

Glen Ellyn School District 41
Benjamin Franklin Elementary School
School Improvement Plan
2011-12

Our Story:

Benjamin Franklin School is a neighborhood elementary (K-5) school with approximately 590 students for the 2011-12 school year. It is located in an older section of the village of Glen Ellyn with most of the students living within walking distance, resulting in a relatively low mobility rate. There are 4 or 5 sections of classes at each grade level, with class sizes from 18 to 27. There is a full time social worker, a half-time psychologist, and full time gifted and literacy specialists. Franklin shares a math specialist and assistant principal with Lincoln School. About 20 students receiving ENL services from a one full time ENL teacher. The average experience of teaching staff is 13 years.

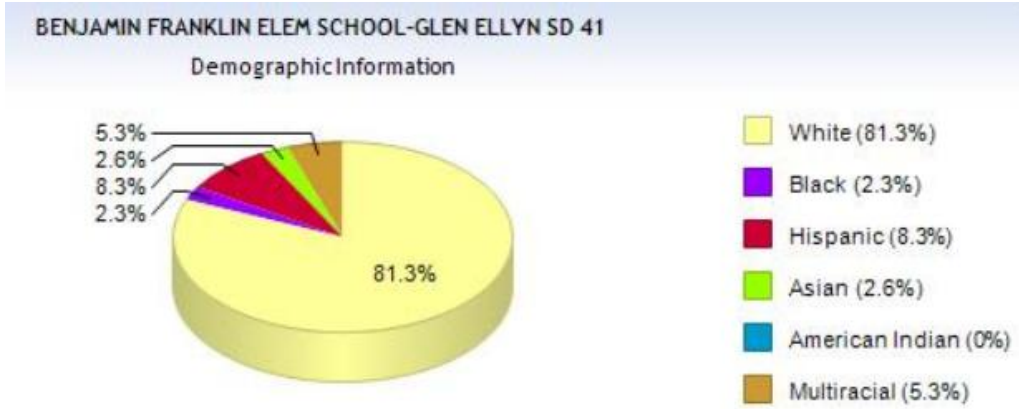
Franklin School students are predominantly White (87%) with small percentage of Black, Hispanic, Asian, and Multi-Racial students. 51 students (about 10%) qualify for free and reduced lunch. There is a self-contained modified instructional program (MIP) at Franklin School. This program serves 15 students in two classrooms, one primary and one intermediate. Students from these classroom mainstream into general education classrooms and specials sections for various subjects throughout the day.

Franklin has a very involved parent population and active PTA. The PTA runs several enrichment activities for students during the lunch hour, including Lunch and Learn Language, Earthsavers, Junior Great Books, and Ambassador Team. Parents volunteer throughout the classrooms and school on a daily basis.

The SIP process at Franklin is led by the Building Leadership Team (BLT), comprised of teachers, support staff, parents, and administrators. The plan has been focused on improving student achievement in Reading, Writing, Mathematics, and Positive Behavior. Overall school performance on the ISAT can be characterized as high, with 94% of 3rd-5th grade students meeting or exceeding on all ISAT tests for 2011.

Our School Improvement Process for the last several years has used the ISAT test results as the “big picture” indicator of our progress toward our goals. Moving forward, this plan will primarily reference the Measurement of Academic Progress (MAP) to assess our school wide progress toward improvement in the above areas. MAP is the tool referenced throughout many of the SMART goals written by grade level teams. Also, because the Illinois state testing program is currently under revision and will change after this year, using the MAP is a better choice to provide a consistent reference point.

Benjamin Franklin Elementary School
Our Make-up:



BENJAMIN FRANKLIN ELEM SCHOOL - GLEN ELLYN SD 41
 Student Demographics & Characteristics - Race/Ethnicity

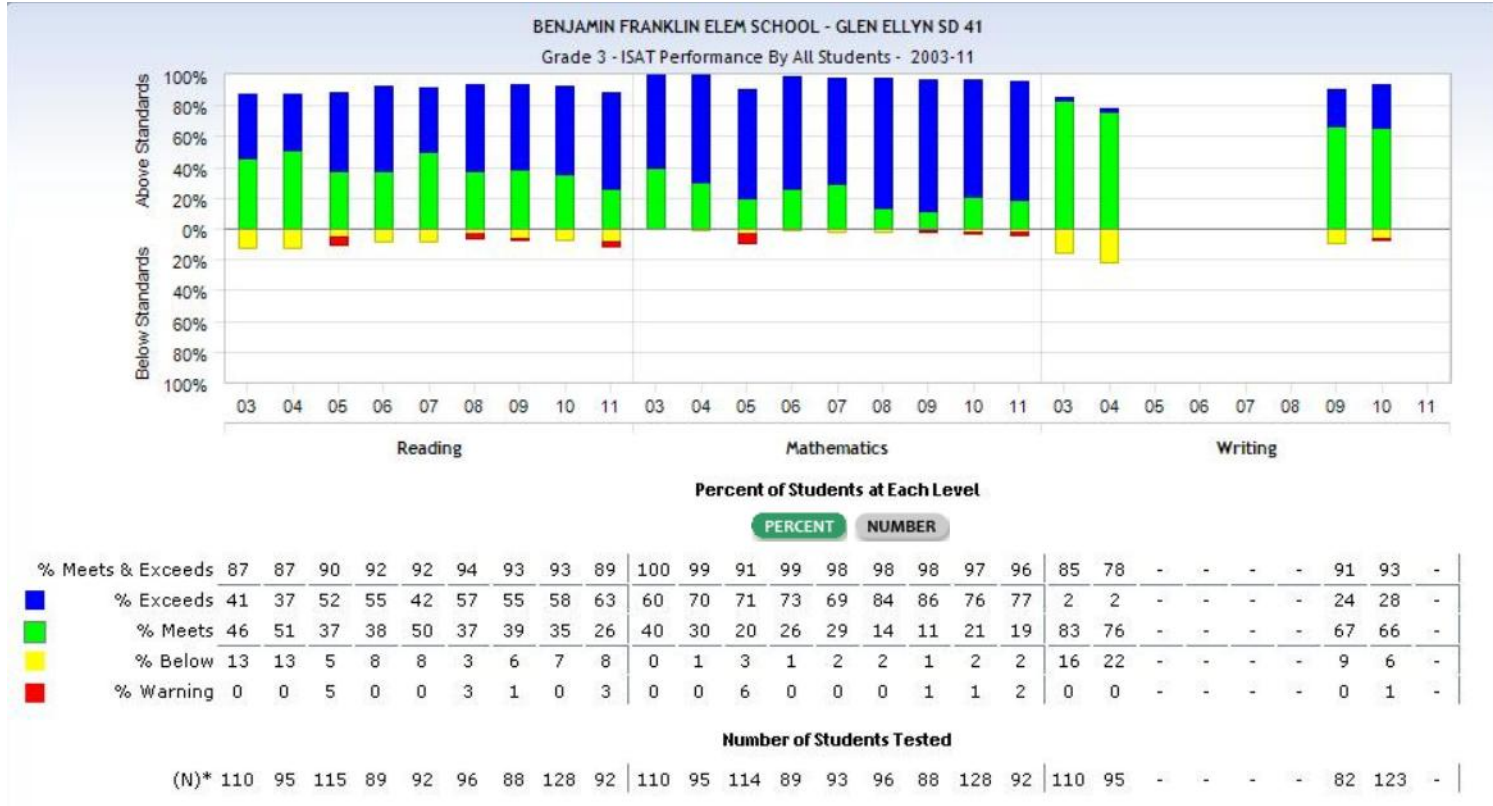
[About this Report](#)

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
S C H O O L	1999	96.2	0.8	1	1.5	0.5	-
	2000	96.7	0.5	1.5	1.3	0	-
	2001	96.7	1	1	1.3	0	-
	2002	96.4	0.5	1.5	1.4	0.2	-
	2003	94.7	2.6	1	1.3	0.3	-
	2004	93.1	3.6	1.6	1.2	0.5	-
	2005	93.3	2.2	2.5	1.7	0.3	0
	2006	86.4	3.1	5.3	3.3	0	2
	2007	85.3	4	5	2.2	0.2	3.4
	2008	80.6	3.5	7	4	0.3	4.6
	2009	86.8	1.3	4.4	2.5	0.3	4.6
	2010	87.2	1	4.7	2.3	0	4.7
2011	81.3	2.3	8.3	2.6	0	5.3	

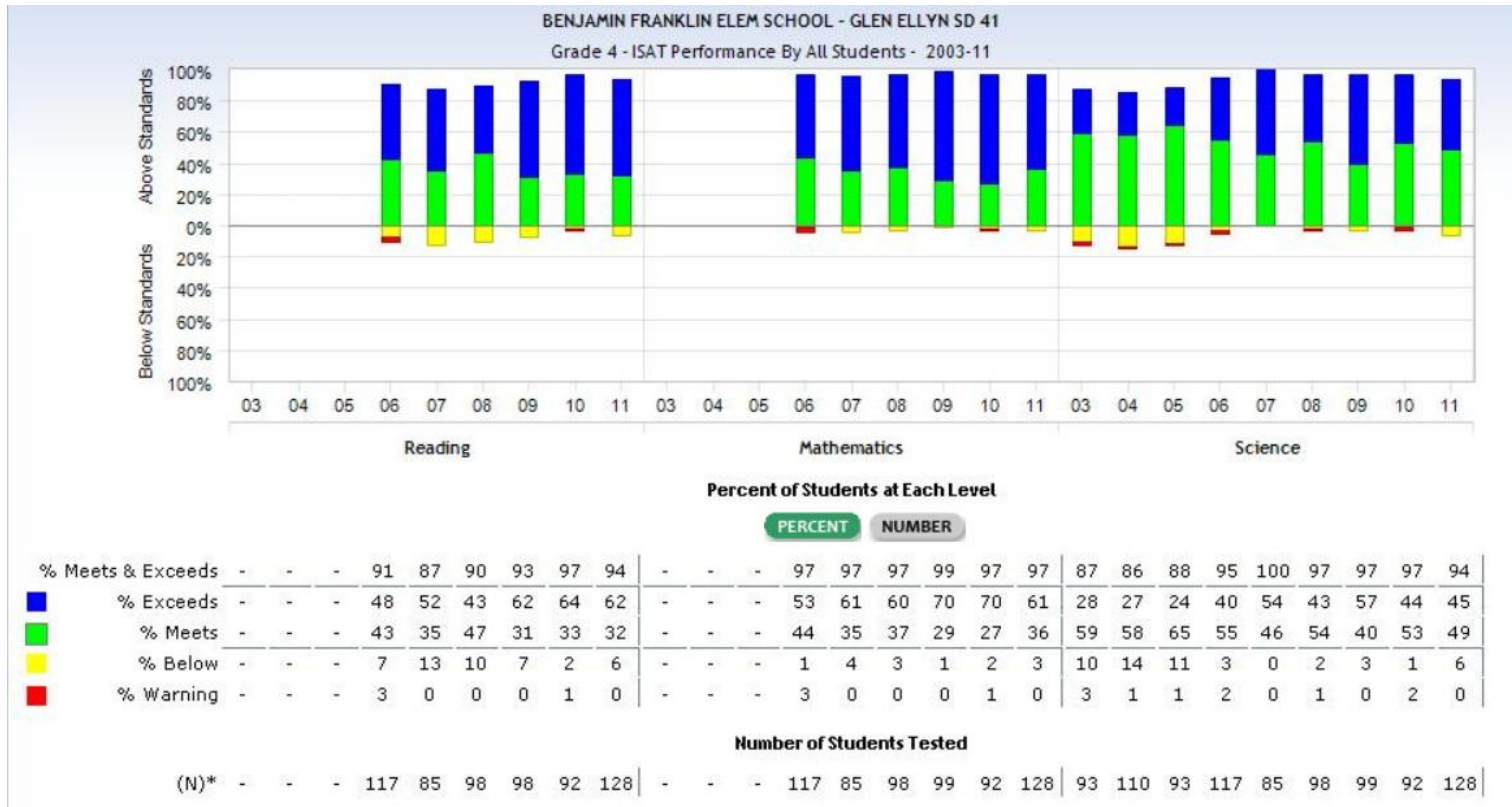
Benjamin Franklin Elementary School

BENJAMIN FRANKLIN ELEM SCHOOL - GLEN ELLYN SD 41									
Student Demographics & Characteristics - Educational Environment									
	Year	LEP (%)	IEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)
S C H O O L	1999	0.3	-	0.7	100	95.5	6.3	0	0
	2000	1.7	-	1	100	95.8	5.7	0	0
	2001	1.5	-	0.7	100	96.4	3.8	0	0
	2002	0	-	1	100	96	5.3	0	0
	2003	0.3	-	0.8	100	95.7	5.1	0	0
	2004	0.8	-	2.6	100	96.4	5.3	0	0
	2005	0	-	1.3	100	95.6	3.7	1	0.2
	2006	1.3	-	3.4	100	95.6	5.5	2	0.4
	2007	2.1	-	3.5	100	95.8	4.6	1	0.2
	2008	2.7	-	11.6	100	96	3.1	1	0.1
	2009	4.6	-	4.7	100	96.6	3.7	0	0
	2010	4.1	7	7	100	95.9	6.3	0	0
2011	5.1	10.1	10.3	100	96	4.8	0	0	

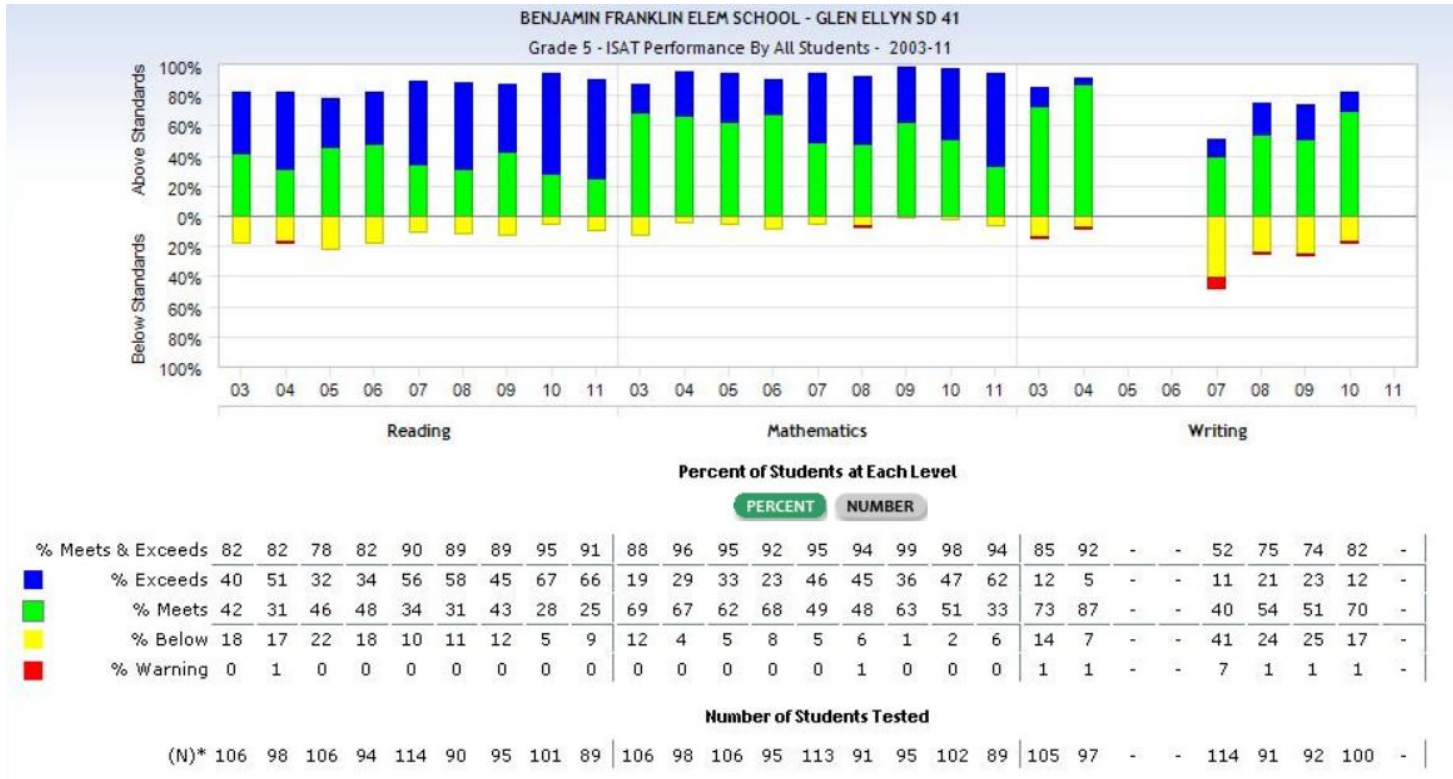
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ISAT Results:**



Benjamin Franklin Elementary School



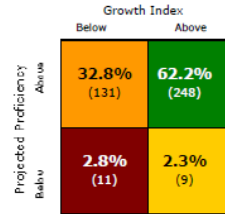
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Benjamin Franklin Elementary School

MAP Results: 2009-10

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

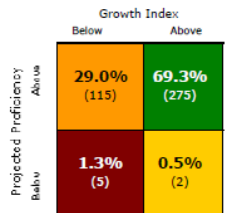
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		Student Count		
		% Growth	for Season	% Proficient	% Median
K	33	-	90	-	85.6%
1	100	63.0%	106	-	73.6%
2	86	74.4%	92	91.3%	85.9%
3	123	57.7%	128	91.4%	83.6%
4	89	58.4%	92	96.7%	82.6%
5	101	69.3%	104	94.2%	87.5%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

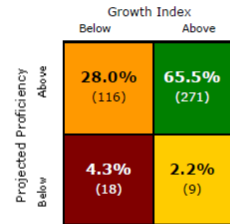
Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		Student Count		
		% Growth	for Season	% Proficient	% Median
K	-	-	88	-	85.2%
1	99	77.8%	105	-	87.6%
2	85	80.0%	90	95.6%	92.2%
3	122	63.1%	127	97.6%	86.6%
4	88	59.1%	92	97.8%	93.5%
5	102	78.4%	104	98.1%	85.6%

Benjamin Franklin Elementary School

MAP Results: 2010-11

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

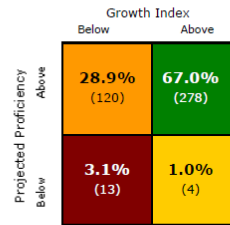
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		Student Count for Season		
		% Growth		% Proficient	% Median
K	-	-	68	-	88.2%
1	93	63.4%	94	-	90.4%
2	109	67.9%	111	92.8%	84.7%
3	89	70.8%	93	92.5%	88.2%
4	127	63.8%	133	93.2%	88.0%
5	89	69.7%	92	90.2%	85.9%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		Student Count for Season		
		% Growth		% Proficient	% Median
K	-	-	67	-	83.6%
1	93	93.5%	94	-	88.3%
2	110	68.2%	111	96.4%	87.4%
3	89	65.2%	93	96.8%	89.2%
4	127	67.7%	132	97.0%	85.6%
5	89	70.8%	92	92.4%	87.0%

Benjamin Franklin Elementary School
Summary of MAP indicators:

Franklin School will use two indicators from the MAP to benchmark annual student growth:

- Percent of students meeting RIT growth projection
- Percent of students performing above the national median (50%)

Our Goals:

Goal 1: Literacy-Reading

- The Fall 2011 to Spring 2012 administration of MAP will indicate that 68% of students (grades 1-5) will meet the RIT growth projection, and 89% of students will perform above the national median (50%).

Year	2010	2011	2012
% meeting RIT Growth	64.1	66.9	68
% above median	88.7	87.5	89

Goal 2: Literacy-Writing

- The Spring 2012 D41 local writing assessment will indicate that at least 50% of students fall in the meets/exceeds range (20 or above) of the aggregate score points.
- The Spring 2011 administration of the writing “Assessment 3” indicated that 43.5% of students scored in the meets/exceeds range.

Goal 3: Math

- The Fall to Spring administration of MAP will indicate that 73% of students (grades 1-5) will meet the RIT growth projection, and 89% of students will perform above the national median (50%).

Year	2010	2011	2012
% meeting RIT Growth	71.4	72.6	73
% above median	88.3	86.9	89

Goal 4: Positive Behavior

In 2011-12 Franklin School will attain recognition as a “Fully Implementing” school by the PBIS Illinois Network.

A consistent, positive climate for learning is identified in the research as a critical component for high academic achievement. School District 41 has identified PBIS as the school-wide system of intervention to providing the social-emotional component of the RtI model.

Goal 5: 21st Century Learning

In 2011-12 the Franklin BLT will create a plan designed to increase opportunities for students to demonstrate 21st learning skills and learner characteristics listed in the D41 long range plan.

Tool for Monitoring School Improvement Plan Process

Fall-Establish Strategies/Activities

Winter Check Point

Spring Check Point

Goal 1: Literacy-Reading

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?</i> <i>What adjustments do I need to make?</i>	Evidence of Success:
What are you going to do for all students?				
1. Grade level teams will identify grade specific goals and targets to support building goal in reading comprehension. These essentials will be identified from a review of the Common Core and D41 Essentials documents.	Fall 2011	Team planning documents, grade level plans	Grade level meeting updates, BLT grade level updates	Completed data informed grade level action plans tied to SIP plan
2. Students will use comprehension strategies to construct meaning before, during, and after reading.	Ongoing 2011-12	MAP Fountas and Pinnell Ellen Keane Comprehension Assessment	Individual grade level assessments Grade level reporting of F & P levels Investigate use of data walls	Improved performance on MAP

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<p>3. The District 41 framework for balanced literacy will be implemented with fidelity during uninterrupted literacy blocks. The reading components of this instruction, conducted in a workshop model, include:</p> <ul style="list-style-type: none"> • Read Aloud (Making Meaning Program) • Guided Reading • Shared Reading • Independent Reading • Word Study (WTW) 	<p>Ongoing 2011-12</p>	<p>PLC agendas, principal walkthrough</p>	<ul style="list-style-type: none"> • Balance Literacy teacher self-assessment • Walkthrough observations • Grade level meetings and minutes • Time and frequency guidelines established for independent reading/ read aloud/ shared reading/ guided reading • Discussions on all of above 	<p>Improved performance on MAP, All components of balanced literacy regularly evident in all classrooms Teachers are comfortable with their implementation of balanced literacy</p>
<p>4. Materials and resources for reading workshop will be regularly utilized, including:</p> <ul style="list-style-type: none"> • Book room • Classroom IDR • Making Meaning • Comprehension Toolkit • Leveled books • F+P Assessment Kits • Hoyt Read Alouds • WTW • Big books, CDs 	<p>Ongoing 2011-12</p>	<p>Bookroom data checklist, classroom walkthrough data, Literacy Specialist report</p>	<p>BLT quarterly discussion topic Literacy Leadership Team</p>	<p>Well developed classroom libraries Increase in book room use All staff accessing reading specialist</p>

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What are you going to do for students who can't?				
1. Identify students at risk for being below standards	Ongoing 2011-12	ISEL screening (PRIS) Grade 3-5 Data binders, MAP	Guided reading level, running records, PRIS data wall, F & P assessments, Building at Risk Binder,	Identified and action plans developed specific to students
2. Grade level teams to develop plans to provide interventions for at-risk students	Ongoing 2011-12	Action Plans discussed List of building interventions	BLT agendas / notes Grade level notes/agendas	Menu of additional services Use of specialists in dev. of plan
3. K,1, and 2 students identified as at risk will be served through Primary Reading Intervention Service (RTI Tier 1)	Ongoing 2011-12	ISEL, Data wall	Data wall, number of students exited from PRIS, # of students served	Exit #s Follow up data on students after leaving PRI
4. ENL students will be met in small groups by ENL staff daily	Ongoing	Questionnaire (Teacher)		Students F and P levels increasing
5. Targeted Family Literacy Events	2-3 each year	Exit Slips Student reading logs	Literacy Leadership team reports	High Parent Participation Reading logs

Professional Development:

1. Individual and team collaboration with Reading Specialist
2. Book Study groups
3. Data assistance for grade level teams
4. Fountas and Pinnell Assessment
5. Peer classroom visits

Resources Needed to be successful:

1. Updated data binders
2. Bookroom books
3. Professional books for study groups
4. Literacy Coach
5. Fountas and Pinnell Kits
6. Keane Comprehension Assessment
7. Comprehension Toolkits (primary and intermediate)
8. Time

Goal 2 - Literacy-Writing:

Action Steps: <i>May be a combination of student and teacher activities (Identify Rtl Interventions as appropriate)</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective?</i> <i>What adjustments do I need to make?</i>	Evidence of Success:
What are you going to do for all students?				
1. All students will engage in writing each day	Ongoing	Work samples eg. journals collected by grade level	BLT grade level reports	Student stamina for writing is increased
2. Implementation of writing workshop model in all classrooms	Ongoing	Classroom walk through data Local assessments ISAT assessments	BLT report of the walk through data Literacy specialist report on percentage of classrooms who are using writer's workshop	Teachers comfortable with implementation of workshop model. Students writing everyday across genres, for a variety of purposes, conferring with their teacher, publishing
3. Students will be instructed in prompt writing as one style or genre of writing	Ongoing	Work samples collected by grade level District Assessments Student portfolio samples	BLT grade level reports based on portfolio or student samples -literacy specialist report on grade level progress on district assessments	Writing achievement will increase on local assessment
4. Teachers will work with literacy specialist to collaboratively score and review student writing samples	Ongoing	District writing rubric Literacy specialist report SIP day activity forms	Literacy specialist report at BLT	Consistency in assessment across classrooms
What are you going to do for students who can't?				
1. Differentiation within the writer's workshop	Ongoing	Work samples and rubrics Student portfolio samples	Grade level reports to BLT Sharing of student differentiated samples	All students will improve their writing performance, teachers will confer regularly with all students on progress
2. Grade level teams to discuss weaknesses and instructional strategies for improvement	Ongoing	Grade level meeting minutes	Grade level reports to BLT	Instructional strategies being shared, teachers have repertoire of strategies for working with struggling writers
3. Problem Solving Team to assist with strategies for students who struggle with writing	Ongoing	PST minutes	Problem Solving team, SST	Students will improve as writers, enjoy writing

Professional Development

Writer's workshop training
ISAT writing workshops
Workshops/presentations in best practices by literacy coach
Book study groups led by literacy coach

Resources Needed to be successful

Professional books
District Grade Level Writing Prompts
ISAT Sample Writing Prompts
ISAT Writing Rubrics
Literacy Coach
Literacy block curriculum materials

Goal 3 - Math

Action Steps: <i>May be a combination of student and teacher activities (Identify Rtl 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 Pilot classrooms will implement Everyday Math program, lead teachers being trained	Ongoing 2011-12	MAP Assessment ISAT	Math Specialist Reports	Pilot teachers become lead teachers for full implementation Full implementation will be successful
2 Students will use different strategies to solve problems. Students will explain orally (primary) and in writing (intermediate) how and why the problems were solved.	Sept- June	District Math Extended Response Data Everyday Math Assessment ISAT	Review of District assessment system reports	Student achievement will be increased on all areas of the district rubrics
3 Teachers will work collaboratively with the Math specialist to score problem solving samples	Sept- June	Math Specialist report SIP day activity form	Math Specialist report to BLT	Consistent grading of problem solving examples.
3 Students will acquire fact fluency and mastery	Sept- June	Beat the Clock Assessments	Beat the Clock student reports	Improved scores on Beat the Clocks
4 Investigate measurement as a possible area of improvement	Ongoing 2011-12	ISAT MAP District Assessment data in measurement	BLT Report	Increased ISAT and MAP scores
5 Provide identified gifted math students with an accelerated math program	Ongoing 2011-12	MAP ISAT Program Assessments Extended Response district assessment	BLT data review	All gifted students are exceeding on ISAT MAP projected growth targets are met

What are you going to do for students who can't?

1. Grade level teams will work with building math specialist to develop interventions for at-risk students - 4 th and 5 th grade specials teacher assisted TLT	Sept- June	MAP District Assessments Anecdotal information from teachers	Problem solving team Program Assessments AIMS web	At risk students are identified System of interventions are in place
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2. Differentiate within the classroom	Sept- June	Local Assessments MAP	Building at risk binder BLT discussion	Students receiving instruction at their level. Achievement gaps are reduced
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Professional Development

- Individual consult with Math Specialist
 - District PD on hard to teach math concepts
 - Ongoing PD for EDM teachers this year and next year
 - Book Study (Teaching ENL students in the Math Classroom)
- Integrating technology with math curriculum

Resources Needed to be successful

- EDM program/ materials
- Additional Supplementary Materials (Problem Solver)
- other intervention materials for at risk students (FAST MATH)

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 Level - Parent Involvement:

Ben Franklin Parents are heavily invested in the partnership for learning between school and home. A PTA vice president sits on the Building Leadership Team serving a communication link between the school improvement process and our parent group. A school advisory team is being formed of parents and teachers to discuss non-SIP issues and decisions. The PTA operates a number of lunchtime and evening enrichment activities for students, including:

- Junior Great Books
- Earth Savers – an environmental/recycling club for grades 1-5
- Ambassadors Team – a service learning/character skills building group for grades 4 and 5
- Drama Club for primary and intermediate
- Family Math

The school administration and staff is working this year to try to increase the number of family literacy events and connections for the 2011-12 school year:

- The Team Read program, will be continued - comprised of 2-3 evening book talks this year for 4th and 5th grade boys and girls and their fathers/mothers/mentors. These book talks are designed around sports themes and intended to engage boys and girls in reading and promote literacy discussions in the home.
- More family literacy events are being planned throughout the school year.

Members of the BLT attended a ISBE sponsored parent involvement seminar in October 2011. Initial planning for implementation of more comprehensive parent involvement effort, including outreach to low income families is underway.