

Meadow View Elementary School

School Improvement Plan 2007-2008 Mid-year Report

February, 2008



**Plainfield Community Consolidated School
District #202**

**Meadow View Elementary School
School Improvement Plan
Mid-year Report February, 2008**

At this time all stakeholders have received a copy of the Meadow View Elementary School 2007-2008 School Improvement Plan. These stakeholders include SIP Team members, Meadow View Elementary School Faculty and Staff, any parents who requested a copy of the plan, as well as School District 202 administration.

The purpose of this report is to identify where we are with regard to each of the actions indicated in the plan. When our final test and survey data is in we will report on the progress related to each of the goals of the plan.

READING GOAL #1:

In May of 2008, at least 85% of Kindergarten and first grade students will meet or exceed Dibels benchmarks for letter naming fluency, phonemic segmentation, and nonsense words fluency, and 85% of 1st and 2nd grade students will meet or exceed target scores on the spring DRA.

The first activity for this goal is for all Kindergarten and first grade students to participate in Michael Heggerty's Phonemic Awareness instruction for 12-15 minutes daily. Teachers report that this is happening in all English speaking Kindergarten and first grade classrooms. Mrs. Lopez indicates that she recently attended a Michael Heggerty focus group meeting at which his program in Spanish was introduced. Mrs. Lopez will be utilizing this soon.

The second activity for this goal states that within a flexible grouping model, kindergarten and first grade students who have not met or exceeded goals will receive additional daily interventions. In addition, targeted 1st grade students will participate in Reading Recovery for 30 minutes daily. All English speaking Kindergarten and first grade students were tested with the Dibles and the PASI. This data was utilized to create intervention groups. Teachers have, to date, met three times with our 95% Group consultant to discuss and hone these interventions. Nineteen first grade students were initially identified for Reading Recovery. The Reading Recovery teachers are currently on their second round of students.

The third activity for this first goal states that 1st and 2nd grade students will participate in small and large group oral and written retelling activities during whole group instruction, during guided reading, and in independent literacy centers. All 1st and 2nd grade teachers indicate that this is on-going in their classrooms.

The fourth activity states that teachers will meet weekly to analyze student progress and set goals. Teachers report that this is ongoing, but they do not report whether or not they are keeping detailed notes of each meeting. Administration followed-up on this and asked each team to keep a notebook of notes from each meeting. Also, it has been administration's observation that one meeting per week may not be enough. As a result,

administration altered the building meeting schedule to include 2 one-half-hour team meetings from 8:00-8:30 a.m. per month.

Activity #5 states that students who have not met or exceeded goal will receive guided reading and/or reading conferencing with their teacher a minimum of 5 times per week and that students who are receiving an intervention will participate in guided reading a minimum of 5 times per week. This is the case in second grade; however, kindergarten and first grade teachers were forced to scale this back to 3 times per week because of the time that is used with the Dibels interventions, which occur daily for 20-30 minutes.

The sixth activity related to this goal states that second language learners will receive literacy instruction in their native language and sheltered English instruction with a focus on the content areas. Meadow View now has one section of self-contained TBE Kindergarten and one section of self-contained TBE first grade. The teachers of these classrooms indicate that this practice is on-going.

The seventh activity for this goal states that K-2 special education students will participate in explicit phonemic awareness activities using LEXIA and Words Their Way five times per week. While LEXIA got a late start at Meadow View, students did eventually transition into participating daily. Teachers are utilizing various pieces from Words Their Way.

The eighth activity states that K-2 special education students will receive direct instruction with Reading Mastery. Paulette Dominak reports that this is ongoing.

The final activity for this first goal states that special education teachers will meet for “checkpoint meetings” with the special education administrator to review progress and adjust instruction based on set targets. As reported by Paulette Dominak and the special education teachers, these meetings are occurring regularly.

READING GOAL #2:

In Spring of 2008, at least 90% of 3rd and 4th grade students will meet or exceed on the 2008 ISAT. In addition, at least 85% of the 5th grade students will meet or exceed ISAT target scores, and the percentage of 3rd, 4th, and 5th grade IEP students meeting or exceeding reading standards will increase by at least 20%.

The first activity for Goal #2 states that teachers will meet weekly to analyze student progress and set goals. Teachers report that this is ongoing, but they do not report whether or not they are keeping detailed notes of each meeting. Administration followed-up on this asking each team to keep detailed notes of each meeting. Also, it has been administration’s observation that one meeting per week may not be enough. As a result, administration altered the building meeting schedule to include 2 one-half-hour team meetings from 8:00-8:30 a.m. per month.

The second activity for this goal states that all children will receive small group instruction and reading conferencing with their teachers a minimum of 3 times per week, and students receiving interventions will receive small group instruction a minimum of 5

times per week. Teachers report that this is occurring in all 3rd, 4th, and 5th grade classrooms.

The third activity states that students who have not met or exceeded goals will receive additional interventions five times per week. These students are typically students who would have been brought through the Flex process. Some of the interventions that teachers are using include SOAR, Trophies, as well as leveled books. Teachers report that this is ongoing.

The fourth activity related to this goal states that second language learners will receive literacy instruction in their native language and sheltered English instruction with a focus on the content areas. ELL students in grades 3-5 receive services via a pull-out model. Our ELL staff reports that this activity is ongoing.

Activity #5 states that monthly CBM conferences will be conducted between special education teachers, reading specialists, and building administrators to develop individual student action plans related to reading. Those involved point out that these meetings typically involve only the special education classroom teachers and the special education administrator. Reading specialists, general education teachers, and building administrators have not been involved in these meetings. This fact may inform the wording of this activity for the 2008-2009 plan.

The sixth activity for this goal states that identified special education students will participate in explicit fluency, phonemic awareness, and comprehension instruction using a variety of instructional materials. These teachers report that they are carrying out the essence of this activity, but the only item that is done with the timeline indicated on the plan is LEXIA. All others are used, but not necessarily at the frequency described in the plan. Again, this information should inform the plan's re-write for 2008-2009.

The seventh activity states that students will participate in school-wide content area reading instruction using a variety of materials, and they will receive instruction in paired functional reading pieces, reinforcing appropriate reading strategies. Teachers report that this is ongoing in grades 3, 4, and 5.

Teachers indicate that they are completing activity eight in grades 3-8. Activity eight states that teachers will develop assessments that include "ISAT-like" questions.

The ninth action related to this reading goal involves the use of ISAT preparation materials. Many teachers indicate that they already have all of the preparation materials that they need. These are being utilized regularly throughout the school year and have become more of a focus as the testing dates approach. For those teachers who reported the need for additional materials, Ali Finkle and Paulette Dominak are working together to order these materials. At our January 18th institute we explored the ISBE site together as a faculty.

The final activity for this goal states that IEP instructional students will receive direct instruction in reading with Reading Mastery. Paulette Dominak reports that this is ongoing.

MATH GOAL:

90% of 3rd and 4th grade students will meet or exceed the state standards in total math as assessed by the March 2008 ISAT scores. In addition, at least 85% of the 5th grade students will meet or exceed ISAT target scores, and the percentage of 3rd, 4th, and 5th grade IEP students meeting or exceeding standards will increase by at least 20%.

Our first activity stated that teachers will differentiate instruction in order to meet the individual needs of students; this will include small group instruction for mathematics. When informally surveyed, all teams indicated that they have means of differentiating in mathematics through flexible grouping, cooperative grouping, and a myriad of other instructional strategies.

Teachers indicate that they are completing activity two in grades 2-8. Activity two states that teachers will develop assessments that include “ISAT-like” questions.

The third action related to this math goal involves the use of ISAT preparation materials. Many teachers indicate that they already have all of the preparation materials that they need. These are being utilized regularly throughout the school year and have become more of a focus as the testing dates approach. For those teachers who reported the need for additional materials, Ali Finkle and Paulette Dominak worked together to order these materials. At our January 18th institute we explored the ISBE site together as a faculty.

The fourth activity for this goal states that students will be assessed quarterly to inform instruction. Teachers indicate that this practice is ongoing.

The fifth activity for this goal states that third grade students who are not secure with number sense will receive extra support to reach mastery by the end of third grade. Teachers indicate that outcome assessments rather than quarterly assessment are used to measure this activity.

The sixth activity states that special education staff and grade level teams will utilize weekly plan time to address targeted student needs and collaborate on interventions. Teachers report that this is ongoing, but they do not report whether or not they are keeping detailed notes of each meeting. Administration followed-up by asking all teams to keep detailed notes of these meetings. Also, it has been administration’s observation that one meeting per week may not be enough. As a result, administration altered the building meeting schedule to include 2 one-half-hour team meeting from 8:00-8:30 a.m. per month.

The seventh activity states that monthly CBM conferences will be conducted between special education teacher, reading specialists, and building administrators to develop individual student action plans related to mathematics. Those involved point out that these meetings typically involve only the special education classroom teachers and the special education administrator. Reading specialists, general education teachers, and building administrators have not been involved in these meetings. This fact may inform the wording of this activity for the 2008-2009 plan.

The eighth activity states that math games will be utilized on a regular basis. Teachers indicate that math games are primarily used at the K-2 level and that some

grades don't use them at all. We will need to do some further exploration to determine if this activity needs modification or whether we want full implementation.

The ninth activity states that math fact practice will take place daily. Teachers indicate that this is ongoing in grades 2 through 5.

The tenth activity states that new teachers at Meadow View will be trained in Exemplars. This training took place in December of 2007.

The eleventh activity states that Problem of the Week based on Exemplars will be utilized in intermediate classrooms. Teachers reported in November that only veteran teachers were completing this activity. Now that all teachers have been trained in Exemplars, it is now expected that all teachers will be moving forward with activity number eleven.

The final activity states that additional activities focusing on measurement will be utilized. Teachers indicate that this activity is not being fulfilled, which means we will need to explore whether this activity should be purged from the plan.

SCHOOL CLIMATE GOAL:

As measured by the survey titled School Professional Staff as Learning Community, the faculty at Meadow View Elementary School will indicate a high level of satisfaction and growth with regard to moving toward a fully developed Professional Learning Community. The survey will be administered in December as a means to securing baseline data and again in May, with survey results showing high and/or growing satisfaction with our PLC. Goals will be set based on the baseline data secured.

The first action for this goal states that the Meadow View staff's expertise will be utilized in staff development. A couple of specific examples with this include the fact that staff members are leading some of our book-talk discussions and our ELL staff facilitated the morning session of our November Institute Day. We will continue to rely on our in-house experts because at Meadow View, staff development is not something that happens to us, but rather something we do for ourselves. Staff feels that we are doing a pretty good job with this activity.

The second action for this goal states that the Meadow View staff will learn and grow together with a monthly Professional Development meeting that will include reading books together. Currently the entire faculty is reading Stephen Covey's *The 7 Habits of Highly Effective People*. The discussions and conversations have been deeply invigorating.

Activity three states that all teachers at Meadow View will be afforded the opportunity to observe peers at Meadow View and at other schools and debrief on those observations. Staff reports that some first-year teachers have had a chance to meet and observe peers both at Meadow View and other schools, but veteran teachers, for the most part, have not had this opportunity. Ali Finkle arranged for 2 subs on 2 days in January to facilitate this opportunity for all staff. Arrangements have also been made to provide opportunities for some teachers to observe colleagues in other building. We will continue

to make this available to any teacher who is interested. Our goal is for this type of observing and feed-back to become a regular way of doing business here at Meadow View.

Activity four states that the staff at Meadow View will regularly participate in morale-boosting activities. Two ways that this is being achieved include our “thump day” snacks and our secret pals program. We also try to allot time at faculty meeting to share celebrations.

The final activity for this goal states that the staff at Meadow View will meet monthly outside of the school day as a means of developing friendships beyond the schoolhouse. Thus far there have been three events to help bring this activity to life. First, one of our staff members hosted the staff at her home after the first full week of school. Next, more than a dozen staff members were a part of the homecoming Parade. Finally, nearly 50 faculty and staff members attended this year’s Christmas Party - - - a record for Meadow View. Staff members have generated a list of other possibilities to keep this momentum going through the rest of the school year. Most recently many staff members have started playing volleyball in the gym after school on Fridays.