Marya Yates Elementary School

Illinois Elementary School District 159

Illinois Learning Standards:
Increasing Student Achievement Through an

INTEGRATED ACTION PLAN

ISAT REPORT 2006-2007

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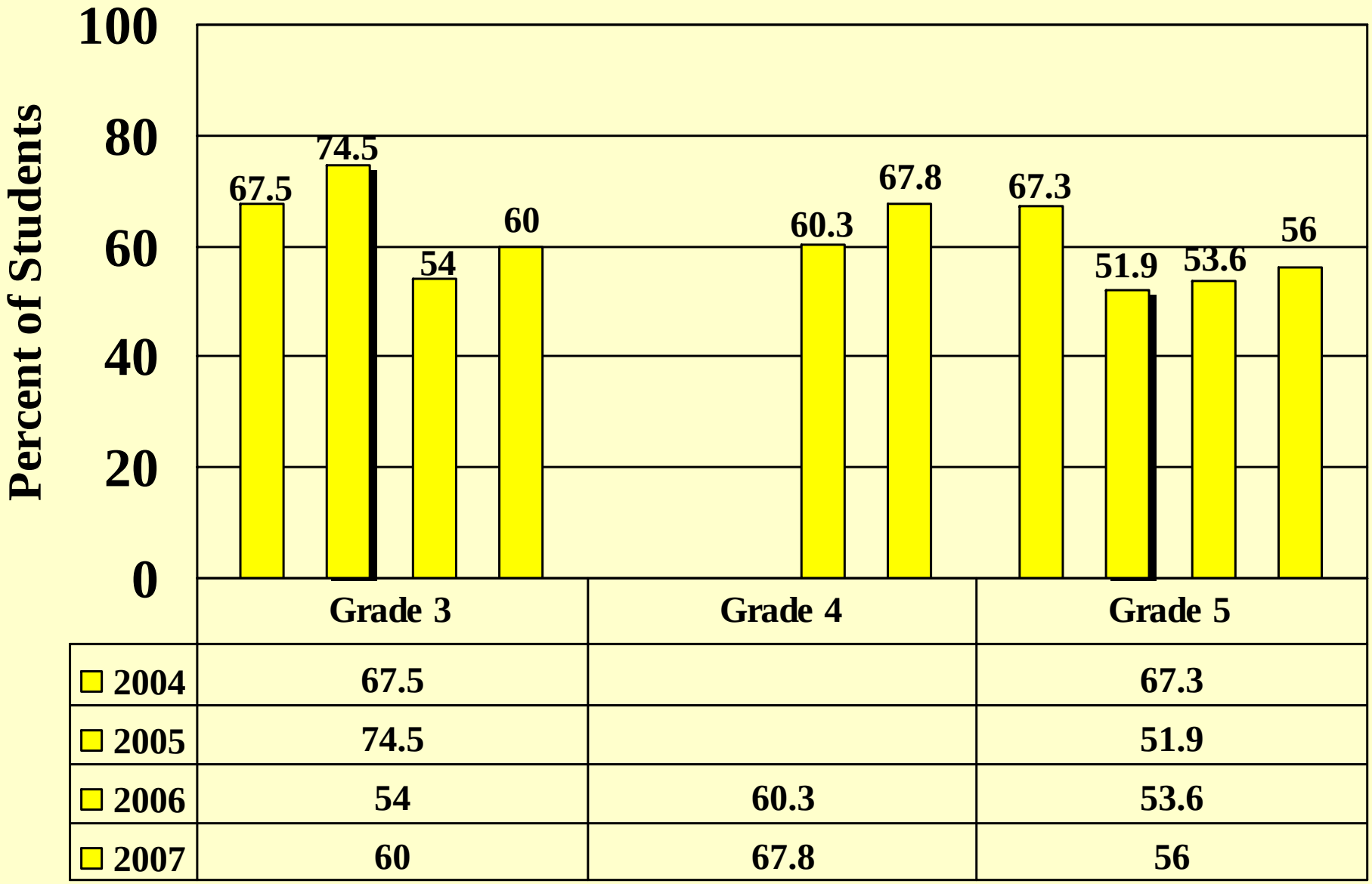
Moving from Good to Great!

MARYA YATES
2007 ISAT READING



	Grade 3	Grade 4	Grade 5
2004	67.5		67.3
2005	74.5		51.9
2006	54	60.3	53.6
2007	60	67.8	56

2007 – 2008 TARGET IMPROVEMENT AREAS:

READING

ALL GRADES:

- ***ISAT Reading Extended Response***
- ***District Scope/Sequence Benchmarks Alignment Plan****

****Benchmarks suggested from the Illinois Reading Assessment Framework, Grades 3-8 (Updated December 2004)***

2007 – 2008 Integrated Action Plan for Reading Extended Response – All Grades

Reading

2007– 2008 Integrated Action Plan

All Grades

READING EXTENDED RESPONSE

Priority Area/Goal:	Resources/Activities to Support Goal Achievement	Measure for this Activity
3B. Compose well-organized and coherent writing for specific purposes and audiences.	Reading for literary experience: novels, short stories, poem, plays, legends, biographies, myths, and folktales Reading for information: magazines, newspapers, textbooks, essays, and speeches.	Write a response identifying important information, and use it to interpret the text through analysis, evaluation and/or comparison and contrast.
5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	Reading to perform a task: maps, bus or train schedules, directions for repairs or games, classroom procedures	Demonstrate composition skills in identifying the best way to solve a mathematical problem.

Reading

Integrated Action Plan

Grades K-2

Priority Area/Goal:	Resources/Activities to Support Goal Achievement	Grade	Measure for this Activity
Make and support inferences and form interpretations about main ideas and topics.	Write/dictate real/story experiences that lead student to make inferences; Oral presentations through role play; Construct big books, murals, illustrations, songs and plays; Implement "Book or Brain" theory; Implement the "Read Now" Program (Home Reading Program). **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	K	Students will illustrate (draw) /inform (share) appropriate inferences. Given multiple choices, students will select appropriate answer. Participation Rubric; auditory memory, oral expression; Parent/student participation level as recorded on quarterly reports
Make and support inferences and form interpretations about main themes and topics.	Reading textbook;classroom library; LRC; "QUIZ LAB"; A+Learning System; Mailbox Magazine for various worksheets; Implement "Book or Brain" theory; T.I.P.S; **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	1	Write a personal experience to explain inference from a story. Apply "BOOK OR BRAIN" theory Quarterly Reports.
Make and support inferences and form interpretations about main themes and topics.	Reading textbook; classroom library, LRC: "Quiz Lab"; A+ Learning System; improve inferential and factual understanding, using strategies such as asking questions of the text students will summarize and synthesize text; Implement "Book or Brain" theory; A+ Learning; T.I.P.S **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	2	Curriculum related learning games; A+ tests

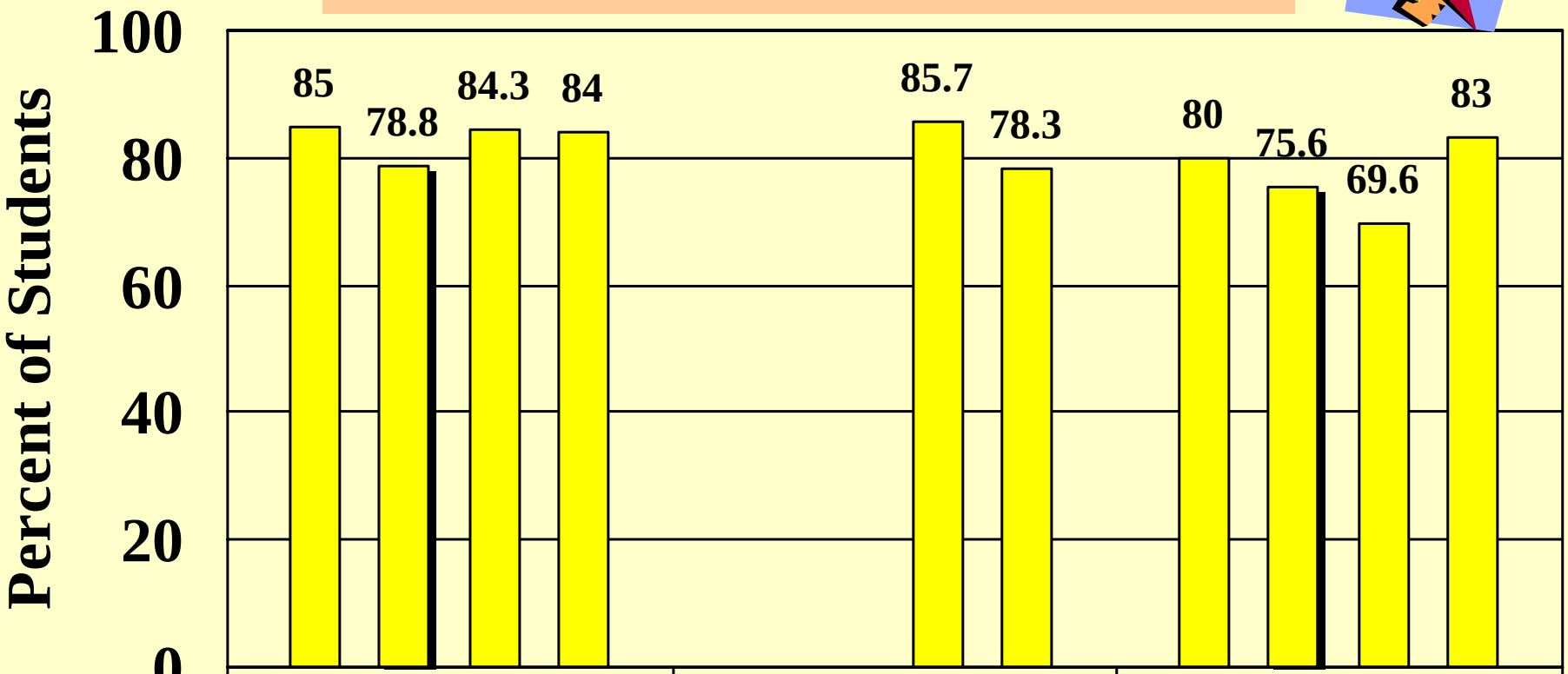
Reading

Integrated Action Plan

Grades 3-5

Priority Area/Goal:	Resources/Activities to Support Goal Achievement	Grade	Measure for this Activity
Make and support inferences and form interpretations about main themes and topics using various strategies.	T.I.P.S; Reading/Health textbooks; various illustrations that give a "picture story" that students have to explain; video with story line. **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	3	Quarterly Reports and ISAT
Make and support inferences and form interpretations about main themes and topics using various strategies.	Implement "Book or Brain" theory, A+ Learning System, and T.I.P.S. Read a selection and answer specific questions pertaining to the story, using inferences strategies to prove or explain inference. **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	4	Students will illustrate and orally share an appropriate real life experience. Given multiple choice, students will select appropriate answers using inferences from reading material.
Make and support inferences and form interpretations about main themes and topics using various strategies.	T.I.P.S; Age appropriate novels, poetry, science experiments; Read a selection and answer specific questions pertaining to the story, using inferences strategies to improve or explain inference. **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	5	After reading a passage, students will chose the correct inference from multiple choice answers.

MARYA YATES
ISAT MATHEMATICS



	Grade 3	Grade 4	Grade 5
2004	85		80
2005	78.8		75.6
2006	84.3	85.7	69.6
2007	84	78.3	83

2007 – 2008 TARGET IMPROVEMENT AREAS:

MATHEMATICS

ALL GRADES

- ***District Scope/Sequence Benchmarks Alignment Plan****

and

STEPS FOR SUCCESSFUL PROBLEM SOLVING

1. ***Read and visualize the problem.***
2. ***Underline the question.***
3. ***Circle the needed data.***
4. ***Name the strategies used.***
5. ***Show work in steps and label.***
6. ***Tell what you did and why you did it.***

****Illinois Math Assessment Framework, Grades 3-8 (Updated December 2004)***

Math action 4-5

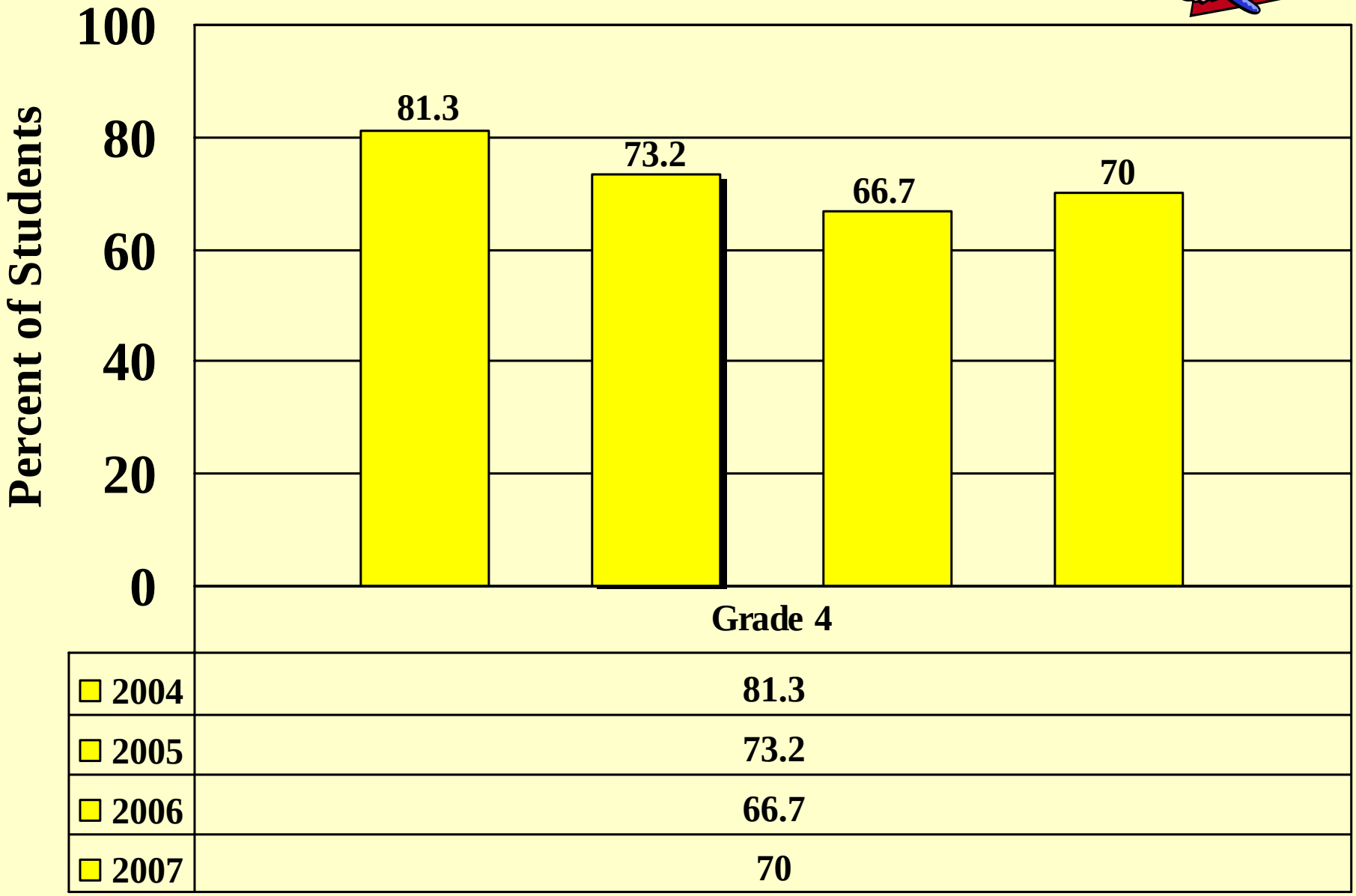
Mathematics

Integrated Action Plan

Grade 4-5

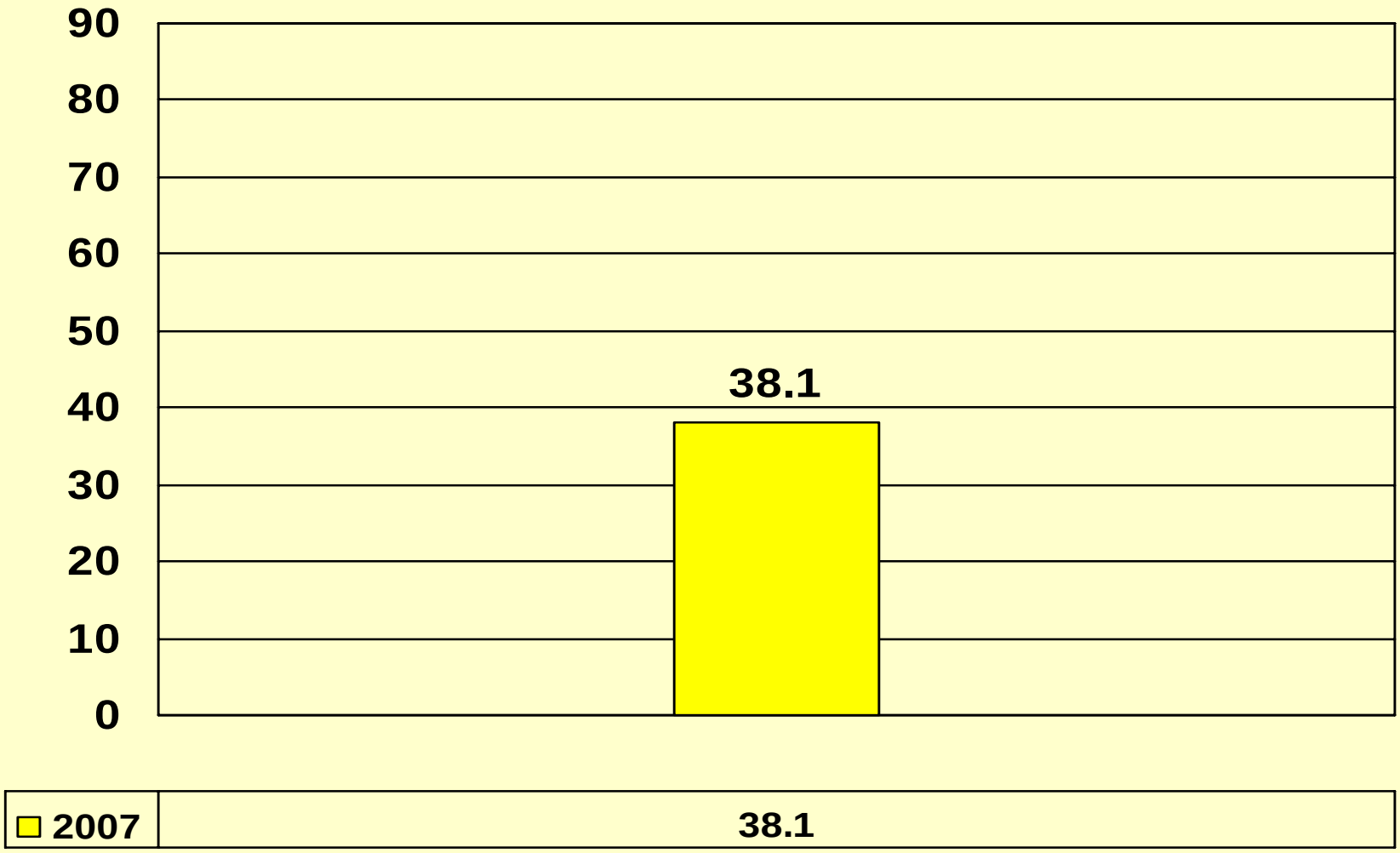
Priority Area/Goal:	Resources/Activities to Support Goal Achievement	Grade	Measure for This Activity
MEASUREMENT Classify a triangle by the length of its sides.	Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings. Math Workshops; A+ Learning; **T.I.P.S. TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	4	Classify isosceles, scalene, or equilateral triangle by the length of its sides. Apply formulas and measurement applications involving perimeter. Construct or draw figures with given perimeters.
MEASUREMENT **Use concrete and graphic models and appropriate formulas to find perimeters of polygons.**	Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings. A+ Learning; Math Workshops; T.I.P.S.; **TECHNOLOGY LINK:** <www.funbrain.com> <harcourtschool.com>	5	Apply measurement applications involving perimeter to find the perimeter of polygons.

MARYA YATES
2007 ISAT SCIENCE



2007 ISAT COMPARATIVE DATA

5th GRADE Writing



SCIENCE
Integration Action Plan
Grades K-2

Priority Area/Goal	Resources/Activities to Support Goal Achievement	Grade	Measure for This Activity
EARTH AND SPACE SCIENCES	**Observe the classification/ properties of rocks; Tell three main groups of rocks. TECHNOLOGY LINK: <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com>**	**K**	**ART: Create rock art to make a sculpture, necklace, mosaic. Model imprint fossils using modeling clay. Create snowflakes.**
EARTH AND SPACE SCIENCES	**Identify the properties of soil.** **Determine if soil is different at different depths below the surface. Why is soil is important? TECHNOLOGY LINK: <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com>**	**1**	**SCIENCE LAB: Make a model of sedimentary rock using gravel sand and water.**
EARTH AND SPACE SCIENCES	**Identify the properties of soil. Describe how the rocks in each classified group formed.** **Determine if soil is different at different depths below the surface. Why is soil is important? TECHNOLOGY LINK: <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com>**	**2**	**SOCIAL STUDIES: Choose four states from different parts of the country. Find out what the soil is like in each state and what crops are grown there. HEALTH: Write down five healthful foods that are grown in soil. Find out the three main nutrients in each of these foods, identifying common nutrients.**

SCIENCE
Integration Action Plan
Grade 3

Priority Area/Goal	Resources/Activities to Support Goal Achievement	Grade	Measure for This Activity
EARTH AND SPACE SCIENCES	Identify how fossils are formed. **TECHNOLOGY LINK:** <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com>	3	WRITING: In a story, describe the fossil and the animal/plant that it made. SOCIAL STUDIES: Using research, identify what fossils are found in Illinois. MUSIC: Write a song teaching a lesson about soil or show why soil is important. Write new words to a familiar tune, or make up a new tune.

SCIENCE
Integration Action Plan
Grade 4

Priority Area/Goal	Resources/Activities to Support Goal Achievement	Grade	Measure for This Activity
Identify glacier properties. Using the Mineral Identification Table, identify the properties and names.	How could you find the relative age of a sedimentary rock? Write a story about rocks. WRITING: Describe how the dry-ice method makes rain work, and explain how the same techniques can be used to reduce rainfall when there's too much in a given area**.** **TECHNOLOGY LINK:** <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com**>**	4	WRITING: Describe how people could live during an ice age. Write a story that takes place during an ice age. Write an imaginary story about traveling to the center of Earth, including a description of each layer you travel through. Discuss problems with this journey and how they might be solved. SOCIAL SCIENCE: Find water on a map. Study how water temperature affect the ocean's movement. Study how surface currents are different from deep ocean currents. Study how gravity and tides are related.

SCIENCE
Integrated Action Plan
Grades 5 - 6

Priority Area/Goal	Resources/Activities to Support Goal Achievement	Grade	Measure for This Activity
EARTH AND SPACE SCIENCES	Describe glacial flow and compare how glaciers and water flow. Use a map and map directions to identify and locate bodies of water; identify glaciers on a map of the U.S. Study wave forms. **TECHNOLOGY LINK:** <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com>	5	Measure Across Disciplines-MATH: In 1990, a glacier was 400 meters away from a road. Every year since then, it has moved about 7 meters closer to the road. At this rate, when will it meet the road?
LIFE SCIENCES	Cells in living things; classifying organisms; organisms and where they life; changes in ecosystems; plant parts; plant growth and reproduction; animal characteristics; life processes; organ systems; development and reproduction; animal survival; **TECHNOLOGY LINK:** <mhscience02.com> <www.funbrain.com> <harcourtschool.com> <mhscience02.com>	6	Measure Across Disciplines ART: Construct a model representing parts of a cell.

EXECUTIVE SUMMARY

The 2007 ISAT results revealed that the Marya Yates students, overall, demonstrated consistency in 3-5th grade areas. The results are as follows:

The 2007 ISAT results revealed that the Marya Yates students are performing well in math at all grade levels.

EXECUTIVE SUMMARY

- **At the third grade level, 60% of the students demonstrated proficiency in reading and 84% proficiency in math.**
- **Third grade students demonstrated improvement over the previous year in reading and demonstrate consistency over the last several years in math.**

EXECUTIVE SUMMARY

- **At the fourth grade level, 60.3% of the students demonstrated proficiency in reading, 85.7% proficiency in math, and 70% proficiency in science.**
- **Fourth grade students exceeded the state in math.**
- **At the fifth grade level, 56% of the students demonstrated proficiency in reading and 83% proficiency in math.**
- **This demonstrates a marked improvement in 5th grade math over the previous year.**

EXECUTIVE SUMMARY

This year's reading and math target score for the No Child Left Behind (NCLB) legislation is 62.5% in reading and math at all levels. That reflects an increase from last year's target score, which was 55%. As such, our emphasis continues to be in reading and math for all grades with *special emphasis on targeting reading and writing achievement strategies at all grade levels*.

EXECUTIVE SUMMARY

Writing was reintroduced on last year's ISAT. As such the 38% achievement score will be used as baseline data for this year.

EXECUTIVE SUMMARY

We will strive to improve teaching and increase learning by implementing all components of the District's *STRATEGIC LONG-RANGE PLAN* and the *DISTRICT'S ASSESSMENT STRATEGIES*. We will continue to provide professional development activities in the areas of:

EXECUTIVE SUMMARY

- **The *Integration Action Plan* (2005-2006 implement *ILS Benchmarks*)**
- **Alignment of the curriculum in math and reading with Illinois State Learning Standards**
- **Model School Best Practices**
- **Writing Skills and Format**
- **ISAT Writing Prompts**
- **Mastery of Illinois Benchmarks**
- **Increased class time in reading and math**
- **Professional development in teaching reading**
- **Increased assessment for learning**
- **Home Reading Programs for all students**

EXECUTIVE SUMMARY

- **Continuation of Integration Action Plan**
- **Aligned Curriculum in Reading and Math with Illinois Learning Standards**
- **Teaching to Mastery of Illinois Benchmarks**

  Research Based Practices

EXECUTIVE SUMMARY

- **Weekly/monthly Math assessment**
- **Accelerated Reading Program**
- **A-Z Leveled Reading Program**
- **Grade level Meetings**
- **Tutorial Instructional Program (T.I.P.S)**
- **Positive Behavioral Interventions and Supports (PBIS)**

EXECUTIVE SUMMARY

Comprehension strategies throughout instruction:

- **Summarizing**
- **Monitoring and clarifying**
- **Asking questions**
- **Predicting**
- **Making connections**
- **Visualizing**

EXECUTIVE SUMMARY

- **Using graphic and semantic organizers**
- **Identification of students in need of a more challenging curriculum and providing them with advanced and rigorous activities**
- **Increased differentiated small group instruction**
- **Increased parental and community involvement**
- **Technical support in science**
  www.mhscience02.com
- **Portfolio Assessments**
- **Cooperative Learning Groups**

EXECUTIVE SUMMARY

The Marya Yates School family—teachers, students, parents, administration, and community— actively participate in "raising the standards." Collectively, our school family supports the *District's Strategic Long Range Plan*, and we will enthusiastically meet the challenges of tomorrow with school improvement plans that reflect a commitment to excellence.

GOOD TO GREAT!

The Time has arrived:

Marya Yates Elementary School is moving from "*Good to Great!*"