

Lake Zurich Community Unit District 95

ISAAC FOX  
ELEMENTARY SCHOOL

School Improvement Plan  
2003 - 2004

**+Isaac Fox School**  
**Lake Zurich Community Unit District 95**  
**School Improvement Plan 2003-04**  
*I.A and I.B data comes from the 2002 School Report Card*

**I. SCHOOL/COMMUNITY PROFILE**

**A. Students**

a. Racial/Ethnic Background

	School:	District:
White	90.5	91.9
Black	0.2	0.8
Hispanic	2.3	3.6
Asian/Pacific Islander	7.0	3.5
Native American	0.0	0.3

b. Total Enrollment: 526 students in non-self-contained K-5 classes

c. Socio-economic:

	Low-income
School:	0.2
District:	2.4

d. Limited English-Proficient Rate

	LEP
School:	1.3
District:	1.1

e. Attendance, Mobility, Chronic Truancy

	Attendance Rate	Mobility	Chronic Truancy
School:	96.8	18.9	0.0
District:	96.1	5.7	0.0

**B. INSTRUCTIONAL SETTING**

a. Average Class Size by Grade Levels (as of May 1)

	K	1	3
School:	20.3	21.0	22.3
District:	24.0	23.2	23.7

b. Time Devoted to Teaching of Core Subjects: Minutes Per Day

	Math	Science	English*	Soc. Science
School (Grade 3):	60	30	150	30
District (Grade 3):	60	30	150	30

*\*includes all language arts courses*

c. Contact with Parents

School:	99.0
District:	98.4

d. Teachers by Racial/Ethnic Background and Gender

	District	State
White	98.7	85.0
Black	0.3	10.2
Hispanic	0.5	3.7
Asian/Pacific Islander	0.5	0.9
Native American	0.0	0.1

	District	State
Male	23.8	23.4
Female	76.2	76.6

e. District by Type and Enrollment

f. Teacher/Administrator Characteristics

g. FTE

h. Degrees (teachers)

	Bachelor's	Master's +
District:	41.4	58.6
State:	53.9	46.0

i. Experience (Years)

District	11.7
State	14.2

j. Pupil/Teacher Ratios

	Elementary	Secondary
District:	17.7	17.6
State:	19.1	18.3

k. Pupil/Administrator Ratio

District:	334.6
State:	222.6

l. Teacher/Administrative Salaries

	Teacher	Administrator
District:	\$51,975	\$89,790
State:	\$49,702	\$87,987

## C. Academic Performance

# **ISAT DATA**

### **ISAT COMPOSITE PERFORMANCE FOR ALL GRADES (3-5)**

	CQ	IF	MW	SA	SP	District	State
<b>5 Year Average</b>							
<b>2003</b>	<b>Information not yet available</b>						
<b>2002</b>	87	<b>88</b>	80	79	85	<b>83</b>	63
<b>2001</b>	91	<b>86</b>	80	79	85	<b>85</b>	63
<b>2000</b>	90	<b>85</b>	77	81	84	<b>82</b>	63
<b>1999</b>	82	<b>86</b>	79	85	84	<b>82</b>	61

*UPDATED, Fall 2003*

# ISAT Performance Tables:

## *Percentage of Students Who Meet & Exceed State Standards*

### READING: GRADE 3

	1999	2000	2001	2002	<b>2003</b>	5-Year Ave.
School	79	87	77	88	<b>82</b>	83
District	80	84	80	81	<b>81</b>	81
State	61	62	62	59	<b>70</b>	63

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	33	33	<b>42</b>	36
<b>District</b>	30	28	<b>35</b>	31
<b>State</b>	19	19	<b>22</b>	20

### MATH: GRADE 3

	1999	2000	2001	2002	<b>2003</b>	5-Year Ave.
School	94	97	90	99	<b>97</b>	95
District	90	91	90	93	<b>92</b>	91
State	68	69	74	63	<b>76</b>	70

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	45	58	<b>52</b>	52
<b>District</b>	44	52	<b>51</b>	49
<b>State</b>	28	30	<b>31</b>	30

### WRITING: GRADE 3

	1999	2000	2001	2002	<b>2003</b>	5-Year Ave.
School	83	84	85	71	<b>76</b>	80
District	77	91	71	72	<b>77</b>	78
State	56	69	58	59	<b>60</b>	60

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	7	2	<b>5</b>	5
<b>District</b>	3	4	<b>5</b>	4
<b>State</b>	3	3	<b>3</b>	3

**SCIENCE: GRADE 4**

	2000	2001	2002	<b>2003</b>	4-Year Ave
School	85	93	89	<b>94</b>	90
District	84	91	90	<b>92</b>	89
State	64	65	67	<b>67</b>	66

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	30	31	<b>28</b>	30
<b>District</b>	24	28	<b>31</b>	28
<b>State</b>	11	14	<b>14</b>	13

**SOCIAL STUDIES: GRADE 4**

	2000	2001	2002	<b>2003</b>	4-Year Ave
School	82	91	92	<b>99</b>	91
District	80	87	87	<b>91</b>	86
State	58	61	60	<b>63</b>	61

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	16	16	<b>26</b>	19
<b>District</b>	12	16	<b>19</b>	16
<b>State</b>	6	6	<b>6</b>	6

**PHYSICAL HEALTH & DEVELOPMENT: GRADE 4**

	2002	<b>2003</b>	2-Year Ave
School	88	<b>87</b>	88
District	84	<b>86</b>	85
State	65	<b>67</b>	66

	Exceeds Standards 2002	Exceeds Standards 2003	2-Year Ave
<b>School</b>	36	<b>25</b>	31
<b>District</b>	36	<b>34</b>	35
<b>State</b>	24	<b>20</b>	22

**FINE ARTS: GRADE 4**

	2002	<b>2003</b>	2-Year Ave
School	91	<b>98</b>	95
District	87	<b>85</b>	86
State	69	<b>67</b>	68

	Exceeds Standards 2002	Exceeds Standards 2003	2-Year Ave
<b>School</b>	35	<b>49</b>	42
<b>District</b>	32	<b>34</b>	33
<b>State</b>	15	<b>17</b>	16

**READING: GRADE 5**

	1999	2000	2001	2002	<b>2003</b>	5-Year Ave.
School	85	68	80	90	<b>82</b>	81
District	80	84	80	85	<b>81</b>	82
State	61	62	59	59	<b>60</b>	60

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	43	53	<b>51</b>	49
<b>District</b>	44	44	<b>40</b>	43
<b>State</b>	25	22	<b>23</b>	23

**MATH: GRADE 5**

	1999	2000	2001	2002	<b>2003</b>	5-Year Ave.
School	91	84	86	91	<b>93</b>	89
District	83	77	89	88	<b>88</b>	85
State	56	57	61	63	<b>68</b>	61

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	9	15	<b>28</b>	17
<b>District</b>	10	11	<b>13</b>	11
<b>State</b>	6	8	<b>10</b>	8

**WRITING: GRADE 5**

	1999	2000	2001	2002	<b>2003</b>	5-Year Ave.
School	94	95	89	84	<b>93</b>	91
District	91	89	85	75	<b>80</b>	84
State	75	71	70	59	<b>65</b>	68

	Exceeds Standards 2001	Exceeds Standards 2002	Exceeds Standards 2003	3-Year Average
<b>School</b>	43	11	<b>14</b>	23
<b>District</b>	26	8	<b>5</b>	13
<b>State</b>	12	5	<b>4</b>	7

## II. Data Collection, Analysis, and Gap Analysis

### A. Data Collection, Analysis, and Gap Analysis Worksheets

#### 1. IMPROVEMENT AREA: READING (Year 4)

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting
Suzanne DeLaCruz, principal
Anne Kuehl, LRC teacher
Freda Noble, 1 <sup>st</sup> grade teacher
Nancy Polancich, general music teacher
Phil Priest, 4 <sup>th</sup> grade teacher
Liz Staackmann, LD resource teacher

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Academic Achievement | <input type="checkbox"/> Student Non-Academic Achievement    |
| <input checked="" type="checkbox"/> Teaching/Learning Strategies | <input checked="" type="checkbox"/> Professional Development |
| <input type="checkbox"/> Resource/Technology Deployment          | <input type="checkbox"/> Partnerships                        |
| <input type="checkbox"/> Family/Community Involvement            | <input type="checkbox"/> Other                               |

Data Collection <i>What data do we have to inform us?</i>	Source of Data <i>Where did we find these data?</i>	Findings/Analysis <i>What are these data telling us?</i> <b>2002 information in red</b>	Gap Analysis <i>What are the areas for improvement?</i>
<ul style="list-style-type: none"> <li>ISAT tests: 1999-2003</li> </ul>	ISAT Scores received from State	<ul style="list-style-type: none"> <li>Approximately 25% of our 3<sup>rd</sup> &amp; 5<sup>th</sup> graders are in the bottom two quartiles in reading <b>This has been reduced to 22% in grade 3 and 20% in grade 5.</b></li> <li>Approximately 20% of our 3<sup>rd</sup> &amp; 5<sup>th</sup> graders do not meet or exceed state standards in reading (which also means that 80% of these students do meet or exceed state standards) <b>This has been reduced to 18% in grades 3 and 5</b></li> <li>Comprehension skills needed for science and social studies testing, however, seem to be strong <b>Science and Social Scores were the highest scores to date</b></li> <li>Improvement needed in areas of Comprehension of literary works and general application of strategies <b>This has been improving for 2 years in a row</b></li> <li>Almost all students scoring in the bottom quartile are LD resource students <b>This has been reduced as well as having no students at the Academic Warning level</b></li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of students in the bottom two quartiles <b>This has been accomplished</b></li> <li>Increase the number of students in the meets/exceeds category to <b>82%</b> at grades 3 and 5. <b>In both 3<sup>rd</sup> and 5<sup>th</sup> grade 82% of the students met or exceeded state standards (5 year average = 83% in gr. 3 and 82% in gr. 5).</b></li> <li>At grade 5 we have also increased the percentage of students in the exceeds category to 51% (+18% higher than in 2001)</li> <li>Increase the number of students at the 50<sup>th</sup> percentile to <b>80%</b> at grades 3 and 5. <b>In 3<sup>rd</sup> grade 79% of the students scored at or above the 50<sup>th</sup> percentile.</b></li> <li><b>In 5<sup>th</sup> grade 80% of the students scored at or above the 50<sup>th</sup> percentile.</b></li> </ul>

<ul style="list-style-type: none"> <li>Terra Nova tests: 1999-2002 2003 Terra Nova tests are being taken this fall</li> </ul>	<p>CTBS Test Mate Clarity</p>	<ul style="list-style-type: none"> <li>Approximately 21– 29% of our students are below the 50<sup>th</sup> percentile in reading The percentage of students scoring at or above the 50<sup>th</sup> percentile has increased in grades 1-4 &amp; remained the same in grade 5</li> <li>Over 50% of our students entering 2<sup>nd</sup> and 3<sup>rd</sup> grade are in the top quartile. This has continued. 61% of our 2<sup>nd</sup> graders and 55% of our 3<sup>rd</sup> graders scored in the top quartile.</li> <li>The greatest loss of reading growth as measured by MNCE's is between 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade. The % of students in top quartiles is slightly reduced. 61% of 2<sup>nd</sup> graders scored in the top quartile in reading-our highest amount, and 86% scored in the top 2 quartiles, also our highest level in 5 years. In all grade levels, except 3<sup>rd</sup>, we had the fewest students in the bottom quartile for 5 years.</li> <li>MNCE growth is still not the level at which we would like to see it. However, the MNCE growth for students who were part of the Strong Start program is almost double that which it was before the program. MNCE growth</li> <li>After grade 3 the number of students in the top quartile remains slightly less than 50% (based on 4 year averages) In 2002, the percent of students scoring in the top quartile has increased. We will view 2003 to determine if this may be a trend.</li> <li>Less than 50% of students entering grade one are in the top quartile. In 2001 and 2002, MORE than half of the students entering grade 1 are in the top quartile.</li> <li>Approximately 29% (4 year average) of students entering grade 1 score in the bottom two quartiles In 2001 this was reduced to 27% and in 2002 it was reduced to 22%</li> <li>Almost all students scoring in the bottom quartile are LD resource students Fewer LD resource students are scoring in the bottom quartile (fewer students overall)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain 50% or more students in the top quartile after grade 3 This has been accomplished</li> <li>Increase the number of students at mastery level This has been accomplished</li> <li>Increase the number of students scoring at or above the 50<sup>th</sup> percentile to 80% at all grade levels. This was been accomplished in 2<sup>nd</sup> and 4<sup>th</sup> grade in 2002. Other grades range from 75 to 77%. 2003 data will provide additional information.</li> <li>Reduce the number of students in the bottom 2 quartiles entering grade 1. This has been accomplished</li> <li>Screen/assess students entering kindergarten in order to provide additional assistance and support as early as possible. This has been accomplished in 2002 for IF students and in 2003 for all entering kindergarten students in district.</li> <li>Develop parent programs for parents of students in need of additional reading support This will be worked on more closely. The only parent information nights have been regarding the extended day kindergarten program.</li> </ul>
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<ul style="list-style-type: none"> <li>Disaggregation of TN scores to determine MNCE growth for students receiving reading services</li> </ul>	<p>Reading teachers provided list</p>	<ul style="list-style-type: none"> <li>Mean NCE growth for students receiving reading services is generally negative</li> </ul> <p>Data from 2002 and 2003 needs to be evaluated.</p>	<ul style="list-style-type: none"> <li>Assess the current remedial reading services</li> </ul> <p>Entry criteria, exit criteria and program objectives are currently being revised and clarified.</p>
<ul style="list-style-type: none"> <li>Grade 1: Running records, reading level benchmarks</li> </ul>	<p>First grade teachers</p>	<ul style="list-style-type: none"> <li>There is a backsliding of reading skills for many students during the summer before 2<sup>nd</sup> grade.</li> </ul> <p>Based upon assessment of entering 2<sup>nd</sup> graders reading levels, the amount of backsliding does not seem apparent; some summer growth has been noted.</p> <ul style="list-style-type: none"> <li>There appears to be a backsliding of reading skills for many students during the summer before 1<sup>st</sup> grade.</li> </ul> <p>The amount of backsliding does not seem apparent.</p>	<ul style="list-style-type: none"> <li>Develop summer reading packets/plans for students exiting kindergarten and grade one.</li> </ul> <p>This was done</p> <ul style="list-style-type: none"> <li>Develop programs that increase the reading/literacy levels of students in the lower quartiles.</li> </ul> <p>This is being addressed through the Strong Start program and increased intermediate level attention to fluency and comprehension.</p>
<ul style="list-style-type: none"> <li>Anecdotal evidence</li> </ul>	<p>Articulation Meetings Faculty &amp; grade level meetings</p>		<p>Teacher presentations at workshops and in-house as well as on-going conversation seems to indicate increasing teacher comfort with improved practices.</p>
<ul style="list-style-type: none"> <li>Best Practices research</li> </ul>	<p>Various research publications/ journal articles</p>		<ul style="list-style-type: none"> <li>Develop balanced programs consistent with current research and best practices.</li> </ul> <p>This has been done</p>
<ul style="list-style-type: none"> <li>K-1: Breakthrough Assessment</li> </ul>	<p>Computer generated assessment of each student: grades K and 1</p>		<ul style="list-style-type: none"> <li>Explore the use of Breakthrough at additional grade levels</li> </ul> <p>The program has been expanded to grade 2</p>

# Correlates

## *Reading*

### Strengths of each school identified for each correlate

#### **Student Academic Achievement**

- The number of students who meet or exceed standards on the ISAT or who attain mastery and score at or above the 50<sup>th</sup> %tile on the Terra Nova remains strong.

#### **Teaching/Learning Strategies**

- Grades K-2 have developed and are continually refining a strong balanced literacy program that more directly addresses basic and individual student skills as well as increasing student engagement at their instructional level (scaffolding).
- Experienced Strong Start kindergarten teachers are providing their expertise to teachers just beginning the program (BTL, extended day)

#### **Professional Development**

- Professional development in the areas of balanced literacy (guided reading, learning centers, writing instruction, etc.) is significant among primary teachers.
- Participation in professional development among intermediate teachers in these areas continues to be a priority. Information regarding strategies and ideas to improve student fluency and comprehension has been compiled by and disseminated to teachers.

<b>Priority areas for improvement</b>
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- Continued attention to balanced literacy instruction (including assessment) among primary teachers
- Heavy emphasis in intermediate grades on fluency and comprehension (fiction and content area), including designing practices that stretch and maintain the growth of the top achieving students
- Continue professional development in the area of literacy among intermediate teachers, particularly in the areas of comprehension and fluency

# Action Chart

Reading

<p><b>Correlate:</b></p> <ul style="list-style-type: none"> <li>▪ Student Academic Achievement</li> <li>▪ Teaching/Learning Strategies</li> <li>▪ Professional Development</li> </ul>	<p><b>Information Sources:</b></p> <ul style="list-style-type: none"> <li>▪ Standardized Tests</li> <li>▪ Informal Tests and teacher assessment</li> <li>▪ Anecdotal evidence</li> </ul>	<p><b>School and Date:</b></p>
<p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>▪ 80% of all Isaac Fox students will score at or above the 50<sup>th</sup> percentile in reading on standardized tests</li> </ul>		
<p><b>District Strategic Plan Strategy:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Expand learning opportunities for all students</b> beyond our current limitations of time, space, and personnel.</li> <li>▪ <b>Align and develop curriculum and instructional practices</b> that integrate subject areas.</li> <li>▪ Recruit, hire, retain, and <b>develop all staff</b> who demonstrate behaviors and attitudes consistent with our core values and strategic plan.</li> </ul>		
<p><b>Core Value:</b> All people can learn, and they do so at different rates and in different ways.</p>		

General Strategies	Specific Action Steps	Timeline	Summary of Progress	Evaluation Methods
Develop a comprehensive program and instructional practices that improve the literacy skill of all students	Provide prof. devel., resources and time in order to develop & implement a balanced literacy program in grades K-2	Ongoing  Extension into grade 2: 2002-03	<p><b>Student achievement resulting from new teaching methods &amp; practices appear to be increasing the reading skills of all of our students. This is evident not only in the reading scores of our students, but also seem to be having a positive effect on their math, science and social studies scores.</b></p> <p><b>The achievement levels of our extended day kindergarten students, and particularly the ESL students participating in that program, have far surpassed our expectations. Their achievement clearly allowed them to be academically &amp; socially ready and motivated for 1<sup>st</sup> grade.</b></p> <p><b>The NCE gains of the past 2 years for our students who have participated in the kindergarten and 1<sup>st</sup> grade Strong Start program are, in many literacy areas, double those of the previous years.</b></p>	Terra Nova  ISAT  Benchmark Books  Running records  Breakthrough Assessment  TERA – 3  Teacher made assessments  Various early literacy assessments—to be determined
	Provide prof. devel. & explore best practices and begin to develop better reading instructional programs & practices in grades 3-5	2002-03		
Explore assessment instruments	Continue at-risk committee function to refine and improve practices	2002-03		
Begin implementation	<ul style="list-style-type: none"> <li>▪ Pre-K screening in reading readiness</li> </ul>	2002-03		

of elements of Strong Start Program	<ul style="list-style-type: none"> <li>&amp; speech/lang.</li> <li>▪ Continue Break-through in K</li> <li>▪ Begin extended day K program for at-risk students</li> </ul>		<p>The primary teachers are increasingly comfortable with and skilled at using on-going assessments for every child.</p> <p>We have reduced our remedial reading staff by .5.</p>
Assess role and effectiveness of remedial reading program		2002-03	<p>Isaac Fox teachers are gaining a great amount of skill and expertise in beneficial literacy practices and are assisting and sharing with others their knowledge.</p>
	Develop resources that equip parents w/ strategies to support and extend literacy for their children; explore assessment instruments	2002-03	<p><b><u>This year's (2003-04) 5<sup>th</sup> graders:</u></b></p> <p><b>ISAT Meets and Exceeds:</b>  Grade 3: 77%    Grade 5: 82%    + 5 Increase</p> <p><b>ISAT Exceeds:</b>  Grade 3: 33%    Grade 5: 51%    + 18 Increase</p> <p><b>ISAT Top National Quartile:</b>  Grade 3: 48%    Grade 5: 62%    + 14 Increase</p>

**GOALS SUCCESSFULLY MET**

- Goal: 80% of all Isaac Fox students will score at or above the 50<sup>th</sup> percentile in reading on standardized tests  
Grade 3 ISAT, 2003: 79% at or above 50<sup>th</sup> percentile                      Grade 3 Terra Nova, 2002: 75% at or above 50<sup>th</sup> percentile  
Grade 5 ISAT, 2003: 80% at or above 50<sup>th</sup> percentile                      Grade 5 Terra Nova, 2002: 77% at or above 50<sup>th</sup> percentile

**EXPANSION or REVISION OF SCHOOL IMPROVEMENT AREAS FOR THE 2003-04 SCHOOL YEAR**

Increased emphasis will be given to:

1. Intermediate level practices—student fluency & comprehension for both fiction and content area reading as well as ways to continue to integrate writing into all aspects of learning (even though writing is a strong area for our exiting 5<sup>th</sup> grade students).
2. Continued professional development in the areas of literacy for those teachers who have been concentrating on other skill areas listed in our school improvement plan.
3. The exploration of informal literacy assessments in the intermediate grades.

## 2. IMPROVEMENT AREA: MATH (YEAR 1)

### Alignment of math curriculum to State Standards; clarification of mastery level expectations

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting
Suzanne DeLaCruz, principal
Anne Kuehl, LRC teacher
Freda Noble, 1 <sup>st</sup> grade teacher
Nancy Polancich, general music teacher
Phil Priest, 4 <sup>th</sup> grade teacher
Liz Staackmann, LD resource teacher

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Academic Achievement | <input type="checkbox"/> Student Non-Academic Achievement    |
| <input checked="" type="checkbox"/> Teaching/Learning Strategies | <input checked="" type="checkbox"/> Professional Development |
| <input type="checkbox"/> Resource/Technology Deployment          | <input type="checkbox"/> Partnerships                        |
| <input type="checkbox"/> Family/Community Involvement            | <input type="checkbox"/> Other                               |

Data Collection <i>What data do we have to inform us?</i>	Source of Data <i>Where did we find these data?</i>	Findings/Analysis <i>What are these data telling us?</i>	Gap Analysis <i>What are the areas for improvement?</i>
ISAT tests	ISAT scores from state	<ul style="list-style-type: none"> <li>87% of 3<sup>rd</sup> graders and 85% of 5<sup>th</sup> graders (4 year average) score at the 50<sup>th</sup> percentile or higher.</li> </ul> <p>In 2003, 89% of 3<sup>rd</sup> graders and 95% of 5<sup>th</sup> graders scored at or above the 50<sup>th</sup> percentile. Both grade levels exceeded our previous 4 year average.</p> <ul style="list-style-type: none"> <li>91% of 3<sup>rd</sup> graders and 85% of 5<sup>th</sup> graders meet or exceed state standards.</li> </ul> <p>In 2002, 99% of 3<sup>rd</sup> graders and 91% of 5<sup>th</sup> graders met or exceeded state standards.</p> <p>In 2003, 97% of 3<sup>rd</sup> grade and 93% of 5<sup>th</sup> graders met or exceeded state standards.</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> and 5<sup>th</sup> grade students score lowest in the areas of geometric concepts &amp; relationships and measurement.</li> </ul> <p>In 2003 geometric relationships was the highest scoring area for 3<sup>rd</sup> graders (80% met or exceed standards), but geometric concepts remained the lowest (73%). 75% of students met or exceeded state standards in measurement. Probability tied for lowest at 73% meets/exceeds.</p> <p>In grade 5, Probability ranked highest at 81% of students meeting or exceeding state</p>	<p>Increased understanding and clarification (in writing) of exactly what skills must be mastered in order to address our own expectations as well as state expectations:</p> <ul style="list-style-type: none"> <li>Math task analysis in order to ↓</li> <li>Plug any holes in addressing specific math skills: develop list of math and related skills that clarifies as what grade that skill must be:             <ol style="list-style-type: none"> <li>introduced</li> <li>mastered</li> </ol> </li> </ul> <p>The Math Task Analysis has been completed for grades K-3. It aligns all district and state objectives/standards and integrates them with the ISAT test. Information is provided that clarifies at what grade a specific skill should be introduced, mastered and practiced.</p> <p>Since the is obtaining software that will also align practices and objectives with state standards, completion of the grade 4 &amp; 5 section will be put on hold until the district project is completed.</p> <ul style="list-style-type: none"> <li>Increase use of math integration and application in all subject areas (math as a language)</li> <li>Professional development: Investigate</li> </ul>

		<p>standards. Geometric Concepts and Measurement remained the lowest at 72% each.</p> <p>In 2002 and 2003 58% and 52% of 3<sup>rd</sup> grade students scored at the exceeds standards level.</p> <p>Our 5<sup>th</sup> grade math scores have been increasing; 15% (2002) and 28% (2003) scored at the exceeds level (compared to 11% and 13% for the district.</p>	<p>research and best practices for instruction</p> <ul style="list-style-type: none"> <li>Explore ways to address the needs of students with low skill levels</li> </ul>
Terra Nova Testing	CTBS Test Mate Clarity	<ul style="list-style-type: none"> <li>Math achievement moves from a 63% 4-year average (50<sup>th</sup> + percentile) in grade one to 82% by grade 5.</li> </ul> <p>The 5 year average in grade 1 remains at 63% in spite of the fact that 71% of 1<sup>st</sup> graders scored at or above the 50<sup>th</sup> percentile (our highest scoring year).</p> <p>The 5 year average for 5<sup>th</sup> grade is 81%. The 2002 5<sup>th</sup> graders scored slightly below this average with 79% at or above the 50<sup>th</sup> percentile. This is a one year drop and is not a particular cause of concern.</p> <p>5-year ave. NCE growth from 4<sup>th</sup> to 5<sup>th</sup> grade is +0.54. The 2002 scores were a +3.6 over their 4<sup>th</sup> grade scores, so good progress is being made with this group of 5<sup>th</sup> graders.</p>	
ISBE Web site: State Standards, benchmarks, etc.		<ul style="list-style-type: none"> <li>Provides information about state expectations</li> </ul>	
Anecdotal comments from teachers	Faculty meeting Personal conversations	<ul style="list-style-type: none"> <li>Analysis of standardized tests provide little insight into how to improve test scores</li> </ul>	<ul style="list-style-type: none"> <li>Explore other assessment instruments</li> </ul> <p>Much of this will be provided via district activities</p>
Progress reports	Student work	<ul style="list-style-type: none"> <li>There are student, including new students, whose skills fall below grade level</li> <li>There are students whose skills exceed grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explore methods to assist students who are need of math help</li> <li>Explore and expand ways of maintaining and stretching skills of those at the top achievement levels</li> </ul> <p>Cooperation, planning and support is being provided by the gifted teacher for all students who are high achievers in math.</p>

# Correlates

## *Math*

### Strengths of each school identified for each correlate

#### **Student Academic Achievement**

Isaac Fox student math scores on standardized tests are particularly strong placing the vast majority of our students in the top 20% nationally as measured by the Terra Nova. As measured by the ISAT our 3<sup>rd</sup> and 5<sup>th</sup> graders are in the top 3-8% statewide; nationally 62% of 3<sup>rd</sup> graders and 56% of 5<sup>th</sup> graders score in the top quartile (the upper 25%). It is our hope to capitalize upon and increase this strength; the percentage of students scoring in the top national quartile on the ISAT test has been steadily increasing for 5 years, although this is slightly more inconsistent in 3<sup>rd</sup> grade.

#### **Teaching/Learning Strategies**

Math is often integrated into other subject matter activities, particularly science; applications are also taught directly via GEMS and AIMS activities, for example, as well as through teacher developed hands-on units.

#### **Professional Development**

Teachers are coordinating the curriculum and professional development in this area. We need to explore the state objectives to better understand what is expected of the students (particularly on the areas in which we score the lowest). We also need to explore what state standards are actually being measured on the ISAT to ensure that we are providing adequate coverage in those areas.

### **Priority areas for improvement**

- (Written) The task analysis for K-3 has been given to teachers to use and refine this year. The task analysis for grades 4 & 5 will be put on hold pending use of the district's alignment software which may provide the same information that we are wanting.
- Curriculum alignment: Alignment with state standards as well as internal vertical alignment has been completed for grades K-3. Alignment for grades 4 & 5 are not particularly problematic, and will be examined again after using the district's new software.
- Exploration of which state standards are actually tested on the ISAT test has begun. We will also attempt to better understand exactly what is being measured in the test areas in which our students scored the lowest.
- Since our NCE growth is the smallest in grade 4, 4<sup>th</sup> grade math expectations and skills will be reviewed to determine areas of improvement or if there is a need to better align program with state standards.

# Action Chart

Math

<p><b>Correlate:</b></p> <ul style="list-style-type: none"> <li>▪ Student Academic Achievement</li> <li>▪ Teaching/Learning Strategies</li> <li>▪ Professional Development</li> </ul> <p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>▪ Increase number of 1<sup>st</sup> graders scoring at the 50<sup>th</sup> + percentile 70%.</li> <li>▪ Increase number of 2<sup>nd</sup> and 3<sup>rd</sup> graders scoring at 50<sup>th</sup> + percentile on the Terra Nova to 80%; 4<sup>th</sup> and 5<sup>th</sup> graders to 85%.</li> <li>▪ Increase number of students scoring at or above 50<sup>th</sup> percentile on the ISAT to 90%; meets &amp; exceeds to at least 90% at both 3<sup>rd</sup> and 5<sup>th</sup> grades.</li> </ul> <p><b>District Strategic Plan Strategy:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Expand learning opportunities for all students</b> beyond our current limitations of time, space, and personnel.</li> <li>▪ <b>Align and develop curriculum and instructional practices</b> that integrate subject areas.</li> <li>▪ Recruit, hire, retain, and <b>develop all staff</b> who demonstrate behaviors and attitudes consistent with our core values and strategic plan.</li> </ul>	<p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>▪ Standardized Tests</li> <li>▪ Informal Tests and teacher assessment</li> <li>▪ Anecdotal evidence</li> </ul>	<p><b>School and Date:</b></p> <p>Isaac Fox School May, 2002</p>
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General Strategies	Specific Action Steps	Timeline	Summary of Progress	Evaluation Methods
Improve the alignment of math skills/ objectives with ISAT requirements	Complete the Math Task Analysis to grade 5	2002-03	<p>The math scores of our students remain very high, whether measured by the ISAT or the Terra Nova tests. Except in grade 1, our 5 year averages on the Terra Nova demonstrate that over 80% of our students consistently achieve at the 50<sup>th</sup> percentile or higher; that is, 80% of our student score in the top half nationally. The first grade scores are not of great concern since, by 2<sup>nd</sup> grade, 82% of our students are in the top half.</p> <p>Our scores on the ISAT tests are even higher. In 2003, 97% of our 3<sup>rd</sup> graders met or exceeded state standards (it was 99% in 2002) and 93% of our 5<sup>th</sup> grade students met or exceeded state standards (our highest achievement level). Our 3<sup>rd</sup> grade 5 year average is 95% and our 5<sup>th</sup> grade 5 year average is 89%.</p> <p>Although we already focus strongly upon this, we probably need to focus more heavily is the upper level math</p>	<ul style="list-style-type: none"> <li>▪ ISAT Tests</li> <li>▪ Terra Nova Tests</li> <li>▪ Teacher assessments</li> </ul>
Clarify skills that are to be introduced and mastered at each grade level	Create a chart that displays this information	2002-03		
Research best practices	Attend workshops, seminars, institutes  Explore research and journal articles	2002-03		
Solicit a teacher math coordinator to oversee improvement efforts		2002-03		

			<p>achievement. Although, 52% of our students achieve at the <i>exceeds</i> level in 3<sup>rd</sup> grade math, our 3 year average in grade 5 is only 17% (although 28% of our students met the <i>exceeds</i> level in 2003, surpassing the district average by 15 percentage points).</p> <p>It would appear that some of the top math students are not making the progress that we would expect, or that the state test and our math objectives are not well-aligned.</p> <p>This “shrink” in the <i>exceeds</i> category is not limited to Isaac Fox. It occurs at both the district and state levels as well, which indicates that this may reflect poor alignment of standards and district objectives throughout the state. This area needs to be explored.</p> <p style="text-align: center;"><b><u>This year’s (2003-04) 5<sup>th</sup> graders:</u></b></p> <p><b>ISAT Meets and Exceeds:</b> Grade 3: 90%    Grade 5: 93%    + 3 Increase</p> <p><b>ISAT Exceeds:</b> Grade 3: 45%    Grade 5: 28%    - 17 Increase</p> <p><b>ISAT Top National Quartile:</b> Grade 3: 67%    Grade 5: 78%    + 11 Increase</p>	
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**GOALS SUCCESSFULLY MET**

- Increase number of 1<sup>st</sup> graders scoring at the 50<sup>th</sup> + percentile to 70%.  
2002 = 77%    5 year ave. = 72%
- Increase number of 2<sup>nd</sup> and 3<sup>rd</sup> graders scoring at 50<sup>th</sup> + percentile on the Terra Nova to 80%; 4<sup>th</sup> and 5<sup>th</sup> graders to 85%.  
Gr. 2, 2002 = 86%    5 yr. ave.= 80%;    **Gr. 3, 2002 = 75%    5 yr. ave.= 76%**;    Gr. 4, 2002 = 82%    5 yr. ave.= 78%;    **Gr. 5, 2002 = 77%    5 yr. ave.= 75%**
- Increase number of students scoring at or above 50<sup>th</sup> percentile on the ISAT to 90%; meets & exceeds to at least 90% at both 3<sup>rd</sup> and 5<sup>th</sup> grades.  
Grade 3: Above 50<sup>th</sup> percentile = 89%                      Grade 3 Meets & Exceeds: 97% (5 year ave.= 95%)  
Grade 5: Above 50<sup>th</sup> percentile= 95%                      Grade 5 Meets & Exceeds: 93% (5 year ave.= 89%)

## **EXPANSION or REVISION OF SCHOOL IMPROVEMENT AREAS FOR THE 2003-04 SCHOOL YEAR**

- Goal #2: It does not seem feasible on the Terra Nova to expect 85% of our students of our 4<sup>th</sup> and 5<sup>th</sup> graders to score at or above 85%. Tests taken in the fall, 2003 may alter these results, but at this point our goal is to set the bar at 80% for all grades.
- Goal #3: The goal for the percentage of students scoring above the 50<sup>th</sup> percentile seems to be appropriately set at 90% for grade 3. At grade 5, however, we would like to maintain the goal at 95%.
- Goal #3: The goal for meets and exceeds in grade 3 should be increased to 95% for both grades 3 & 5.

### 3. IMPROVEMENT AREA: Character Education/Personal Student Growth (YEAR 3)

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting
Suzanne DeLaCruz, principal
Anne Kuehl, LRC teacher
Freda Noble, 1 <sup>st</sup> grade teacher
Nancy Polancich, general music teacher
Phil Priest, 4 <sup>th</sup> grade teacher
Liz Staackmann, LD resource teacher

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

- |  |  |
|--|--|
| <input type="checkbox"/> Student Academic Achievement            | <input checked="" type="checkbox"/> Student Non-Academic Achievement |
| <input type="checkbox"/> Teaching/Learning Strategies            | <input checked="" type="checkbox"/> Professional Development         |
| <input type="checkbox"/> Resource/Technology Deployment          | <input type="checkbox"/> Partnerships                                |
| <input checked="" type="checkbox"/> Family/Community Involvement | <input type="checkbox"/> Other                                       |

Data Collection <i>What data do we have to inform us?</i>	Source of Data <i>Where did we find these data?</i>	Findings/Analysis <i>What are these data telling us?</i>	Gap Analysis <i>What are the areas for improvement?</i>
Number and nature of referrals to social worker and to office	Social work records	Many referrals center around: <ul style="list-style-type: none"> <li>▪ An inability of students to interact appropriately w/ peers or self-monitoring behavior (bullying, teasing, hitting)</li> <li>▪ Behavior related to medical issues, particularly ADD/ADHD</li> <li>▪ Non-academic issues contributing to a lack of academic success</li> <li>▪ Issues related to divorce or family dysfunction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promoting positive, appropriate student behaviors during non-structured times (recess, lunch)</li> <li>▪ Greater development of proactive services and programs</li> <li>▪ Clarification of student expectations</li> <li>▪ Consistency of message: emphasis by all school personal upon STAR Student behavior</li> <li>▪ Increased communication with parents to promote understanding and support of specified behaviors</li> </ul>
Anecdotal evidence from teachers	Faculty Meetings Personal conversations		
Reports from parents			
Information from acad. referrals in which behavioral &/or social/emotional are interfering with academic growth	Building team meetings EDC's	A number of academic referrals are caused by non-academic needs	<ul style="list-style-type: none"> <li>▪ Prof. development to assist teachers in addressing non-academic issues.</li> <li>▪ Dissemination of information to parents</li> </ul>
Student/parent participation levels	List of activities (See Appendix F)	Participation levels are very high	
Piers-Harris Survey Instrument	Piers-Harris results	Survey was given to all students in grades 3-5; revealed that the majority of students did not, as measured by this instrument, have significant self-esteem deficits. It also identified a few borderline students to watch.	Although self-esteem issues do not cast a dark shadow into the lives of too many students, research and experience indicate that there are a number of affective issues that need to be directly addressed in a young students life. <ul style="list-style-type: none"> <li>▪ Discussion of methods of promoting lifeskills/values of STAR students</li> <li>▪ Discussions of methods available to improve students' understanding of themselves and others</li> <li>▪ Maintaining and promoting new ways of rewarding/celebrating selected behaviors</li> </ul>

# Correlates

## *Character Ed/Personal and Life Skills*

### Strengths of each school identified for each correlate

#### Student Non-Academic Achievement

- Consistent philosophy among all staff members regarding attention to the whole child
- As demonstrated on the Piers-Harris survey, the self-esteem levels of the vast majority of students is strong, only a few “borderline” students on watch list
- In addition to numerous service activities (listed in Appendix) there are numerous activities in which students may become personally involved. In addition, student awards and celebrations are frequent and visible. Exmaples: Student council (many activities), safety patrol, Young Authors, Math League, Battle of the Books, STAR Student, Student of the Month, Spelling Bee, 5<sup>th</sup> grade recycling and landscaping, 3<sup>rd</sup> grade Manners luncheon, 2<sup>nd</sup> grade weathermen, study buddies, intramurals, various musical opportunities/productions/awards, class plays, 5<sup>th</sup> grade Halloween poetry production, art awards and displays, birthday recognition, Principal Academic Award (4<sup>th</sup> grade), Presidential Excellence and Achievement Awards (5<sup>th</sup> grade), PE awards, attendance awards, STAR student awards (5<sup>th</sup> grade), etc.

#### Family/Community Involvement

- Having had a full time social worker this year (and the 2<sup>nd</sup> year of an excellent school psychologist) has provided the school with a point person to serve as a liaison between home and school.
- As a result of having a full time social worker, we have been able to develop practices and start to develop programs that proactively assist children, before a serious crisis occurs. It also provides for immediate follow up and oversight for children who have experience difficulty.

#### Professional Development

- Development in this area will be chaired by the social worker

#### Priority areas for improvement *These have been addressed and successfully met*

- Assist students in developing a greater capacity for empathy and self-reflection through specifically developed activities & services
- Develop proactive practices that assist student with their social-emotional growth.
- Develop methods to discover the primary areas of social/emotional concern from students' perspective
- Assist teachers learn and develop effective practices for students with ADD/ADHD

# Action Chart

<p><b>Correlate:</b></p> <ul style="list-style-type: none"> <li>▪ Family/Community Involvement</li> <li>▪ Student Non-Academic Achievement</li> <li>▪ Professional Development</li> </ul> <p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>▪ To provide clear parameters that help student evaluate their own performance—to guide them individually and as a group, to an understanding of which social behaviors will enhance their personal happiness and success.</li> <li>▪ To eliminate non-academic barriers to student academic success</li> </ul> <p><b>District Strategic Plan Strategy:</b></p> <p>This goal is consistent with District 95's core values:</p> <ol style="list-style-type: none"> <li>1. All individuals have value</li> <li>2. People are responsible and accountable for their actions</li> <li>3. The uniqueness of people strengthens and enriches a community</li> <li>4. Successful communities are the result of people working in partnership toward common goals</li> <li>5. The desire to learn and change empowers individuals to thrive.</li> </ol>	<p><b>Information Sources:</b></p> <p>Susan Kovalik (ITI Model): Lifeskills ADHD sources</p>
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General Strategies	Specific Action Steps	Timeline	Summary of Progress	Evaluation Methods
Identify & address the social-emotional needs of all students	<ul style="list-style-type: none"> <li>▪ Increase emphasis on effective practice for students w/ ADD/ADHD</li> <li>▪ Explore &amp; expand service activities in which students may engage, including study buddies, peer tutoring, etc.</li> </ul>	2002-03	<p><b>We have established several additional programs and practices. In addition, our social worker goes into all kindergarten students once a week and goes to the 1<sup>st</sup> grade classrooms about once every 2 weeks.</b></p> <p><b>The vast majority of teachers use study buddies &amp; peer tutors within and between grade levels; one-on-one or via whole class participation. Various classes have cooperative projects with the students in the ESL center.</b></p>	<ul style="list-style-type: none"> <li>▪ Possible survey &amp; other assessment instruments</li> <li>▪ Anecdotal evidence from staff &amp; parents</li> <li>▪ Referral data: visits to office, social worker</li> </ul>
Develop & discuss rules/procedures for recess	<ul style="list-style-type: none"> <li>▪ Review and clarify behavioral expectations</li> <li>▪ Establish three recess volunteer</li> </ul>	2002-03	<p><b>Students have many opportunities for successful involvement in non-academic activities and student recognition programs have expanded.</b></p> <p><b>Because we have a full time social worker, response time regarding social-emotional issues is rapid and follow</b></p>	<ul style="list-style-type: none"> <li>▪ Anecdotal evidents from staff and parents</li> <li>▪ Referral data: visits to office, social worker</li> </ul>

	<p>meetings per year</p> <ul style="list-style-type: none"><li>▪ Explore alternative recess activities for students who wish to participate (tutoring, quiet reading, etc.)</li></ul>		<p>through is good.</p> <p>Updated materials have been purchased to assist parents with information about children and adults with ADD/ADHD.</p> <p>Playground issues are minimal. Many of our recess supervisors have been with us for several years so that practices are consistent. Referrals to the office are generally minimal. Our use of the social worker has increased and become more proactive rather than merely reactive.</p> <p>Overall, the belief in and self-regulation of attending to the whole child is very strong and consistent among all Isaac Fox staff members.</p>	
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**NEW IMPROVEMENT AREA: SCIENCE (Year 1 - 2003-04 School Year)**

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting
This was a full faculty participation

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Academic Achievement | <input type="checkbox"/> Student Non-Academic Achievement    |
| <input checked="" type="checkbox"/> Teaching/Learning Strategies | <input checked="" type="checkbox"/> Professional Development |
| <input type="checkbox"/> Resource/Technology Deployment          | <input type="checkbox"/> Partnerships                        |
| <input type="checkbox"/> Family/Community Involvement            | <input type="checkbox"/> Other                               |

Data Collection <i>What data do we have to inform us?</i>	Source of Data <i>Where did we find these data?</i>	Findings/Analysis <i>What are these data telling us?</i>	Gap Analysis <i>What are the areas for improvement?</i>
Anecdotal information from teachers regarding melding of FOSS with new science objectives and the development of practices supporting the new objectives.	Faculty meetings Personal Conversations Record of Field Trips Written Units of Study  Possibly via standardized test scores, but these scores are already very high and it seems unlikely that the learning and work habits learned in this area will be measured on standardized tests.	<ul style="list-style-type: none"> <li>▪ Successful merging the old science with the new</li> <li>▪ Development of new activities and units that support the new science objectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strong teacher comfort with the new science objectives</li> <li>▪ Development of units and activities that support the new objectives.</li> <li>▪ Effective vertical alignment of science objectives</li> </ul>
The number and nature of new or revised activities, particularly in the ecology/environmental areas		Unit development that actively engages students with projects (particularly outdoor ed. projects) that directly support the new science objectives.	<ul style="list-style-type: none"> <li>▪ Increased number of relevant outdoor/out-of-school activities that actively engage students in learning science concepts</li> <li>▪ Increased number of relevant activities in general that actively engage students in science related activities</li> <li>▪ Integration of science concepts, skills and information with other subject areas (reading, writing, social studies, math)</li> </ul>

# Correlates

## *Science*

### Strengths of each school identified for each correlate

#### **Student Academic Achievement**

Student understanding of various science concepts and variables will be deepened

#### **Teaching/Learning Strategies**

- Active, hands-on engagement in relevant science activities
- Integration with other subject areas

#### **Professional Development**

- Teachers need to completely understand the purpose of the new science curriculum
- Teachers need to be given time, assistance, and input regarding the development of relevant and effective units and activities.

<b>Priority areas for improvement</b>
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- Increased teacher knowledge of and comfort level with new science objectives.
- Improved instructional methods that deepen student awareness and understanding of science objectives and overarching scientific concepts.

# Action Chart

Science

<p><b>Correlate:</b></p> <ul style="list-style-type: none"> <li>▪ Student Academic Achievement</li> <li>▪ Teaching/Learning Strategies</li> <li>▪ Professional Development</li> </ul>	<p><b>Information Sources:</b></p> <ul style="list-style-type: none"> <li>▪ Informal Tests and teacher assessment</li> <li>▪ Anecdotal evidence</li> </ul>	<p><b>School and Date:</b></p> <p>Isaac Fox School      Fall, 2003</p>
<p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>▪ Align and integrate our FOSS science program and materials with the new, revised science areas and materials</li> <li>▪ Revisit, revise and rejuvenate educational projects, particularly outdoor education projects, in a manner that integrates into the new science curriculum.</li> </ul>		
<p><b>District Strategic Plan Strategy:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Expand learning opportunities for all students</b> beyond our current limitations of time, space, and personnel.</li> <li>▪ <b>Align and develop curriculum and instructional practices</b> that integrate subject areas.</li> <li>▪ Recruit, hire, retain, and <b>develop all staff</b> who demonstrate behaviors and attitudes consistent with our core values and strategic plan.</li> </ul>		
<p><b>Core Value:</b> All people can learn, and they do so at different rates and in different ways.</p>		

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Become familiar with the new science objectives and the underlying concepts	Explore professional development opportunities  Develop new grade level units	2003-04	Time and funds for professional development  Time for exploration, alignment, & merging of new units with FOSS units and materials.	All classroom teachers	Faculty Meetings  Gr. Level Articulation Meetings  Inservice/Institute Day Activities	Teacher Developed Student Assessments
Create units and/or projects that support and integrate the new science objectives	Develop new grade level units and projects	2003-04	Time for development	All classroom teachers	Personal Conversations	Survey (informal or formal) of teachers
Create outdoor education projects that support the new objectives in the ecology/ environmental areas	Engage in new or revised field trips	2003-04	Time for development	All classroom teachers	Readings  Letters to Parents  Parent Assistance/ Supervision	Anecdotal information noting new or additional units and/or projects

# *Reflections*

Our progress summary explains which goals have been met at what grade levels and details are provided in the data analysis section. There has been excellent progress in all of the targeted academic and non-academic areas. Goals that have been met will not be included in our goals for this school year. Goals that have not been met may be revised for the upcoming school year.

**READING:** Because the development of strong reading skills is a complex process, this will remain a school improvement goal for next year, with additional emphasis placed upon the skills needed in the intermediate grades. Intermediate emphasis will be focus upon vocabulary, comprehension, text organization and fluency for both fiction and non-fiction/content area materials.

The staff has been district trailblazers in this area. They have researched best practices and are learning how to implement this knowledge into classroom practices appropriate for our students. Our Strong Start early literacy/readiness programs and practices have been extremely effective and the effects are clearly noticed by teachers and parents alike. This has been a particularly intense, but successful, undertaking.

**MATH:** Because the District is purchasing software that will align our curriculum with district and state objectives, completion of the math task analysis will be placed on hold next year. The new software may serve to provide us with the information needed.

Our math scores continue to be excellent and overall meets/exceeds percentages are extremely high and rising. However, we have noticed that there appears to be a drop in the number of students in the *exceeds* category between 3<sup>rd</sup> and 5<sup>th</sup> grade on the ISAT. The fall Terra Nova tests also show a slight decrease in mean NCE's during some years between 4<sup>th</sup> and 5<sup>th</sup> grade, although the average of the mean NCE's for five years is slightly positive. We are at a loss to understand this, so this particular area will be watched and investigated.

**CHARACTER EDUCATION:** Our attention to Character Education has allowed us to develop and expand several student programs and service projects that are beneficial to our students. Although we will revisit our practices every few years, this will not be one of our major school improvement goals for next year. At this point in time, we consider this goal to have been met.

## ***NEW GOAL***

**SCIENCE:** Because we are implementing a revised science program this year, one of our school improvement goals will be to concentrate upon the integration and alignment of these revisions within the current program. This is not expected to be difficult, but adequate amounts of time must be devoted to ensure that new goals and materials are integrated into current practices and areas of study and as well as understand the alignment of new practices with state and district objectives. We expect this to be a one-year goal.

## ***2003-04 GOALS:***

### **Reading:**

- continued attention to primary level, additional emphasis upon intermediate grades

### **Math:**

- use of scope and sequence developed last year; end-of-year assessment and possible revisions
- attention to top performing students in the intermediate grades

