



Keys To Success: Assessment,
Data Analysis, Staff Collaboration,
& Focused Instruction

South Elementary School Des Plaines, Illinois

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School Facts

- Type: Elementary School
- Size: 304 Students, Pre-Kindergarten-5th Grade
- Location: Suburban School with Urban Characteristics
- Staff Characteristics: 1 Administrator, 17 Classroom Teachers, 12 Specialists, 12.5 Paraprofessional, 3 Support Staff
- Assessments:
 - Illinois Standards Achievement Test (ISAT)
 - Illinois Measure of Academic Growth in English (IMAGE)
 - Measure of Academic Progress (MAP)

Educational Issues

- Changing Demographics
- Data 1999 - Present
 - Limited English population increased by 20%.
 - Hispanic population more than doubled.
 - Low income families increased by 15%.
- Test scores were dropping especially in reading.

Common Academic Focus

- Developed Building-Wide Reading Recommendations
 - Reading Fluency
 - Snapshots in September, January, and May
 - Struggling readers are monitored monthly.
 - Each student sets a trimester goals.
 - Word Study: Provide students strategies & opportunities to learn words independently.
 - Writing Across the Curriculum



Common Academic Focus

- Comprehension Skills
 - Common reading comprehension strategy taught monthly:
 - connecting • predicting • imaging •inferencing
 - questioning •summarizing
- Flexible guided reading groups
- Increased the amount of non-fiction reading taught.
- Reduced the amount of fiction reading taught.
- Increased time spent on reading instruction.



Common Planning Time

- Grade level teams meet 3 times a week for about one hour.
 - set academic goals
 - design common instructional units
 - share effective teaching strategies
 - formulate common assessment
 - analyze performance data
 - develop flexible groups
 - monitor performance



Frequent Assessments

- Illinois Snapshots of Early Literacy - ISEL, Primary Gds
- Measure of Academic Progress - MAP, Gds 3-5
- Reading Fluency Snapshots - Gds 2-5
- Illinois Standards Achievement Test-ISAT, Gds 3-5
- Illinois Measure of Academic Growth in English (IMAGE) - Gds 3-5

Measure of Academic Progress - MAP

- Achievement test taken on a computer.
- Students assessed in reading, math, and language.
- Immediate scores upon completion of the test.
- Performance data within one day.
- Scores indicate a student's instructional level.
- Instructional focus on exact area of learning that will help the student can make greatest academic gains.

Interventions

- Project Prevent
- Title I Reading
- Special Education-SRA Reading, Math, & Writing Programs
- Wilson Reading Program
- Flexible Ability Groups
- ELL Resource
- Read Naturally
- Reading Mentors
- Before/After School Reading Groups
- OASIS Tutoring



Bilingual Education

Philosophy: Students must be literate in their first language to be academically and cognitively proficient in the second language.

Model: Transitional Bilingual Education

- Bilingual
- Sheltered English
- Total Main Streaming into Regular Education

Special Classroom Programs

- State-At-Risk Preschool
- Special Education Preschool
- Special Education Kindergarten
- Special Education Intermediate Self-Contained LD
- Special Education Intermediate Self-Contained ED
- Primary Bilingual Classrooms (3)
- Intermediate Transitional ESL



Additional Literacy Activities

- Reading Olympics
- Breakfast Program Reading
- Bear Facts Student Newspaper
- Family English
- Translation provided daily in the office
- Newsletter and all other school communications are provided in Spanish.



Summary Points

- Key Learning:
 - Set Common School Wide Goals
 - Administer Common Assessments
 - Analyze Data Frequently
 - Implement Flexible Grouping
- Challenges Still Ahead
 - Ability to Hire Highly Qualified Bilingual & ELL Staff
 - To Provide Support Services to Primary Bilingual Student in Spanish
 - Ongoing Staff Commitment to Working Collaboratively



Keys To Success

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presented by

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South Elementary School
Des Plaines, Illinois

Reading Recommendations

South Elementary School • Des Plaines, Illinois 60018

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Curriculum and Materials

- The Language Arts Curriculum Resource (White Binder) outlines the District 62 Reading curriculum and is the foundation for reading/writing instruction.
- Houghton Mifflin's *Invitations to Literacy* is used for scope and sequence of skills and strategies.
- Emphasis on content area reading increases each year.

Reading Focus Recommendations		
Grade	Fiction	Non-Fiction
Kindergarten	60%	40%
First	60%	40%
Second	50%	50%
Third	40%	60%
Fourth	30%	70%
Fifth	30%	70%

- Trade books support the Houghton Mifflin Series.
- Spelling is taught using the Houghton Mifflin Spelling Series and *Words Their Way*
- Explicit strategy instruction is provided with a monthly focused strategy. The schedule is:

Word Study is taught on an ongoing basis throughout the year.

September	Connection
October	Prediction
November	Imaging
December	Inference
January	Questioning
February	Summarizing

Balanced Literacy

- During reading instruction, students know which Illinois Learning Standard is being taught.
- Reading is taught in small Guided Reading Groups based on instructional reading levels.
- Literacy centers are used regularly with a balance of word study, listening, writing, fluency, independent reading, comprehension, literature, etc.
- A Word Wall is present in every classroom, with 5 words added each week. Words are introduced, practiced, reviewed, and integrated into instructional activities.
- Students practice fluency throughout the year. They can articulate their current fluency goal and the plan for achieving success.
- Writing is regularly modeled using process writing. Student writing is extensive and integrated throughout the curriculum.
- State, district, and classroom assessments are used to track student progress and direct instruction.
- Specific reading strategies are taught school-wide on a monthly schedule.
- School-wide writing prompts are given through the year. A rotation of persuasive, expository and narrative prompts will be developed.