

**Glen Ellyn School District 41
Forest Glen Elementary School
3-Year Improvement Plan
2010-2013**

**Grade Level / Department
ACTION PLANS**

Our Story:

Glen Ellyn District 41 is an elementary school district serving five communities: Glen Ellyn, Wheaton, Lombard, Glendale Heights and Carol Stream. The District has a strong commitment to continuous improvement and supports the school improvement process through its Long-Range Plan, commitment to quality programs and multiple initiatives. The current initiatives underway to support and enhance continuous improvement include curricular work in the areas of math and literacy; the implementation of a local assessment program; a District-wide Parent Involvement model, Positive Behavior Intervention and Supports program, and the "Culture of Care" program that supports the educational vision adopted by the Board of Education.

The literacy curriculum and resource materials focus on using a workshop model in a block of time to instruct students in developing as strategic readers. The literacy curriculum is in its fifth year of implementation; teachers are supported by on-going professional development during Institute Days and in each school, supported by the literacy specialists. A standards-based elementary math program entitled Everyday Math is in its third year of full implementation at every grade level (K-5) across the School District. This implementation is supported by part-time math specialists at each of the elementary schools. In order to monitor and adjust instruction to meet the needs of individual learners, the School District continues to utilize a District-wide assessment program called Measures of Academic Progress (MAP), which will be administered in the fall, winter, and spring. Results are shared with parents and are used in placement, enrichment and intervention for students.

Forest Glen Elementary School is a neighborhood elementary (EC and PreK-grade 5) school of approximately 600 students. The neighborhood is very stable, with most of the students living within walking distance. For 2011-12 there are two sections of Early Childhood Special Education, four sections of blended Pre-Kindergarten, three sections of Kindergarten and Grade 4 and four sections of Grade 1, Grade 2, Grade 3, and Grade 5. These "bubbles" of students that are moving through the grade levels cause the need for some shifting of staff each year. Class sizes are between 18 and 27 students within these grade levels.

Forest Glen is comprised mostly of children from upper middle class, white families (74 %). Our minority students make up the remaining population with the Asian / Pacific Islander (6.7%) and Hispanic (13.1%) being our largest groups. We serve approximately 8.4% of the students with ENL services, our fastest growing subpopulation. In addition, 12.2% of our students are low income (lower than the district average) and our mobility rate is 7.3% (lower than the district average and significantly lower than last year's mobility rate of 31.4%).

The School Improvement Planning process at Forest Glen is led by the Building Leadership Team (BLT), comprised of teachers, support staff, parents, and administrators. For the last few years this plan has had an emphasis on number sense and problem solving in math, reading comprehension and writing instruction in literacy, and has been successful in shifting to a focus on the collection of data and its use as a guide for instructional practices. Currently, the BLT uses data tools to collect and analyze results of local math and literacy assessments that let teachers evaluate their students' progress across the key components linked to our targeted areas for improvement. We hope to continue this data-driven approach with the school improvement process.

Our MAP Reading scores, in general, indicate fewer students scored below the 30th percentile in the Spring of 2011 than in the Fall of 2010. By contrast, our MAP Math scores, in general indicate more students scored below the 30th percentile in the Spring of 2011 than in the Fall of 2010. Our District Writing Assessment scores show that while the percentage of students increased in the meets and exceeds categories, we still need further improvements in the area of writing in order to meet our building goal of 92.5% in the meets and exceeds category. All grade levels except grade 2 increased in the percentage of students that met or exceeded grade level reading expected levels when using the Fountas and Pinnell Benchmark Assessment during the 2010-2011 school year. We will continue to collaborate as grade level teams to strive to have all students read on grade level by the end of each school year. Finally, math fact fluency continues to be a struggle for our students with no grade levels achieving to the expected level outlined in our SMART goal. We will continue to work on this goal and increase implementation of FASTT math and use other strategies to improve student performance. All of these measures are monitored each trimester by our BLT.

School performance on the ISAT can be characterized as high, with such indicators from the 2011 results as approximately 99% of 3rd graders, 100% of 4th graders, and approximately 99% of 5th graders meeting and exceeding state standards in Math. Trend data indicate that this high performance is consistent year to year. In Reading, approximately 96% of our third graders, 97% of our fourth graders, and 96% of our fifth graders meet and exceed state standards. Although the state of Illinois has discontinued testing our students in writing, we continue to monitor this goal through use of our district writing assessment in grades K-5.

Additional analysis of our data indicate that our challenges in the next three years will be:

1. Raise the performance of all subgroup students. While the numbers of students in all subgroups are low, their achievement is disproportionate to students in the ALL category.
2. Raise the percentage of students performing in the Exceeds category. Given the backgrounds of our population, our expectation is that a higher percentage of students will be able to demonstrate achievement in the "exceeds" range.
3. Continue to monitor our standards in Writing through the district writing assessment. The ISAT writing assessment has been suspended since the 2010-2011 school year due to the historic budget crisis in the state of Illinois.

Forest Glen Elementary School

Our Make-up:

STUDENTS

2008-Forest Glen

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	78.1	2.8	7.8	8.4	0.4	2.5	6.0	4.3		0.0	10.1	96.9	562
District	76.1	4.0	8.3	7.8	0.3	3.5	8.2	7.8		0.3	7.3	96.0	3,566
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5		2.5	14.9	93.3	2,074,167

STUDENTS

2009- Forest Glen

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.4	3.2	7.3	9.2	0.6	3.4	6.0	4.5		0.0	21.7	95.5	534
District	75.2	3.9	8.4	8.4	0.3	3.8	10.4	9.7		0.6	9.4	95.9	3,551
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

STUDENTS

2010 Forest Glen

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.2	1.8	9.6	7.6	0.4	4.4	8.5	6.5	15.8		0.0	31.4	95.6	551
District	73.5	3.3	10.0	8.7	0.3	4.3	11.8	9.5	11.2		0.2	13.7	95.4	3,651
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

STUDENTS

2011 Forest Glen

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	74.0	2.2	13.1	6.7	0.0	0.2	3.7	12.2	8.4	11.2		0.0	7.3	95.5	534
District	71.3	4.4	11.8	8.9	0.1	0.2	3.3	15.9	11.4	11.3		0.3	8.2	95.8	3,640
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

Our Goals:

Goal 1: Literacy-Reading Comprehension - required

By 2013, all students will improve their overall literacy performance in reading comprehension as measured by ISAT in order to improve the overall performance. 95% of students in grades 3, 4, and 5 will meet or exceed state standards on the ISAT Test. Each year we will strive to increase the number of students who exceed state standards.

Rationale:

Reading is essential. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Goal 2: Literacy-Writing -required

By 2013, all students will improve their overall writing performance as measured by ISAT. 92.5% of students in grades 3 and 5 will meet or exceed state standards on the ISAT test.

Rationale:

Individuals must be capable of composing a well-organized and coherent writing piece for a specific purpose. Students shall use correct grammar, spelling, punctuation, capitalization and structure in creating this writing. Students must produce documents that show planning and organization and as well as effectively convey the intended message and meaning.

Goal 3: Math-required

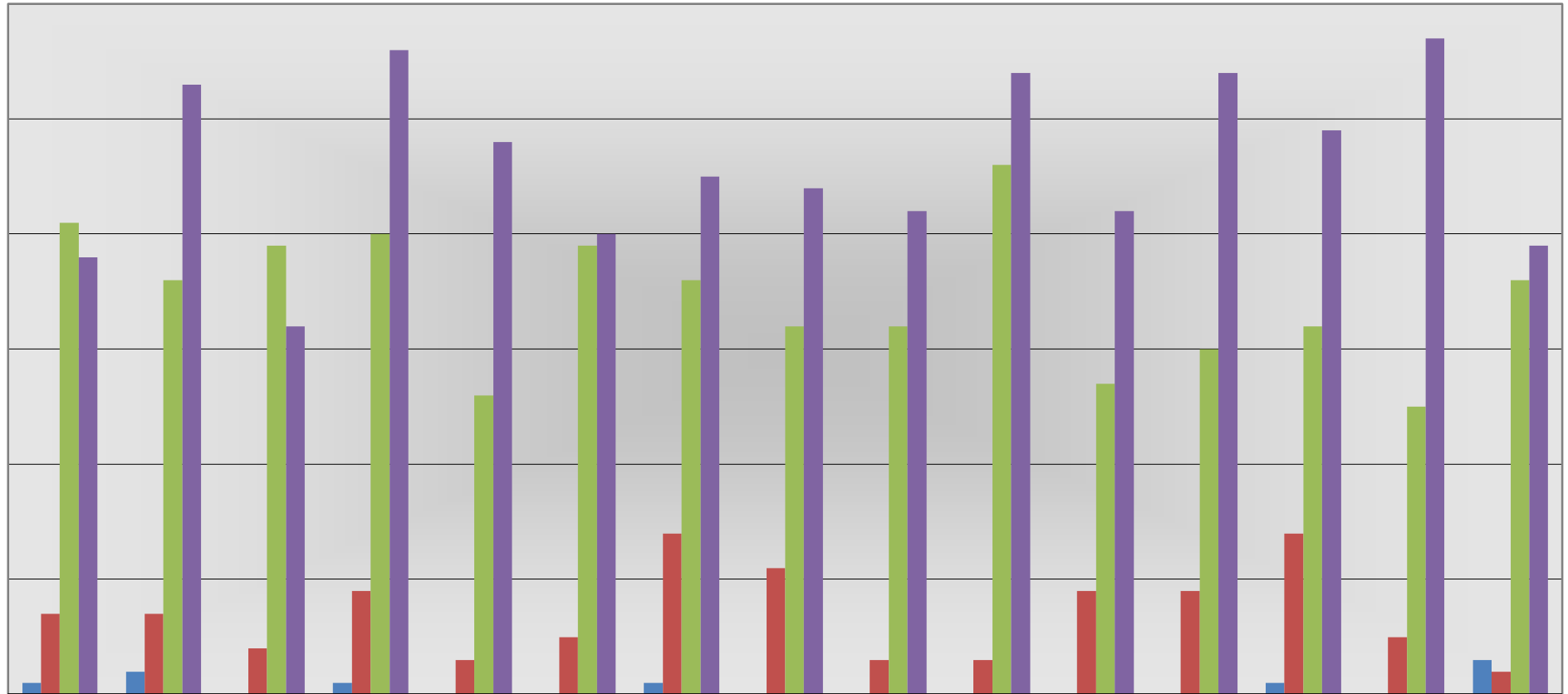
By 2013, all students will improve their overall math performance by increased performance as measured by ISAT in order to improve the overall performance. An emphasis will be placed on number sense and problem solving 97% of students in grades 3, 4, and 5 will meet or exceed state standards on the ISAT test. Each year we will strive to increase the number of students who exceed state standards.

Rationale:

Individuals must acquire number sense through a principled understanding of place value, of how whole numbers can be composed and decomposed and of the meaning of the basic arithmetic operations of addition, subtraction, multiplication and division. It also requires understanding of the commutative, associative and distributive properties and knowing how to apply these principles to solve problems. This more highly developed form of number sense should extend to numbers written in fraction, decimal, percent and exponential forms.

Our Data:

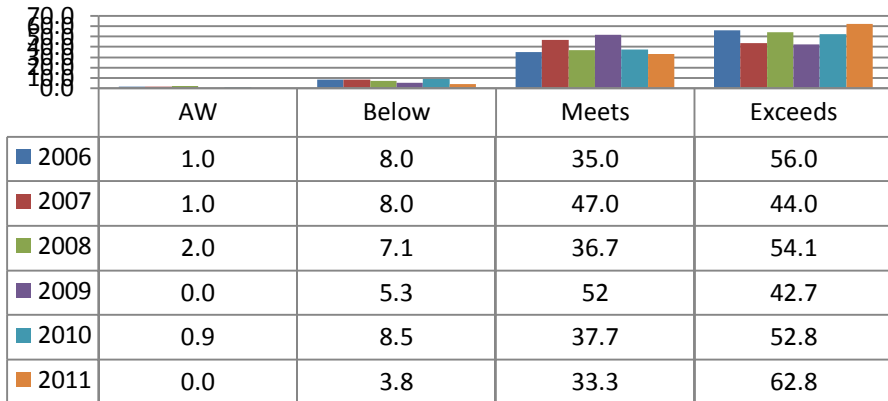
**Forest Glen Reading Performance (number of students)
2007-2011**



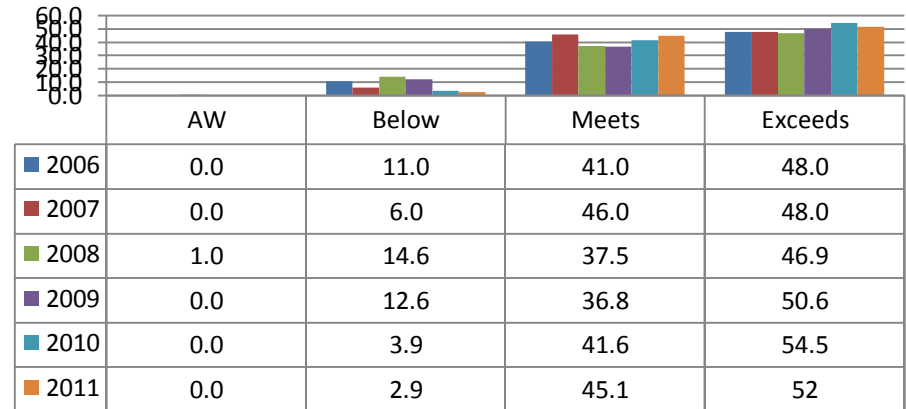
	3					4					5				
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■ A	1	2		1			1						1		3
■ B	7	7	4	9	3	5	14	11	3	3	9	9	14	5	2
■ M	41	36	39	40	26	39	36	32	32	46	27	30	32	25	36
■ E	38	53	32	56	48	40	45	44	42	54	42	54	49	57	39

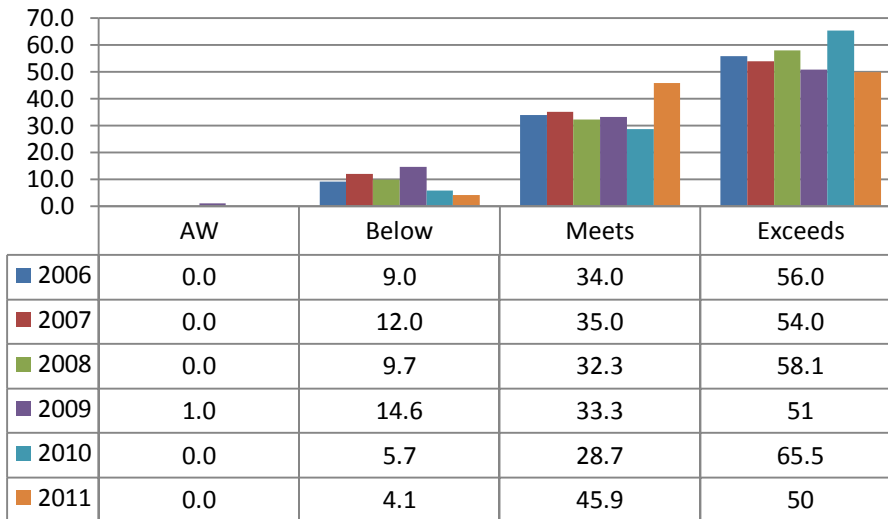
Grade 3 ISAT Reading Performance (Percentage)



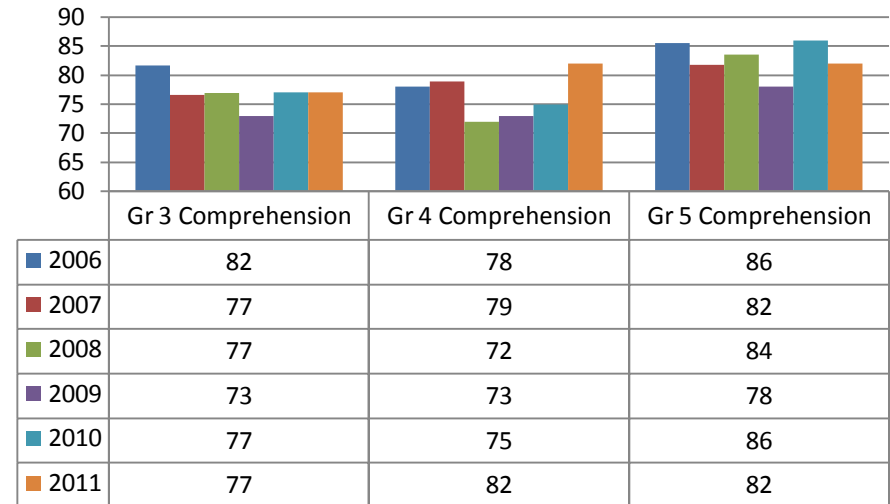
Grade 4 ISAT Reading Performance (Percentage)



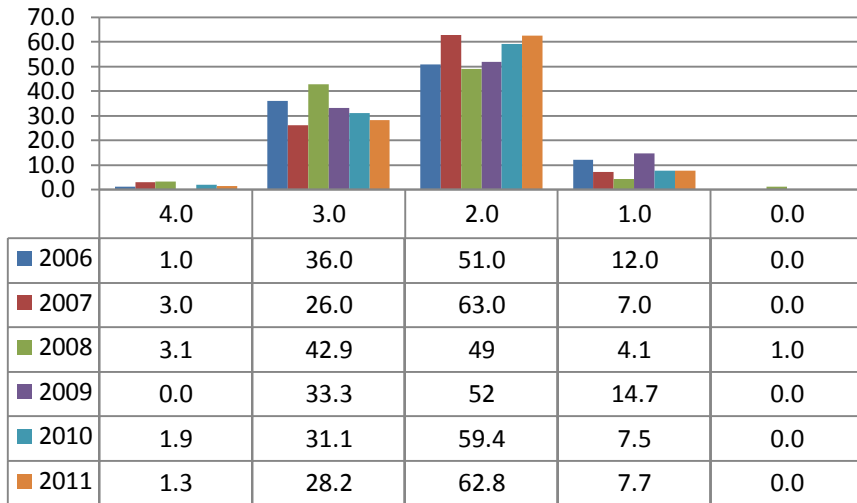
Grade 5 ISAT Reading Performance (Percentage)



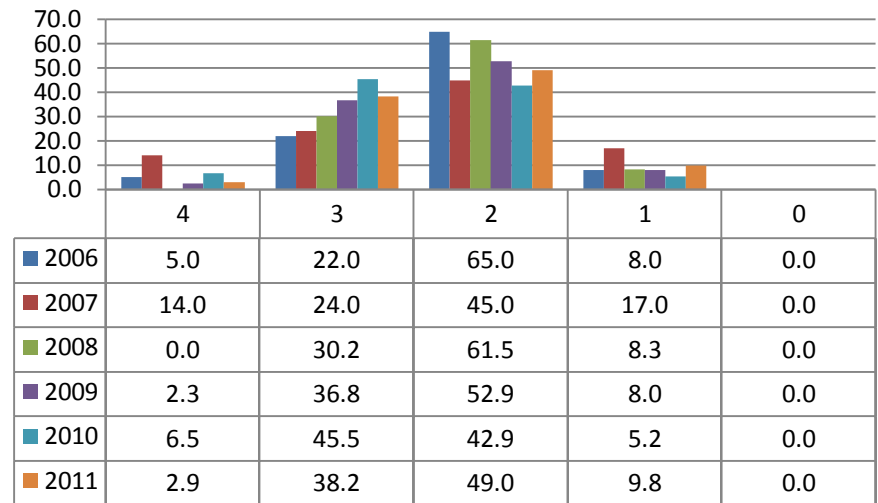
ISAT Reading Comprehension (Percentage)



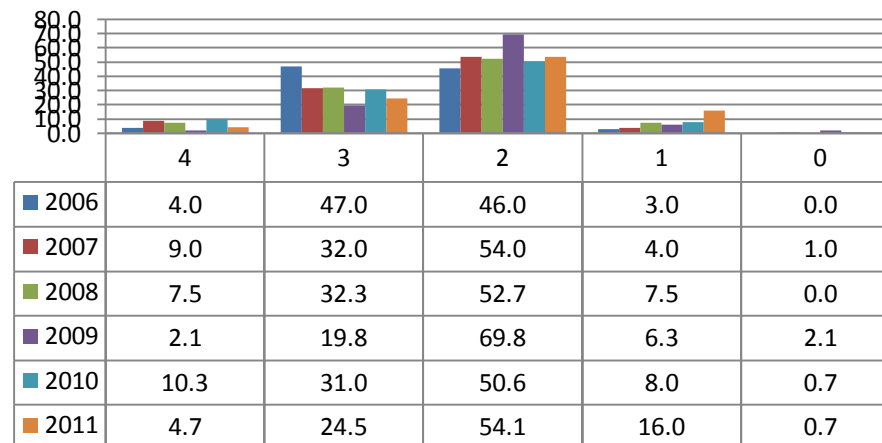
Grade 3 ISAT Reading Response (Percentage at each score point)



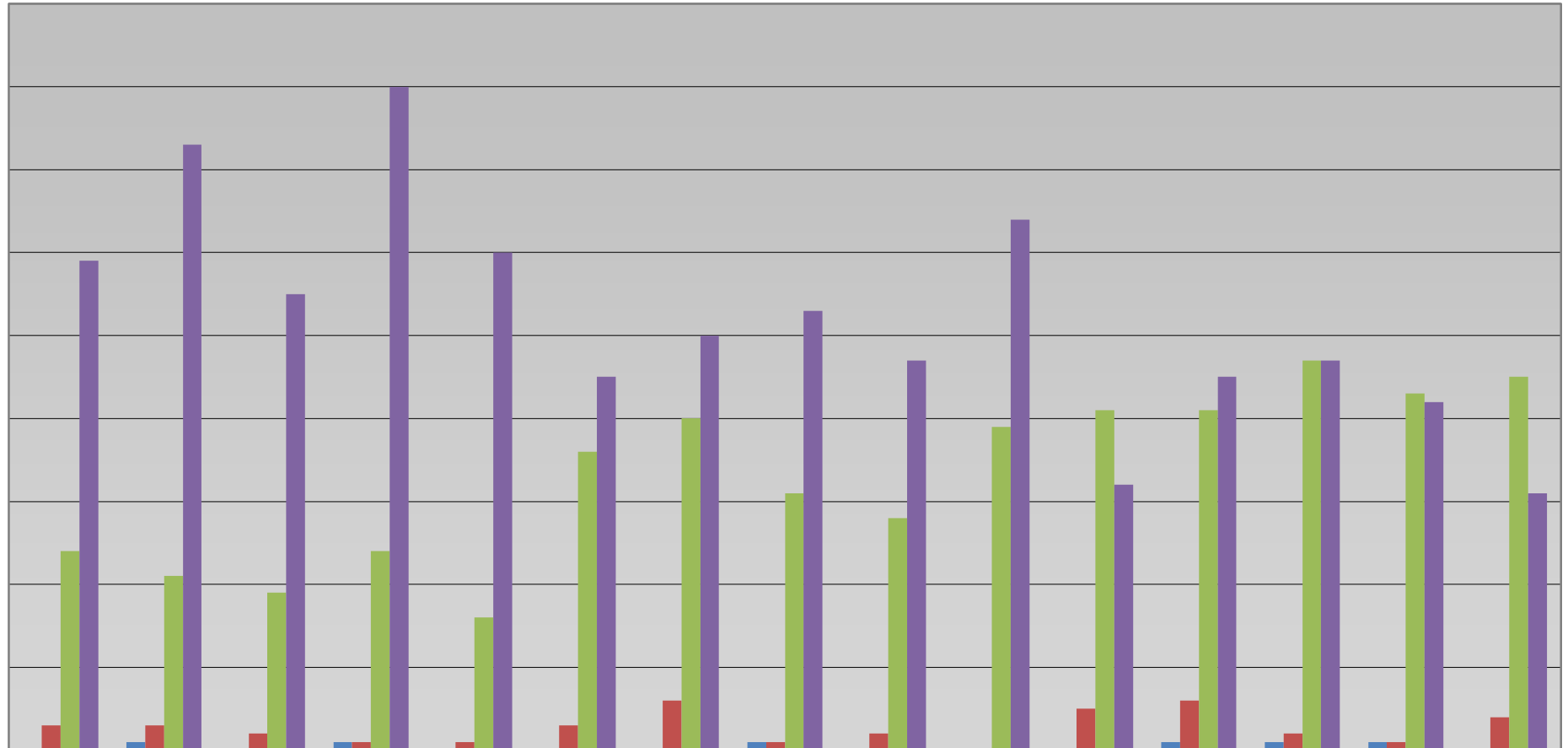
Grade 4 ISAT Reading Response (Percentage at each score point)



Grade 5 ISAT Reading Response (Percentage at each score point)

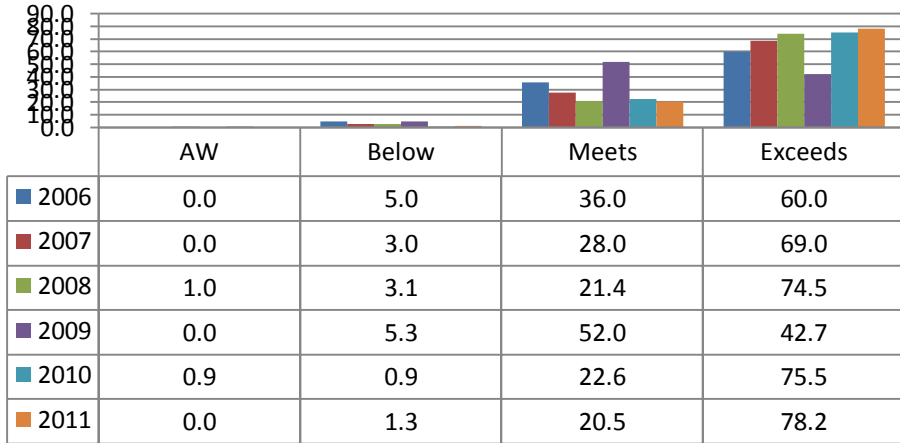


**Forest Glen Math Performance (number of students)
2007-2011**

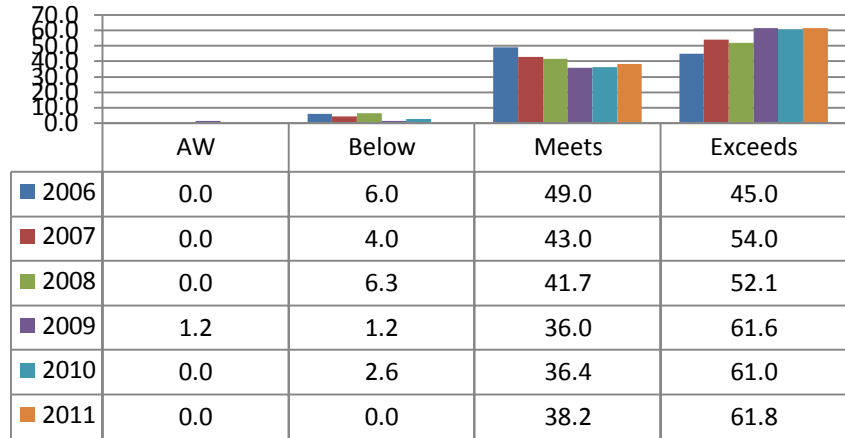


	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	3					4					5				
A		1		1				1				1	1	1	
B	3	3	2	1	1	3	6	1	2		5	6	2	1	4
M	24	21	19	24	16	36	40	31	28	39	41	41	47	43	45
E	59	73	55	80	60	45	50	53	47	64	32	45	47	42	31

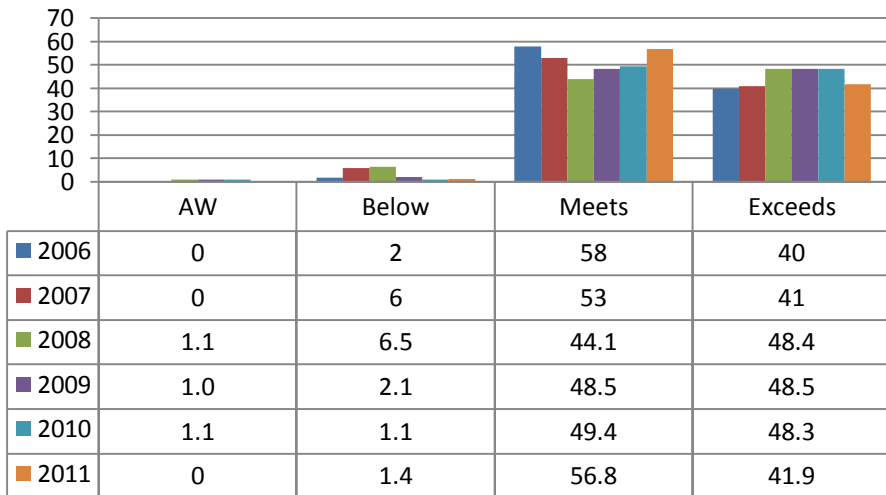
Grade 3 ISAT Math Performance (Percentage)



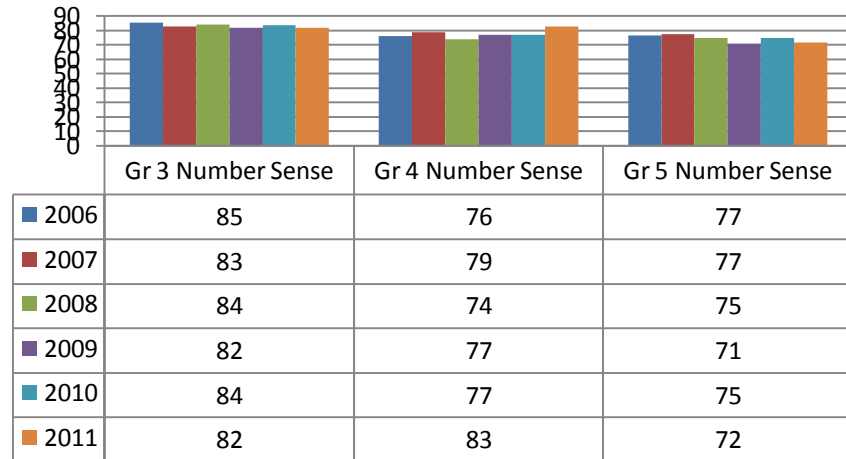
Grade 4 ISAT Math Performance (Percentage)



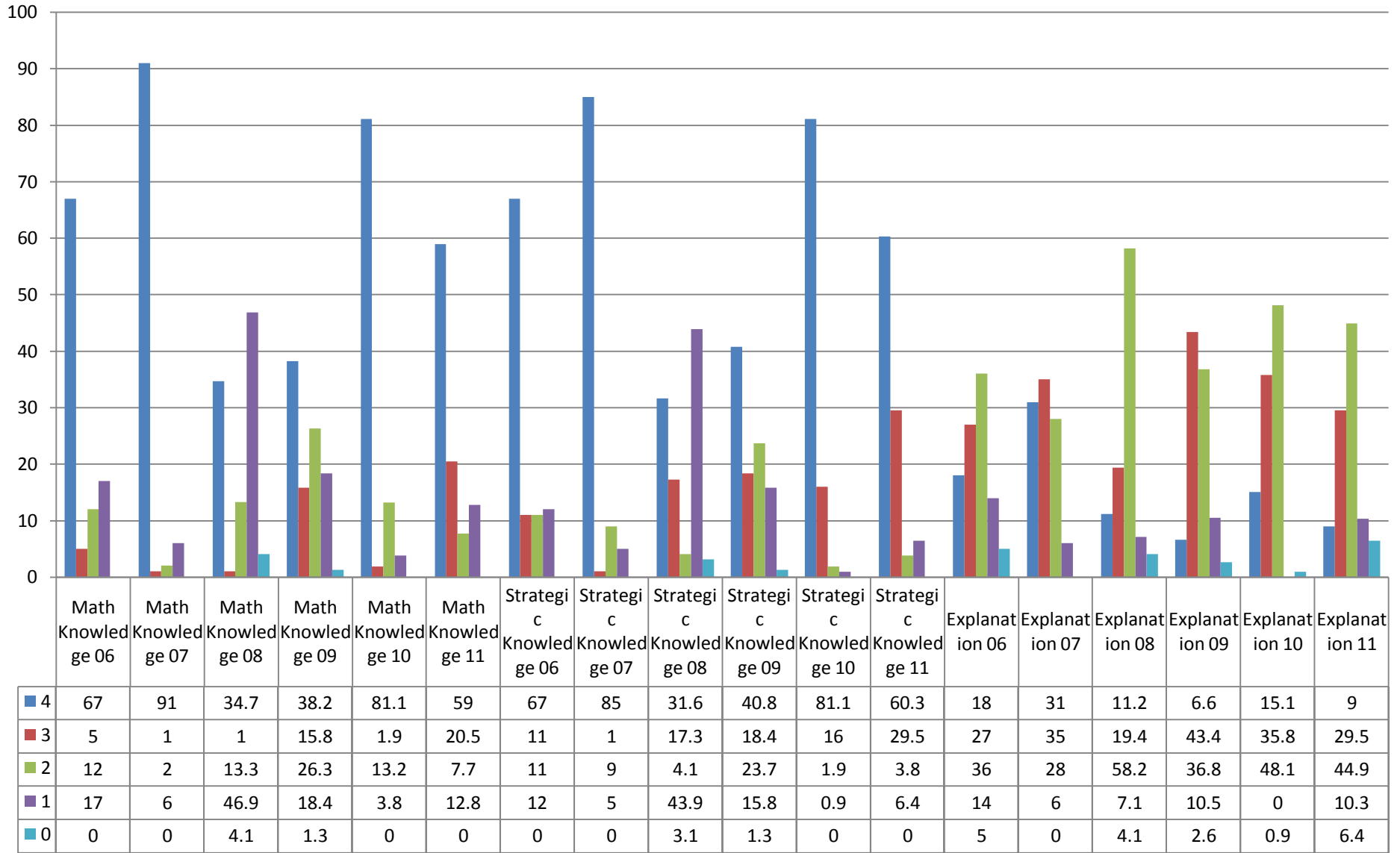
Grade 5 ISAT Math Performance (Percentage)



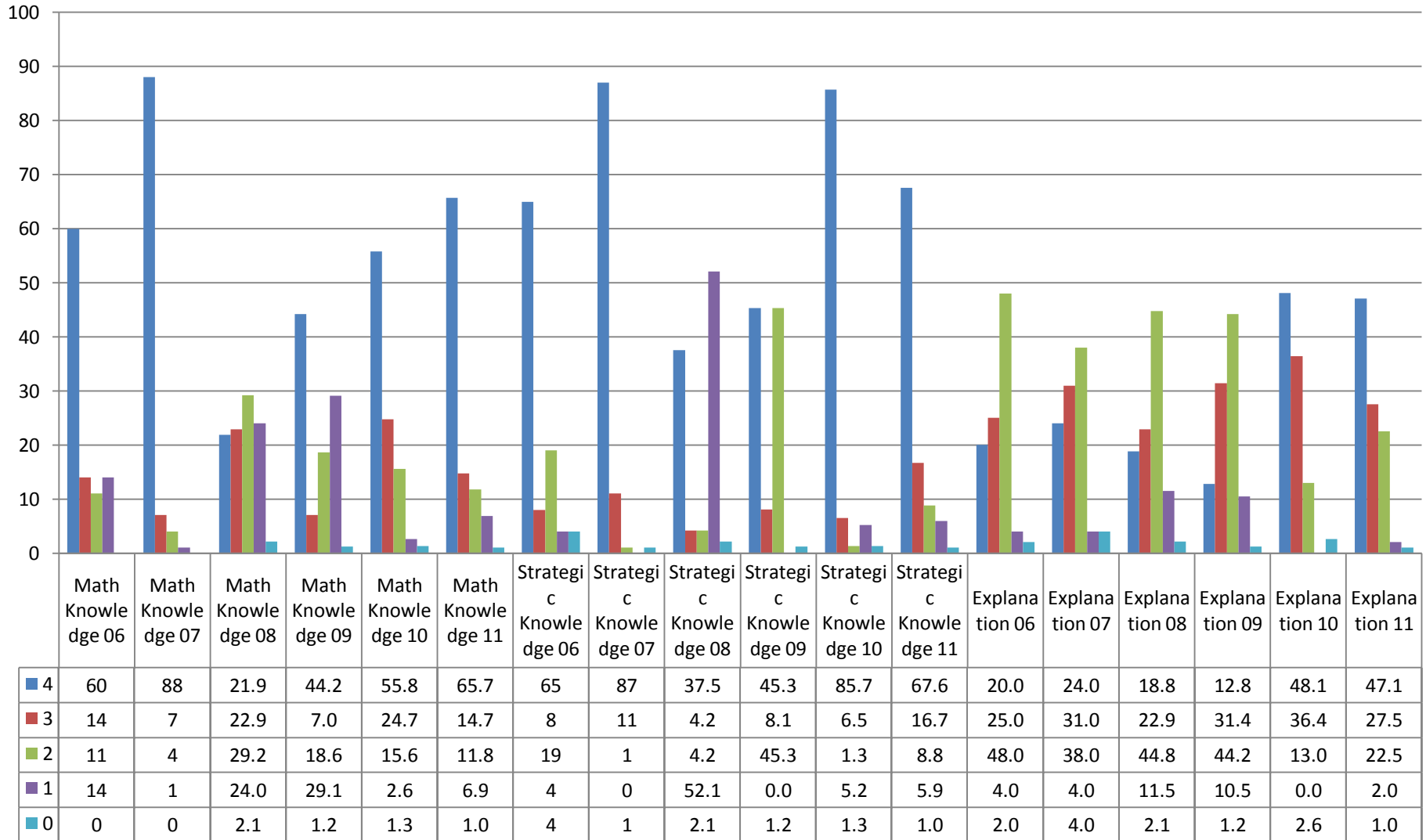
ISAT Mathematics Number Sense (Average Percentage Correct)



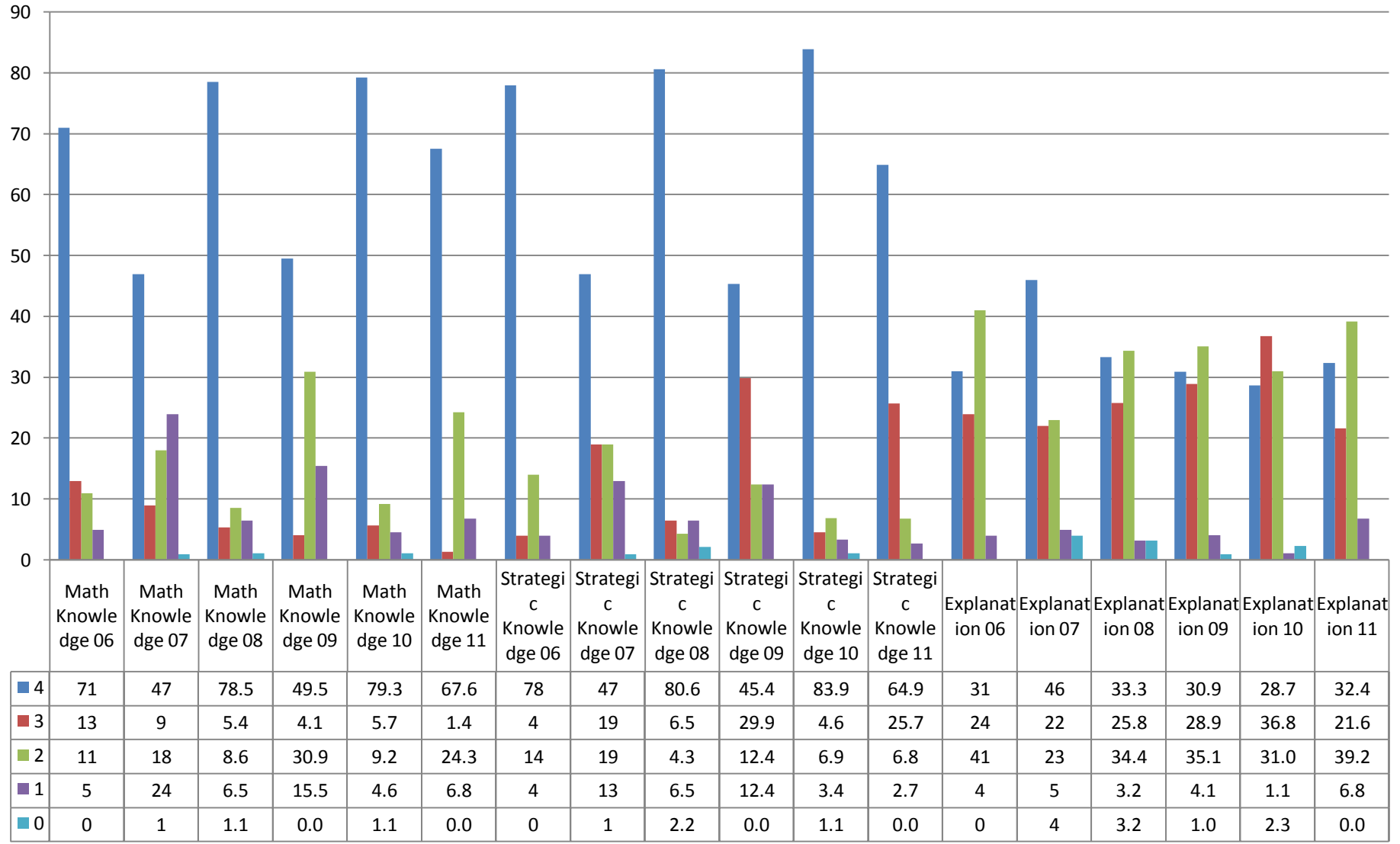
Grade 3 Math Extended Response (Percentage at each score point)



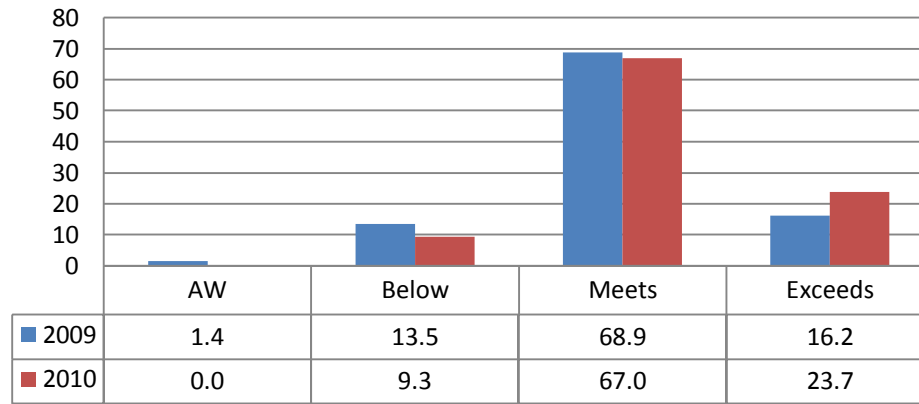
Grade 4 Math Extended Response (Percentage at each score point)



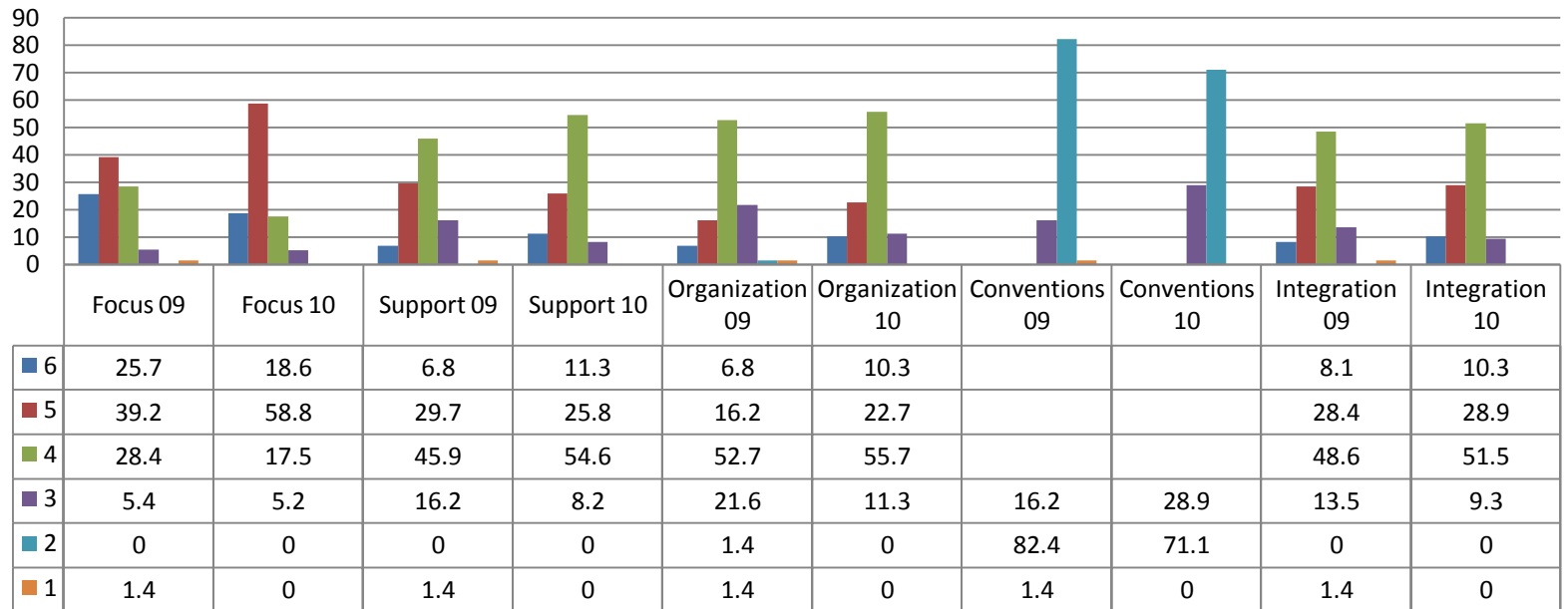
Grade 5 Math Extended Response (Percentage at each score point)



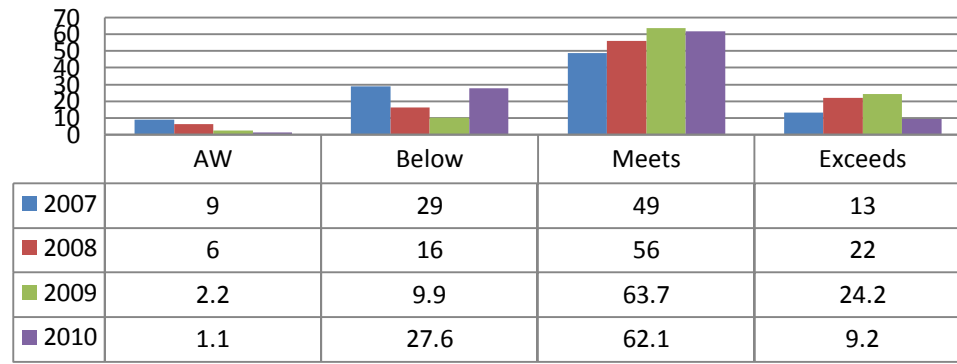
Grade 3 ISAT Writing Performance (Percentage)



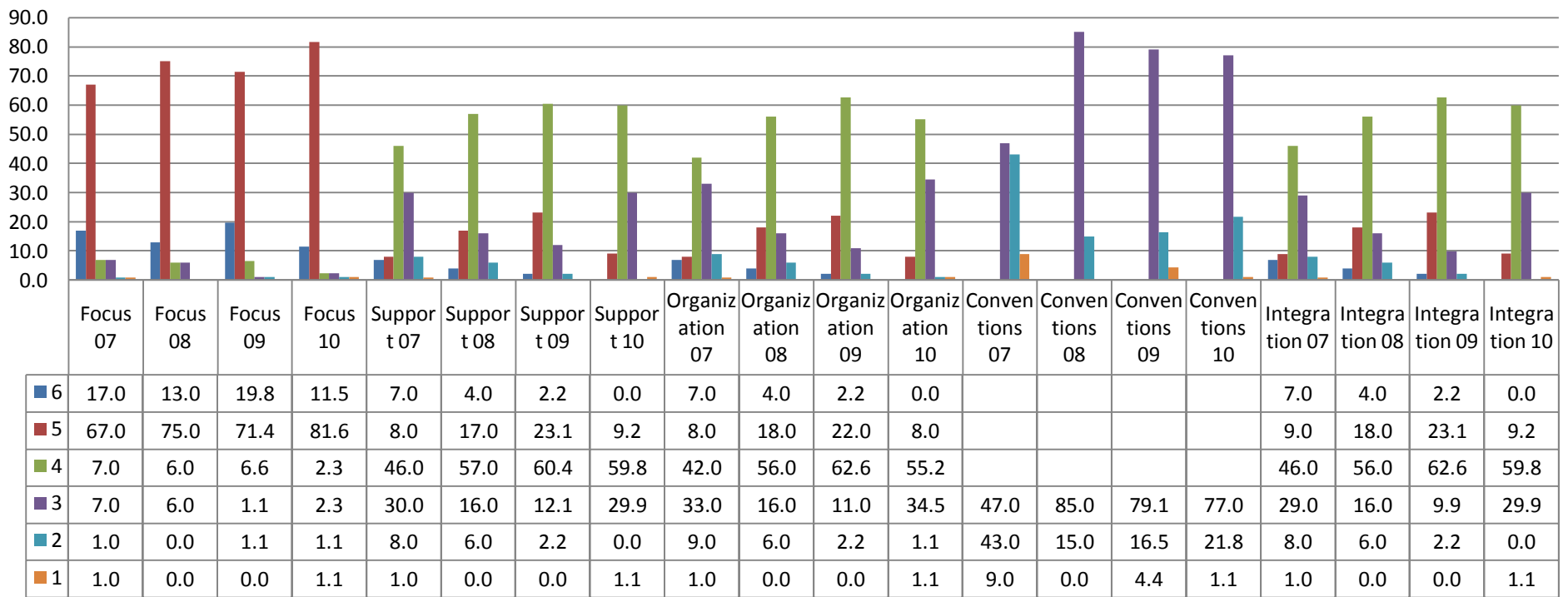
Grade 3 ISAT Writing Rubric Features (Percentage at each score point)



Grade 5 ISAT Writing Performance (Percentage)



Grade 5 ISAT Writing Rubric Features (Percentage at each score point)



Fountas and Pinnell Data 2010-2011

Grade Level	Fall Target	% at Target or Higher	Spring Target	% at Target or Higher
Kindergarten	None	NA	C	79%
Grade 1	C	70%	I	89%
Grade 2	I	87%	M	85%
Grade 3	M	86%	P	93%
Grade 4	P	83%	S	89%
Grade 5	S	96%	V	92%

Fountas and Pinnell Data 2011-2012

Grade Level	Fall Target	% at Target or Higher	Spring Target	% at Target or Higher
Kindergarten	None	NA	C	
Grade 1	C	74%	I	
Grade 2	I	89%	M	
Grade 3	M	85%	P	
Grade 4	P	83%	S	
Grade 5	S	89%	V	

MAP Reading Data 2010-2011

Grade Level	Fall 10% or lower	Fall 11% - 30%	Spring 10% or lower	Spring 11% - 30%
Kindergarten	NA	NA	10%	16%
Grade 1	5%	11%	1%	8%
Grade 2	3%	12%	5%	5%
Grade 3	4%	5%	0%	10%
Grade 4	1%	7%	1%	6%
Grade 5	0%	7%	0%	4%

MAP Reading Data 2011-2012

Grade Level	Fall 10% or lower	Fall 11% - 30%	Spring 10% or lower	Spring 11% - 30%
Kindergarten	NA	NA		
Grade 1	5%	9%		
Grade 2	8%	12%		
Grade 3	7%	7%		
Grade 4	5%	12%		
Grade 5	2%	9%		

MAP Math Data 2010-2011

Grade Level	Fall 10% or lower	Fall 11% - 30%	Spring 10% or lower	Spring 11% - 30%
Kindergarten	NA	NA	14%	14%
Grade 1	2%	16%	1%	8%
Grade 2	3%	6%	1%	6%
Grade 3	1%	4%	0%	9%
Grade 4	1%	4%	1%	4%
Grade 5	0%	1%	0%	7%

MAP Math Data 2011-2012

Grade Level	Fall 10% or lower	Fall 11% - 30%	Spring 10% or lower	Spring 11% - 30%
Kindergarten	NA	NA		
Grade 1	15%	11%		
Grade 2	2%	8%		
Grade 3	4%	2%		
Grade 4	1%	10%		
Grade 5	2%	6%		

District Writing Assessment 2010-2011

Grade Level	Grade Level Target	Winter % Meets / Exceeds Target Score	Spring % Meets / Exceeds Target Score
Kindergarten	9	52%	88%
Grade 1	18	9%	94%
Grade 2	18	22%	51%
Grade 3	18	25%	27%
Grade 4	18	39%	53%
Grade 5	18	29%	36%

District Writing Assessment 2011-2012

Grade Level	Grade Level Target	Fall % Meets / Exceeds Target Score	Winter % Meets / Exceeds Target Score	Spring % Meets / Exceeds Target Score
Kindergarten	9	NA		
Grade 1	18	0%		
Grade 2	18	9%		
Grade 3	18	5%		
Grade 4	18	19%		
Grade 5	18	6%		

Beat the Clock (Fact Fluency) 2010-2011

Grade Level	Trimester 2 Advanced and Meets Addition	Trimester 2 Advanced and Meets Subtraction	Trimester 3 Advanced and Meets Addition	Trimester 3 Advanced and Meets Subtraction
Grade 1	36%	20%	63%	78%
Grade 2	34%	47%	54%	66%
	Trimester 2 Advanced and Meets Multiplication	Trimester 3 Advanced and Meets Multiplication		
Grade 3	34%	41%		
	Trimester 2 Advanced and Meets Multiplication	Trimester 2 Advanced and Meets Division	Trimester 3 Advanced and Meets Multiplication	Trimester 3 Advanced and Meets Division
Grade 4	32%	42%	66%	78%
Grade 5	22%	29%	33%	65%

Tool for Monitoring School Improvement Plan Process Forest Glen Building-wide Action Plan for Reading

☐ Fall-Establish Strategies/Activities

☐ Winter Check Point

☐ Spring Check Point

SCHOOL GOAL:
Reading
Comprehension

By 2013, all students will improve their overall literacy performance in reading comprehension as measured by ISAT in order to improve the overall performance. 95% of students in grades 3, 4, and 5 will meet or exceed state standards on the ISAT Test. Each year we will strive to increase the number of students who exceed state standards.

Rationale: Reading is essential. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
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What are you going to do for all students?				
1 Students will use comprehension strategies to construct meaning before, during, and after reading.	School Years 2010-2013	MAP ISAT	Differentiated instruction based on RIT Scores, Fountas and Pinnell Assessments, ISEL,	MAP RIT scores increase to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
2 Students will respond to text orally and in writing before, during, and after reading.	School Years 2010-2013	Reading Extended Response ISAT	ISAT Student Friendly Reading Response Rubric used to score trimester reading responses	Improved ISAT performance to SMART goal targets

Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
3. Read Alouds will be used for whole class instruction to explicitly model thinking strategies. The teacher will share his / her own thinking regarding use of reading strategies while they read text and model fluent reading (K – 15 – 20 minutes daily) (Gr 1-2 – 20 – 30 minutes daily) (Gr 3-5 – 30 – 40 minutes daily)	School Years 2010-2013	Fountas and Pinnell Assessments MAP ISAT	Transfer of strategy use demonstrated during guided reading conferencing	MAP Testing RIT score increases to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
4. Shared Reading promotes discussion, problem-solving, and critical thinking. The teacher uses an enlarged text and/or multiple texts to involve the students in the reading process. Teachers and students share their thinking about reading strategies. (K – 15 – 20 minutes daily) (Gr 1-2 – 20 – 30 minutes daily) (Gr 3-5 – 30 – 40 minutes daily)	School Years 2010-2013	Fountas and Pinnell Assessments Reading Extended Response ISAT	ISAT Student Friendly Reading Response Rubric used to score trimester reading responses	Improved ISAT Performance to SMART goal targets

Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
5. Teachers will work with guided reading groups to teach readers who have similar reading skills, similar needs / interests, and work at their instructional level. Small groups meet at least three times per week and are flexible as assessments are ongoing to adjust groups when needed. While the teacher facilitates guided reading groups, the rest of the class reads independently. (K – 15 – 20 minutes daily) (Gr 1-2 – 30 – 40 minutes daily) (Gr 3-5 – 40 – 50 minutes daily)	School Years 2010-2013	MAP ISAT	Differentiated instruction based on RIT Scores, Fountas and Pinnell Assessments, ISEL, Running Records	MAP Testing RIT score increases to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets

What are you going to do for students who can't?				
Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
1 Progress monitoring of students performing below standards	School Years 2010-2013	MAP Reading Extended Response ISAT	Differentiated instruction based on RIT Scores, Fountas and Pinnell Assessments, ISEL, ISAT Student Friendly Reading Response Rubric used to score trimester reading responses	MAP RIT score increases to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
2 Literacy Coach and RtI Teams will identify strategies for classroom teachers to use	School Years 2010-2013	Data Presented by Classroom Teachers Additional Testing completed by RtI Team	Individual Student Assessments Unit Assessments Portfolio Samples	Improved performance on Individual Student Assessments MAP RIT score increases to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
3 Grade level teams will identify strategies for students performing below standards by developing plans to provide interventions for these students.	School Years 2010-2013	MAP ISAT Reading Extended Response Anecdotal Records Individual Student Assessments Unit Assessments Portfolio Samples	Implementation of strategies outlined in the plans Assessments administered according to developed plan	Improved performance on targeted learning based on assessments outlined in the individualized plan.
4 Identify patterns and trends that demonstrate success or challenge and determine supports needed	School Years 2010-2013	Data Presented by Classroom Teachers Additional Testing by RtI Team	RtI trend Data collected to show successes or challenges Results after interventions to measure success or challenges of interventions selected	Improved performance on targeted learning based on assessments outlined in the individualized plan.

Forest Glen Elementary School

<p><u>Professional Development</u> Fountas and Pinnell Assessment Kit Training Making Meaning Training Comprehension Toolkit Training Writer’s Workshop Training Book studies Workshops with Literacy Coach Coaching by Literacy Coach Modeling / Demonstration / Application classroom lessons with Literacy Coach Collaboration Days with Literacy Coach WIDA Standards SIOP Training Haggerty Phonemic Awareness</p>	<p>School Years 2010-2013</p>			
<p><u>Resources Needed to be successful</u> Professional Books Literacy Block Curriculum Materials Leveled Literacy Interventions Fountas and Pinnell Word Study Fountas and Pinnell Phonics Data analysis Making Meaning Comprehension Toolkit Mondo Shared Reading binders and big books Leveled books Fountas and Pinnell Benchmark Assessment Kits Lynda Hoyt Interactive Read Alouds Words Their Way</p>	<p>School Years 2010-2013</p>			

Tool for Monitoring School Improvement Plan Process Forest Glen Building-wide Action Plan for Writing

□ Fall-Establish Strategies/Activities

□ Winter Check Point

□ Spring Check Point

SCHOOL GOAL: By 2013, all students will improve their overall writing performance as measured by ISAT. Writing 92.5% of students in grades 3 and 5 will meet or exceed state standards on the ISAT test.

Rationale: Individuals must be capable of composing a well-organized and coherent writing piece for a specific purpose. Students shall use correct grammar, spelling, punctuation, capitalization and structure in creating this writing. Students must produce documents that show planning and organization as well as effectively convey the intended message and meaning.				
Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
What are you going to do for all students?				
1 Students in Kindergarten will be able to write one complete sentence (mastery) and a one paragraph essay (modeled)	School Years 2010-2013	District Writing Assessment	District Writing Assessment Score monitoring by grade level Student Journal monitoring Anecdotal records	Improved District Writing Assessment Scores All Kindergarten can write a 3 – 5 word sentence.
2 Students in Grade 1 will be able to write one paragraph (mastery)	School Years 2010-2013	District Writing Assessment	District Writing Assessment Score monitoring by grade level Student Journal monitoring Anecdotal records	Improved District Writing Assessment Scores All First Grade students can write a paragraph with a single focus.
3 Students in Grade 2 will be able to write one paragraph (mastery) and a 4 – 5 paragraph essay (modeled).	School Years 2010-2013	District Writing Assessment	District Writing Assessment Score monitoring by grade level Student Journal monitoring Anecdotal records	Improved District Writing Assessment Scores All Second Grade students can write a paragraph with a single focus and some second grade students can write multi-paragraph essays.

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Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
4 Students in Grades 3 – 5 will be able to write a 4 – 5 paragraph Narrative and Expository essay (mastery)	School Years 2010-2013	District Writing Assessment ISAT	District Writing Assessment Score monitoring by grade level Student Journal monitoring Anecdotal records	Improved District Writing Assessment Scores Improved ISAT Performance to SMART goal targets.
5 Students in Grade 4 will be able to write a 4 – 5 paragraph Persuasive essay (modeled) and students in Grade 5 will be able to write a 4 – 5 paragraph Persuasive essay (mastery).	School Years 2010-2013	District Writing Assessment ISAT	District Writing Assessment Score Monitoring by grade level Student Journal monitoring Anecdotal records	Improved District Writing Assessment Scores Improved ISAT Performance to SMART goal targets
What are you going to do for students who can't?				
1. Progress monitoring of students performing below standards	School Years 2010-2013	District Writing Assessment ISAT	District Writing Assessment score monitoring by grade level Student journal monitoring Anecdotal records	Improved District Writing Assessment scores Improved ISAT scores to SMART goal targets
2. Literacy Coach and RtI Teams will identify strategies for classroom teachers to use	School Years 2010-2013	District Writing Assessment ISAT	District Writing Assessment score monitoring by grade level Student journal monitoring Anecdotal records	Improved District Writing Assessment scores Improved ISAT scores to SMART goal targets

Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
What are you going to do for students who can't?				
3. Grade level teams will identify strategies for students performing below standards by developing plans to provide interventions for these students.	School Years 2010-2013	District Writing Assessment ISAT	District Writing Assessment score monitoring by grade level Student journal monitoring Anecdotal records	Improved District Writing Assessment scores Improved ISAT scores to SMART goal targets
4. Identify patterns and trends that demonstrate success or challenge and determine supports needed	School Years 2010-2013	District Writing Assessment ISAT	District Writing Assessment score monitoring by grade level Student journal monitoring Anecdotal records	Improved District Writing Assessment scores Improved ISAT scores to SMART goal targets
Professional Development Writer's Workshop Training ISAT Writing Workshops Book Studies Workshops by Literacy Coach Coaching by Literacy Coach Model classroom lessons Collaboration with literacy coach / grade level teams	School Years 2010-2013			
Resources Needed to be successful Professional Books District Writing Prompts ISAT Sample Writing Prompts ISAT Writing Rubrics Sitton Spelling Writer's Workshop Units of Study	School Years 2010-2013			

Tool for Monitoring School Improvement Plan Process Forest Glen Building-wide Action Plan for Mathematics

□ Fall-Establish Strategies/Activities

□ Winter Check Point

□ Spring Check Point

**SCHOOL GOAL:
Number Sense
and Problem
Solving**

By 2013, all students will improve their overall math performance by increased performance as measured by ISAT in order to improve the overall performance. An emphasis will be placed on number sense and problem solving 97% of students in grades 3, 4, and 5 will meet or exceed state standards on the ISAT test. Each year we will strive to increase the number of students who exceed state standards.

Rationale: Individuals must acquire number sense through a principled understanding of place value, of how whole numbers can be composed and decomposed and of the meaning of the basic arithmetic operations of addition, subtraction, multiplication and division. It also requires understanding of the commutative, associative and distributive properties and knowing how to apply these principles to solve problems. This more highly developed form of number sense should extend to numbers written in fraction, decimal, percent and exponential forms.				
Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
What are you going to do for all students?				
1 Students will use logical thinking and strategies for composition and decomposition of numbers.	School Years 2010-2013	MAP ISAT	Differentiated instruction based on RIT scores Unit Assessments Reteaching based on results of Unit Assessments	MAP RIT score increases to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
2 Students will use different strategies to solve problems. Students will explain orally and in writing how the problems were solved.	School Years 2010-2013	MAP Testing ISAT	Classroom problem solving discussions Classroom extended response assignments	MAP RIT score increases to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets

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Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
3 Students will acquire fact mastery and fact fluency.	School Years 2010-2013	MAP ISAT Beat The Clock	Use Everyday Math games that reinforce fact acquisition Math fact practice at home FASTT Math	MAP RIT scores increase to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
What are you going to do for students who can't?				
Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
1 Progress monitoring of students performing below standards	School Years 2010-2013	MAP Testing ISAT Beat The Clock	Mid-year MAP Testing FASTT Math	MAP RIT scores increase to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets

What are you going to do for students who can't?				
Action Steps: <i>May be a combination of student and teacher activities (Identify RtI Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>	Evidence of Success:
2 Math Coach and RtI Teams will identify strategies for classroom teachers to use	School Years 2010-2013	MAP Testing Data presented by classroom teachers Additional testing completed by RtI Team Beat The Clock	Individual Student Assessments MAP FASTT Math	Improved performance on Individual Student Assessments MAP RIT scores increase to Achievement Status and Growth Targets Improved ISAT performance to SMART goal targets
3 Grade level teams will identify strategies for students performing below standards by developing plans to provide interventions for these students.	School Years 2010-2013	MAP ISAT Beat The Clock	Implementation of strategies outlined in plans Assessments administered according to developed plan MAP	Improved performance on targeted learning on assessments outlined in the individualized plan
4 Identify patterns and trends that demonstrate success or challenge and determine supports needed	School Years 2010-2013	Data presented by classroom teachers Additional testing by RtI Team	RtI Trend Data collected to show successes or challenges Results after interventions to measure success or challenges of interventions selected MAP	Improved performance on targeted learning based on assessments outlined in the individualized plan

<p><u>Professional Development</u> Everyday Math Training</p> <ul style="list-style-type: none"> • Utilize coaching opportunities to work with math coach regarding lesson design, spiraling, games, algorithms, etc. • Utilize assessment data resources • Staff meeting updates • Collaboration days with math coach, grade level team, and gifted specialist <p>Book studies Co-teaching Extended Response training for reader / rater reliability Workshops by Math Coach Differentiation Model classroom lessons Guided Math</p>	<p>School Years 2010- 2013</p>			
<p><u>Resources Needed to be successful</u> Professional Books Math Coaches Everyday Math Materials and manipulatives Staff meeting updates Family game nights Parent education at district / school level Problem Solver FASTT Math EDM on-line resources Do the Math Developing Number Concepts</p>	<p>School Years 2010- 2013</p>			

Our Community Involvement:

District Wide - Parent Involvement:

Most parents know that they can make a big difference to their child's success in school by getting involved. The purpose of the District 41 Parent Involvement initiative is to increase participation of parents / guardians in their child's education especially those in under-represented groups such as dads, single parents and non-English speakers. It builds on the many involvement opportunities in existence, offers some additional ones and establishes volunteer Parent Involvement Liaisons. Involvement does not have to be in the classroom, it may be working with the child at home, helping at a special event or other activity. We want to help parents (and other family members) discover ways of becoming involved that make sense for their children, their families and their lives.

Building Wide - Parent Involvement:

Forest Glen has a very involved parent population and active PTA. The PTA runs several enrichment activities for students during the school day, lunch hour and after school, including school assemblies, author visits, Field Day, High Interest Day, Reflections, Language at Lunch, Chess Club, and student book clubs. In addition, they also host several family events including the Science Fair, Hobby Night, Book Fair Family Night, the Drama Production, and the Sock Hop. Parents volunteer at Forest Glen on a daily basis, actively involved in our classrooms and in our Library Learning Center. Parents are involved as members of our Building Leadership Team. PTA and the Forest Glen staff work collaboratively to provide a monthly newsletter to keep parents apprised of the happenings at Forest Glen.

In addition, the Building Leadership Team is creating a parent involvement action plan to get more parents of at risk students involved in their child's education through improved communication with native language supports, a mentoring program, parent education, and staff professional development.