Source of Data <i>Where did we find these data?</i>	II-B: Findings/Analysis <i>What are these data telling us? (STRENGTHS)</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
<ul style="list-style-type: none"> Summaries of Illinois Standards Achievement Test (ISAT) results at grades 3, 4, and 5 Summaries from Terra Nova testing at grades 1, 2, 3, 4, and 5 Mathematics Curriculum Map, K – 5 	<ul style="list-style-type: none"> ISAT Scores Terra Nova Scores Curriculum mapping during 2002-2003 school year done by CQ staff in mathematics, K-5. 	<ul style="list-style-type: none"> Science – Consistently high scores on the 4th-Grade Science ISAT. On the April 2002 ISAT, 97% of students met or exceeded state standards in science. Graphing - State Goal 10, Standard A. Organize, describe and make predictions from existing data. Standard B. Formulate questions, design data collection methods, gather and analyze data and communicate findings. Mathematics – For the past three years, 3rd-Grade Math ISAT scores have been consistently high. Mathematics – 2002, 3rd Grade Math ISAT results showed 93% of CQ students meets or exceeds state standards. Social Science: Government – The 2002 4th-Grade Social Science ISAT results showed 85% of the multiple choice test items about government were answered correctly by CQ 4th grade students. 	<ul style="list-style-type: none"> Mathematics – areas identified as having gaps or inconsistencies on the math curriculum map: geometry, probability, algebra, and higher-level thinking skills. Writing – 2002 3rd-Grade Writing ISAT showed 71% of CQ students meets or exceeds state standards in writing.



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		<ul style="list-style-type: none">• Reading: the equality of scores between males & females – 2002, 5th Grade Reading ISAT results showed that an equal percentage, 88%, of CQ males and females meets or exceeds state standards.• 2002 ISAT Scores – The 4th Grade Fine Arts 2002 ISAT results showed a higher percentage of CQ students who meets or exceeds state standards than do across the state (92% versus 69%).	
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IV. Action Chart

<p>Correlate: Curriculum Scope and Sequence</p> <p>School Goal: The staff at Charles Quentin will continue to review curriculum areas and objectives in order to fulfill the goals of the Illinois Learning Standards.</p> <p>District Strategic Plan Strategy: Align and develop curriculum and instructional practices that integrate subject areas.</p>	<p>Data Sources</p> <ul style="list-style-type: none"> • Math Curriculum Map completed during 2002-2003 • Summaries of ISAT results at grades 3, 4, and 5 • Summaries from Terra Nova testing at grades 1, 2, 3, 4, and 5 • Faculty meeting discussion notes • Grade level feedback 	<p>School and Date: Charles Quentin Elementary School 2003-2004 School Year</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
To assure that the curriculum at each grade level builds upon prior knowledge and sufficiently addresses the Illinois Learning Standards.	<p>-For the 2003-2004 school year we will implement the results of the mathematics mapping done during the 2002-2003 school year. A focus will be placed on incorporating more writing into the math curriculum, K-5.</p> <p>-Implement the new science curriculum, K-5, in order to maintain high levels of achievement in science. Evaluate supplied resources (e.g., textbook, trade books, software, hands-on supplies).</p>	2003-2004 School Year	<p>Professionals from within and out of the district can provide professional support.</p> <p>Staff members will share coursework, staff development opportunities, and information from workshops.</p>	<p>Charles Quentin faculty and staff</p> <p>Utilize district personnel</p> <p>Outside resources made available</p> <p>Other professionals in the field of education</p>	<p>Sharing at staff meetings</p> <p>Presentation of ideas at professional development days</p> <p>Grade-level and cross grade-level meetings</p>	<p>Results of the 2003-2004 ISATs.</p> <p>Science curriculum evaluation tool.</p> <p>Staff evaluations of professional presenters.</p>



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5/27/03

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School Improvement Committee	
Principal	
Special Ed. Teachers	
Classroom Teachers	
Specials Teachers	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|--|
| <ul style="list-style-type: none"> X Student Academic Achievement X Teaching/Learning Strategies Resource/Technology Deployment Family/Community Involvement | <ul style="list-style-type: none"> Student Non-Academic Achievement X Professional Development Partnerships Building Space |
|--|--|

<p>II-A-1: Data Collection <i>What data do we have to inform us?</i></p> <ul style="list-style-type: none"> • A summary of the ISAT results at grades 3, 4, and 5 • Summaries from Terra Nova testing at grades 1, 2, 3, 4, and 5 • Faculty meeting discussion notes 	<p>II-A-2: Source of Data <i>Where did we find these data?</i></p> <ul style="list-style-type: none"> • ISAT Scores • Terra Nova Scores • Brainstorming notes produced at faculty meeting 	<p>II-B: Findings/Analysis <i>What are these data telling us?</i> <i>(STRENGTHS)</i></p> <ul style="list-style-type: none"> • Currently, modifications are made to meet the individual needs of students. • High ISAT scores in all areas. 	<p>II-C: Gap Analysis <i>What are the areas for improvement?</i></p> <ul style="list-style-type: none"> • Extension of current modifications and inclusion of new ideas.
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IV. Action Chart

<p>Correlate: Teaching/Learning Strategies</p> <p>School Goal: During the 2003-2004 school year, the staff at Charles Quentin will continue to modify the curriculum to meet the academic needs of all of our students.</p> <p>District Strategic Plan - Core Value: We believe that all people can learn and they do so at different rates and in different ways.</p>	<p>Data Sources:</p> <ul style="list-style-type: none"> • Staff discussions • ISAT test results • Terra Nova test results 	<p>School and Date: Charles Quentin School 2003-2004 school year</p>
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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Meet the individual learning needs of each student.	During the 2003-2004 school year, an outside speaker will present two or three modification ideas/strategies that can be implemented in the classroom. Following the speaker, grade levels will meet to develop action plans in order to implement modifications. Outside experts will be made available to staff to aid in planning modifications.	2003-2004 School Year	<p>'Experts' to provide professional support.</p> <p>Some time on institute days to meet as teams to plan and receive support.</p>	<p>Learning-disabilities teachers</p> <p>Student-services team personnel</p> <p>Gifted-Education teachers</p> <p>Specials teachers</p> <p>Classroom teachers</p> <p>Internal & external 'experts'</p>	<p>Sharing at staff meetings</p> <p>Presentation of ideas at professional development days</p> <p>Grade-level and cross grade-level meetings</p> <p>Staff discussions</p>	Evaluation of action plans by staff members.



A. Reflections

a. Review of the SIP:

- The SIP committee will meet regularly
- Review completion of specific tasks (Scope & Sequence, Etc.)
- Utilize Professional Dialogue days to support the goals of the SIP

b. Assessment of Progress:

- Informal teacher and staff survey
- Informal survey of lunchroom staff
- Playground observations
- Results of the 2003-2004 ISATs
- Science curriculum evaluation tool
- Staff evaluations of professional presenters
- Evaluation of action plans by staff members

c. Celebrations of Success

- Recognition of individual and team efforts
- Encourage positive attitudes and support one another

d. Communication with the Learning Communities

- Share information in newsletters with parents and community
- Publication of the annual school report card



Summary

GOAL #1

Goal: During the 2003-2004 school year, the staff at Charles Quentin will enhance communication to improve school climate.

District Strategic Plan – Strategy: Create and maintain an environment of trust among all member of our community.

Activities:

- During the school year grade level teams will work together to plan curricular activities. One example may be writing.
- An increase of time for both grade level and across grade level meetings. Time may be made available for these meetings during early release and institute days.
- In-school activities (e.g., assemblies, bake sales, philanthropic projects) should relate to the curriculum, the district strategic plan, and/or the school improvement plan. As a general guideline, bake sales and assemblies will be limited to no more than one per month. In an effort to organize and coordinate our philanthropic/fundraising activities, groups will submit a plan to the building principal each trimester. Philanthropic/fundraising activities will be communicated to faculty in a timely manner through the Weekly Happenings.
- Staff meetings will continue to foster a collegial atmosphere. The staff will continue to abide by the established guidelines for meetings.
- Students will continue to abide by the playground and lunchroom rules. The implementation of the Peaceful Playground Program will enhance these skills. The P.E. teachers will teach skills necessary for Peaceful Playground.

GOAL #2

Goal: The staff at Charles Quentin will continue to review curriculum areas and objectives in order to fulfill the goals of the Illinois Learning Standards.

District Strategic Plan – Strategy: Align and develop curriculum and instructional practices that integrate subject areas.

Activities:

- For the 2003-2004 school year we will implement the results of the mathematics mapping done during the 2002-2003 school year. A focus will be placed on incorporating more writing into the math curriculum, K-5.
- Implement the new science curriculum in grades K-5 in order to maintain high levels of achievement in science. Evaluate supplied resources (e.g., textbook, trade books, software, hands-on supplies).

GOAL #3

Goal: During the 2003-2004 school year, the staff at Charles Quentin will continue to modify the curriculum to meet the academic needs of all of our students.

District Strategic Plan – Core Value: We believe that all people can learn and they do so at different rates and in different ways.

Activities:

- During the 2003-2004 school year, an outside speaker will present two or three modification ideas/strategies that can be implemented in the classroom. Following the speaker, grade levels will meet to develop action plans in order to implement modifications. Outside experts will be made available to staff to aid in planning modifications.