

Rock Island School District #41

<http://www.risd41.org>

School Improvement Plan

Frances Willard Elementary School

2003-2005 School Years

District Vision Statement

EXCELLENCE EVERY DAY!

District Mission Statement

TO INCREASE THE ACADEMIC PERFORMANCE OF ALL STUDENTS IN ALL SCHOOLS

District Core Values

*CONTINUOUS IMPROVEMENT
CUSTOMER SATISFACTION
DATA DRIVEN DECISIONS
EMPOWERMENT WITH RESPONSIBILITY
COLLABORATION*

GUIDING BEHAVIOR

Students, parents, teachers, support staff, administrators, school board members, and community members will respect, encourage, listen to and treat others in a courteous manner.

District Goals

1. Employ processes and programs aligned with local and Illinois Learning Standards resulting in measurable improvement in all subject areas emphasizing reading, mathematics, and writing.
2. Forge effective relationships with the Rock Island and Milan parents, communities, and businesses to enhance students' educational opportunities.
3. Build and maintain an educational support system that focuses resources and effort to improve student achievement.
4. Recruit, develop, and maintain a work force that best meets the needs of our students and reflects the diverse makeup of our student population.

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Introduction: This document includes all legislative requirements of the School Improvement Plan (SIP) *(Illinois school code, Section 1.10, (b) (4)). It is designed to assist schools in increasing student achievement by applying [Lincoln-Baldrige criteria](#) and [quality tools and processes \(PDSA\)](#) to the strategic [school improvement planning](#) process.

Users may adjust the appearance of this document as necessary. When entering responses or data, make sure that the word type is not bolded (as this style is reserved to indicate a template structure or template question). Users can simply enter data or information electronically into this file. This file can also be saved to a local computer to be completed offline.

It may be helpful to use the “[Educational Baldrige Criteria](#)” PDF document and other SIP resources that are available on the RISD #41 School Improvement website at http://curriculum.risd41.org/admin/school_improvement/school_improvement.htm to assist in the completion of this template and the school improvement planning process. For further clarification, contact [Jay Marino](#), Assistant Superintendent for [Instruction and School Improvement](#); Rock Island School District, Office of Instruction and School Improvement at 309-793-5900.

Title One Requirements: Completion of this document also meets all requirements for Title I School wide and Targeted Assistance schools.

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A. School Demographics

Components	School Years						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total School Enrollment (#)	288	286	292	270			
Enrollment- Grade K							
Enrollment- Grade 1							
Enrollment- Grade 2							
Enrollment- Grade 3							
Enrollment- Grade 4							
Enrollment- Grade 5							
Enrollment- Grade 6							
Mobility rate (%)	21.5	28.8	34.9	32.7			
Low Income (#/%)	95.5	87.4	92.5	83.3			
Attendance rate (%)	94.6	95.2	94.3	95.1			
Retention rate (%)							
Truancy rate (%)	7	.3	2.7	0			
Expulsion rate (%)	0	0	0	0			
Graduation rate (H.S. only) (%)	--	--	--	--			
Dropout rate (H.S. only) (%)							
AYP (composite %)							
% Students Participate in State Tests							
Limited English Proficiency (#/%)	1.7	1.7	1.7	0			
Gifted Population (#/%)							
Special Educ. Pop- with IEPs (#/%)							
% White Students	35.8	35.3	29.8	28.5			
% Black Students	58.3	59.1	63	63			
% Hispanic Students	5.9	5.6	7.2	8.1			
% Asian/P Islander Students	0	0	0	0			
% Native American Students	0	0	0	0			
Teacher/Admin Characteristics							
Student/Teacher Ratio (#:#)							
% White Teachers							
% Black Teachers							
% Hispanic Teachers							
% Asian/P Islander Teachers							
% Native American Teachers							
Certified Staff Attendance (%)							
Highly Qualified Staff							
Teachers working out of field or certificate area (#/%)			.125	.125	.125		
Paraprofessionals in Title I schools designated as school wide with less than 2 years of training and/or education degree (#/%)		1	1	1	0		

CHECK ALL THAT APPLY

Grant Programs:

Title 1 (Targeted Assistance or School-Wide) CSR (Comprehensive School Reform) Reading First
 21st Century/Lights On For Learning Other/Describe:

Other School Status Information:

AEWL (Academic Early Warning List) AEWL (Academic Early Watch List)
 Offer School Choice for AEWL Purposes Offer SES (Supplemental Education Services) for AEWL Purposes
 Other/Describe:

B. Other Staff Demographics:

- Special certifications held by staff (such as National Board Certificate or other)
- Number of teachers with advanced degrees above Masters Degree
- Past professional development focus/emphasis
- Average years of experience of the teaching staff
- Turnover rate of staff
- Attendance rate of staff
- Other unique features...

C. Briefly describe the characteristics of the school and neighborhood community (attributes).

Frances Willard is a neighborhood school located in the west central part of Rock Island. Frances Willard has a culturally diverse student enrollment of approximately 300 students. 63% of our students are African American, 29.8% Caucasian and 7.2% Hispanic. 93.5% of the students are on free or reduced lunch. The mobility rate is high at 34.9%. The school houses 12 regular education classes of kindergarten through sixth grade. There are two special education resource programs.

As a school-wide Title I program, our curriculum includes components such as flexible grouping, direct instruction in reading, instructional aides, and intensive staff development.

The administration and staff of Frances Willard are currently working to address issues of curriculum alignment with Illinois Learning Standards, supporting students who function significantly below grade level and the development of a safe school environment.

D. List strengths (pluses) of the school as identified by hard or soft data sources such as; surveys or feedback from stakeholders, assessments, awards, recognitions or accomplishments, or other data sources.

Surveys were taken of all parents, students, and staff are given each spring.

1. Leadership

The *Leadership* Category examines how your school’s leadership team addresses your organizational values, directions, and performance expectations. Additional resources to consider: [School Improvement Team Resource Guide](#) & the [Baldrige In Education Leadership Resources](#) including Shipley quick checks for the following groups; grade level/department, School Improvement Team, School Level 1, etc.

School Mission/Vision Statements (if applicable)

At Frances Willard Elementary School, the children are at the center of all our decisions. We are dedicated to the recognition of the unique value of each person; providing active learning in a safe, supportive environment; developing an understanding of contemporary issues and technology; and promoting a partnership between home, school, and community.

School Improvement Team Members

Provide a composite description of the school improvement team members:

SIP Member’s Name	Position (Indicate if staff, parent, student or other)
Ilene McLain	Principal
Jackie Mangold	Special Education Teacher
Kris Hays	4 th Grade Teacher
Becky DeJonghe	3 rd Grade Teacher
Stephanie Sanders	4 th Grade Teacher
Sue Hartenfeld	5 th /6 th Grade Teacher
Wendy Kerker	6 th Grade Teacher
Jennifer Walker	Special Education Teacher

2. Strategic Planning

The *Strategic Planning* Category examines how your school develops strategic objectives and action plans. Also examined are how your chosen strategic goals and action plans are deployed and how progress is measured.

Goals must be SMART- *Specific, Measurable, Achievable, Realistic and have a Target date*). *Note- in order to address the “critical few” focus areas in the SIP, please limit the number of academic goals to no more than two (2) goals to maintain achievable focus. An additional non-academic goal may be included. It is important that goals maintain clarity and focus. It is especially important to address the needs of lower achieving target populations.

State the school improvement plan goals below ([using the SMART format](#)):

Goal 1: The percentage of students scoring within the MEETS or EXCEEDS categories of Grade 3 & 5 ISAT Reading and Writing will increase at least 2% each year, 2004 and 2005.

Goal 2: The percentage of students scoring within the MEETS or EXCEEDS categories of Grade 3 & 5 ISAT Mathematics will increase at least 2% each year, 2004 and 2005.

Complete and attach the “[Detail of SIP Goals](#)” worksheet for each goal listed above.

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2.1 Strategic Planning- Strategy Development

2.1(1) Describe how your school establishes and prioritizes its strategic goals. Include discussion of continuous improvement processes, tools and PDSA. (See PDSA Team Assistance tools website for help.)

Frances Willard establishes and prioritizes goals through a systematic process which includes teaching, modeling, and assessment. The goals are established by collecting data from various assessments.

2.1(2) Learning Standards Strategic Development & Deployment

Illinois Learning Standards Implementation Resources to consider including/ referencing

- ISBE Learning Standards web site- <http://www.isbe.state.il.us/ils/>
 - Teachers guide to performance descriptors and classroom assessments
 - Download the learning standards
- RISD #41 Office of Instruction & School Improvement web site (local curriculum alignment information)- http://curriculum.risd41.org/committee/curriculum_alignment.htm
- Standards Implementation Checklist- http://curriculum.risd41.org/admin/school_improvement/standards_imp_check.xls

Describe how the action plans in the SIP are aligned with the Illinois Learning Standards.

ISAT is aligned to the Illinois Learning Standards. Instruction at Frances Willard is also aligned to the Illinois Learning Standards. School Improvement Goals are identified based on a thorough analysis of Grades 3 and 5 ISAT Reading, Writing and Math trend data.

2.1(3) Describe how the professional development action plan (found in section 5) provides the skills necessary for teaching the learning standards.

There are various levels at which professional development opportunities are offered. They are offered at the Regional Office of Education (ROE), the school district, and the building level. All three tiers identify training needs through surveys and test data.

At the ROE level, annual staff development opportunities are offered. Frances Willard staff members, based on identified School Improvement areas of concern, select training opportunities in which they would like to participate.

Frances Willard's School Improvement Plan is aligned to the District's School Improvement Plan. At the district level, staff development opportunities are identified and offered. Through school improvement work completed at Frances Willard, teaching and learning needs throughout the building are identified. These needs may include such things as additional use of grade-level reading assessments, or training to accomplish building-wide goals. Staff members are identified and attend the appropriate training opportunities.

At the building level, once the building goals are identified, the staff determines through a PDSA model what type of training is required. Data is collected regarding the frequency selected strategies are implemented and to what degree of success they reveal. From this data specific training needs are defined. The needs identify who requires training, what type of training, when the training will be provided, and how it will be delivered.

2.1 (4) Describe the process used to monitor the teaching of the Illinois Learning Standards. Describe how standards led classrooms (Illinois Learning Standards posted in classrooms, student-friendly standards; rubrics, referenced in lesson plans, reflected in rubric usage, etc.) are implemented?

"Kid-friendly" standards are posted in each classroom and referred to during instruction. All teachers have copies of the learning standards.

Balanced literacy and push-in Title I service for guided reading are based on scientific reading research. These approaches are designed to help students meet the Illinois Learning Standards. Staff are well acquainted with the standards. Textbooks, Accelerated Reading and Accelerated Math are all aligned with the standards. Curriculum, instruction and assessment are planned to help them acquire the skills and strategies they need to meet the specific standards in reading, writing and math.

2.2 Strategy Deployment

Describe the process of how your school converts its strategic goals into action plans. What data sources are consulted, how is data analyzed and how are results by student subgroups (ethnicity, LEP, IEP, etc.) interpreted?

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Frances Willard begins the process of converting its strategic goals into action plans during staff meetings. These meetings take place on half-day professional development days, early dismissal days and other staff meetings with the leadership team and literacy team. Our action plans include instruction based on data obtained from standardized test results, state standards, best practices and scientific research based practices.

Through the use of PDSA cycle and Koalaty Tools the staff identifies the building’s school improvement goals and what type of support, activities and staff development opportunities will be needed to successfully complete the goals.

Place an “X” where appropriate if completed and attached:

 X **School Improvement Action Plan-** Once the data analysis is complete and goals are established, a school improvement action plan must be created. Use the action plan template found at http://curriculum.risd41.org/admin/school_improvement/SIP_action_plan.doc and attach here when printing out document.

 Individualized Learning Plan- It may be appropriate to use “ILPs” for students who are reading 2 years below grade level. An Individualized Learning Plan template (with example) is available online at http://curriculum.risd41.org/admin/school_improvement/Individual_Learning_Plan.doc .

- Yes, our school uses ILPs; Our schools has approximately current ILPs in place.
- We have attached a completed ILP (Please delete any identifiable information).

4. Measurement, Analysis & Knowledge Management

The *Information and Analysis* Category examines how your school analyzes performance data and information.

4.1 Measurement & Analysis of Organizational Performance

Describe how your school determines effective performance measurements and targets for all student (ethnicity, LEP, IEP, etc.) . *Note, the ISBE has established Adequate Yearly Progress <AYP> targets for all subgroups; AYP= 40% in 2003, 40% in 2004, 42% in 2005, etc.).

Frances Willard will compile building-wide, yearly reports that reflect student performance in K through 6 on required district assessments. Data will be collected, analyzed and compiled into a report. Teachers and staff will use this information to drive their decision making. Frances Willard’s critical measure for success is our ability to meet Illinois State Standards. These standards also are the criteria for selecting comparative data to measure performance.

4.2 (1) Information & Knowledge Management

How does the school gather and integrate data and information to make decisions as a school?

Frances Willard uses comparative data from the Illinois School Board of Education (ISBE) Website. An analysis of data, from schools with similar demographics (urban, ethnicity, mobility, and poverty), is used.

4.2 (2) Select comparative data to measure performance. List the schools in Illinois that could be used to compare your school’s performance. When selecting comparative schools, consider the following: number of students, demographics/ethnicity, mobility, poverty and other comparative data. Use the ISBE School Improvement web site to find comparative schools (<http://206.166.105.86/>). Consider including a site visit to one or more of the schools below as part of your action plan. District funds are available for this activity.

School Name	Location of School	Selection Criteria Used	Comparison Findings (brief overview)
Beyer Elementary School	Rockford, IL	Demographics, poverty, mobility, number of students	Similar characteristics with the exception of a lower minority ratio and lower mobility. The overall performance on state tests is significantly lower than Frances Willard.
Woodrow Wilson Primary School	Peoria, IL	Demographics, poverty, mobility, number of students	Similar characteristics in a PK-4 with a higher enrollment, lower mobility rate and lower low income rate. The performance on 3 rd grade ISAT is similar in math, but lower than Frances Willard in Reading and Writing.
Edwin A Lee Elementary School	Springfield, IL	Demographics, poverty, mobility, number of students	Similar characteristics in a PK-5 school with the exception of having a lower minority rate. Performance is significantly lower than Frances Willard except in the area of 3 rd grade ISAT writing.

4.2 (3) What areas does your school focus on to measure growth in student achievement? (ie: 3rd grade writing, 4th grade science, etc.) What assessment tools are used to measure performance (ie: ISAT, ITBS, Houghton-Mifflin Theme Tests, etc.)

In order to measure growth in student achievement, Frances Willard will use the following assessment tools: ITBS, ISAT, local district assessment, Houghton Mifflin Theme tests, annual evaluation of district survey from students, staff and families and other assessments.

4.2 (4) Analysis of Organizational Performance (Using the PDSA Model)

Describe the process of how your school provides (makes available and/or collects) comprehensive data (for faculty, staff, students and stakeholders) and the process for how the data is analyzed, interpreted and used to make decisions.

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Data from the survey (parent, student and staff) along with the results of various assessments (ITBS, ISAT, theme tests and district assessments) is the primary source of information for analysis and identification of stakeholder needs and concerns. The Frances Willard staff summarizes findings and through the use of PDSA cycle and Quality tools. They identify the building school improvement goals and what type of support, activities and staff development opportunities will be needed to successfully complete the goals.

How does your school collect data?	How does your school communicate the findings?
<input checked="" type="checkbox"/> Surveys <input checked="" type="checkbox"/> ISAT/PSAE <input checked="" type="checkbox"/> ITBS <input checked="" type="checkbox"/> Houghton-Mifflin Theme Tests <input checked="" type="checkbox"/> STAR <input checked="" type="checkbox"/> DRA <input checked="" type="checkbox"/> QRI <input checked="" type="checkbox"/> ISEL <input checked="" type="checkbox"/> Other: Gates <input checked="" type="checkbox"/> Other: District Writing Assessments <input checked="" type="checkbox"/> Other: Classroom assessments	<input type="checkbox"/> Newsletters <input checked="" type="checkbox"/> Parent-Teacher Conferences <input checked="" type="checkbox"/> Board of Education Reports <input checked="" type="checkbox"/> Special Meetings <input checked="" type="checkbox"/> Web Site <input type="checkbox"/> Other: <input checked="" type="checkbox"/> Other: School Report Card <input checked="" type="checkbox"/> Other: Student Progress Report

Data Analysis

Describe the data analyzed, based on state and local assessments. List factors that may be contributing to any areas of underachievement by students in each subgroup (ethnicity, LEP, IEP, etc.) Priorities are then established through consensus and based on data analysis and evolve into the goals and action plans for the school improvement plan.

Indicate if the following items are completed and attached to the School Improvement Plan:

Data Analysis Form- Use the data analysis form for each data source consulted and insert here when printing out document. This form can be downloaded at http://curriculum.risd41.org/admin/school_improvement/SIP_Data_Analysis.doc

7. Organizational Performance Results

The *Organizational Performance Results* Category examines student learning results; student- and stakeholder focused results; faculty and staff results; and operational effectiveness.

7.1 Student Learning Results

Summarize your school's student learning results. It will be helpful to refer back [to section 4- "Data Analysis"](#) to compile a summary. Segment/disaggregate your results by student groups (IEP, LEP, ethnicity, low income, etc.), as appropriate. Include appropriate trend data from your school and/or comparative data of similar schools. (To obtain comparative ISAT data, a helpful resource is the Illinois School Improvement Web Site found at <http://206.166.105.86/>). Results can be analyzed and reported using the District's web-based data analysis software "[COGNOS](#)". The Curriculum office will provide graphs/charts for the items below. Please provide a brief summary narrative below highlighting key findings from the results. *Note, for AYP purposes; a population of 40 or more students (in any area tested) constitutes a subgroup.

Summarize results with bulleted highlights- reference various student subgroup populations and progress: ISAT/PSAE Results (strengths & areas for improvement)

Strengths

- 5th grade Math maintained the high level of 62% achieved the previous year even though reading and writing scores dropped.
- Although the scores in 3rd grade Reading, Math and Writing and 5th grade Reading and Writing, the trend for the previous four years show significant growth.

Areas for Improvement

- 3rd grade Reading decreased 26% from 2002. 36% are in the Meets or Exceeds categories.
- 3rd grade Math decreased 15% from 2002. 56% are in the Meets or Exceeds categories.
- 3rd grade Writing decreased 16% from 2002. 28% are in the Meets or Exceeds categories.
- 5th grade Reading decreased 11% from 2002. 56% are in the Meets or Exceeds categories.
- 5th grade Writing decreased 12% from 2002. 50% are in the Meets or Exceeds categories.
- Males outperform females in 3rd grade reading, writing and math and 5th grade reading and writing.
- Blacks outperform whites in 3rd grade reading.
- Whites outperform blacks in 3rd grade writing.

ITBS/ITED Results (strengths & areas for improvement)

ITBS data will be analyzed when it is received in October 2003.

Houghton-Mifflin Theme Test Data- minimum 2 theme tests (strengths & areas for improvement)

Houghton Mifflin Theme Test data will be analyzed after they are given during the 2003-2004 school year.

Other Assessment Results/Data Specific To Your School- DRA, STAR, Gates-MacGinitie, etc. (strengths & areas for improvement)

STAR Reading (2002 – 2003 School Year)

- 2nd Grade had 7.5 month's growth in 8.6 months
- 3rd Grade had 9 month's growth in 8 months
- 4th Grade had 13.5 month's growth in 8.7 months
- 5th Grade had 18 month's growth in 7.7 months
- 6th Grade had 12 month's growth in 8.5 months