

# School Growth Planning

**Focus on Student Learning –  
Data Driven Decision Making**

Lake Bluff Elementary School  
2014/2015

# School Profile

Be Kind, Work Hard, Have Fun! That is the Lake Bluff School motto and it is fully lived by our students and the adults who serve them. Discerning listeners can hear a beautiful “music” in our halls composed of teachers and students working in a purposeful and joyful collaboration.

The arts, language instruction, physical education, instrumental and vocal music are all considered core subjects at Lake Bluff. And recess... children need it and we give it. Character education is also a hallmark of our school and we have been designated a National School of Character for our work in helping children be respectful, ethical, and compassionate. Educators, working hand in hand with parents, make Lake Bluff integral to a productive, joyful, and memorable childhood.

Lake Bluff is a truly diverse community. We are fortunate to have students from all over the world. More than 20 languages are brought to Lake Bluff by our student body. Demographics describing our student body are as follows (using State defined categories):

We have 612 Students which is up about 30 students from last year.

- Alaska Native 1%
- Asian or Pacific Islander- 11%
- Black not Hispanic - 14%
- Hispanic – 4%
- White not Hispanic – 70%
- Students with Disabilities – 14%
- Limited English Proficient – 8%
- Economically Disadvantaged – 16%

# Program and Structures Data - Universal Design in Instruction

## Universal Instruction – Tier I

### Universal Options for All Students

High quality best instruction in the general classroom with embedded differentiation strategies that bring academic success to every learner.

All teachers highly trained in differentiation strategies and best teaching practices.

## Selected Interventions – Tier II

### Selected Interventions for Students Who Show Signs of Struggle

Selected interventions in addition to universal options in the general classroom designed to address barriers to learning.

- Flexible
- Small groups
- Expertly trained teachers

## Targeted Interventions – Tier II

### Targeted Interventions for Struggling Learners at Serious Risk for Failure

Targeted interventions in addition to universal options designed to address serious barriers to learning.

- One-on-one
- Intensive instruction
- Expertly trained teachers

*Frequent progress monitoring to assess student's response to intervention.*

# Tier 1

- Differentiated classroom instruction for all students
  - Workshop approach for reading and writing
  - Small group instruction
  - Opportunities for student choice

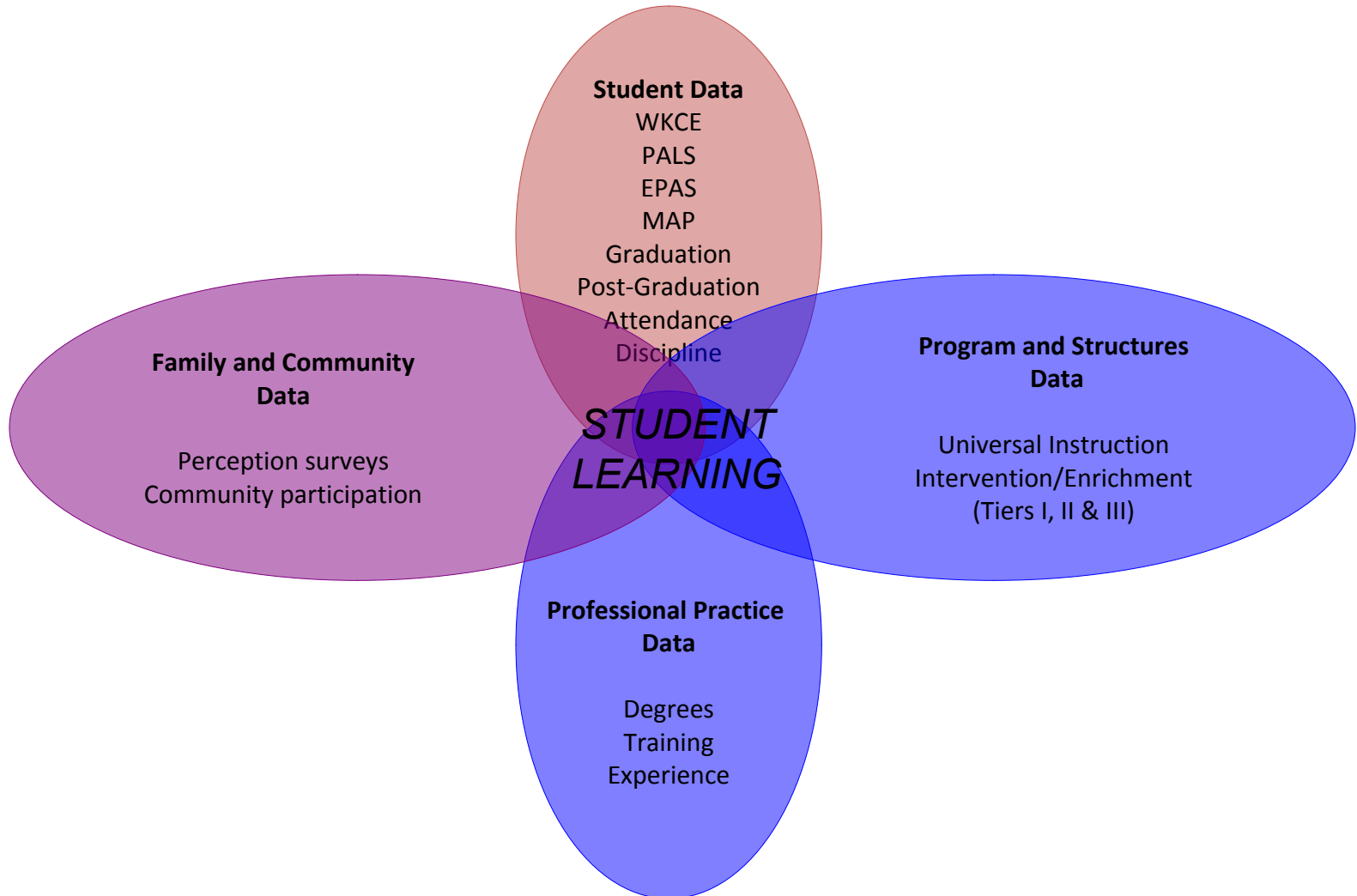
# Tier 2

- Guided Study – intervention block with interventionist or classroom teacher
- Small group instruction (no more than 5 students)
  - In class or pull out
  - Progress monitoring
  - Core curriculum: math and reading
- Data teams bring collaboration between classroom teacher and interventionist
- Frequent parent/guardian communication of student progress

# Tier 3

- Individualized instruction delivered during the intervention block
  - 4/5 times a week
  - Weekly progress monitoring
  - Intervention delivered by certified teacher
- Student Intervention Team (SIT) meetings begin

# Looking at Data



# Student Data - PALS

Lake Bluff Spring 2014	
<b>Kindergarten</b>	<b>Benchmark = 81 (Summed Score)</b>
# <u>at or above</u> benchmark	67
% ELL	3 out of 67 = 4%
# <u>below</u> benchmark	6
% ELL	0
<b>1<sup>st</sup> Grade</b>	<b>Benchmark = 35 (Summed Score)</b>
# <u>at or above</u> benchmark	68
% ELL	7 out of 68 = 10%
# <u>below</u> benchmark	10
% ELL	1 out of 10 = 10%



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2013-2014  
 District: Shorewood School District  
 Grouping: Ethnicity  
 Small Group Display: Yes  
 Growth measured from: Fall 2013 to Spring 2014

### Lake Bluff Elementary School

#### Reading

Grade (Spring 2014)	Count	Fall 2013		Spring 2014		Actual Growth			Projected Growth					
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error	Count with Projection	Mean Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Projection
<b>3</b>	<b>75</b>	<b>196.9</b>	<b>15.1</b>	<b>208.1</b>	<b>13.2</b>	<b>11.1</b>	<b>6.4</b>	<b>0.7</b>	<b>75</b>	<b>8.6</b>	<b>2.6</b>	<b>129.1</b>	<b>47</b>	<b>62.7</b>
American Indian or Alaskan Native	2	201	4.2	211	2.8	10	7.1	7.1	2	8.5	1.5	117.6	1	50.0
Asian	6	201.2	10.5	212.2	9.8	11	5.6	2.5	6	8.2	2.8	134.1	5	83.3
Black	10	186.7	17.2	201.7	13.3	15	8.6	2.9	10	9.6	5.4	156.3	7	70.0
Hispanic	2	201	15.6	208.5	4.9	7.5	10.6	10.6	2	8	-0.5	93.8	1	50.0
White	55	198	15.0	208.6	13.7	10.6	5.9	0.8	55	8.5	2.2	124.7	33	60.0
<b>4</b>	<b>68</b>	<b>211.4</b>	<b>13.2</b>	<b>217.9</b>	<b>14.3</b>	<b>6.5</b>	<b>7.3</b>	<b>0.9</b>	<b>68</b>	<b>6.1</b>	<b>0.4</b>	<b>106.6</b>	<b>38</b>	<b>55.9</b>
Asian	3	216.3	5.1	221	2.6	4.7	3.1	2.2	3	5.7	-1.0	82.5	1	33.3
Black	10	200.9	11.9	205.3	12.4	4.4	7.5	2.5	10	6.8	-2.4	64.7	4	40.0
Hispanic	1	204		219		15		0.0	1	7	8.0	214.3	1	100.0
White	54	213.1	13.0	220	14.0	6.9	7.4	1.0	54	6	0.9	115.0	32	59.3
<b>5</b>	<b>73</b>	<b>214.7</b>	<b>11.6</b>	<b>221.7</b>	<b>10.4</b>	<b>7.0</b>	<b>6.7</b>	<b>0.8</b>	<b>73</b>	<b>4.8</b>	<b>2.2</b>	<b>145.8</b>	<b>46</b>	<b>63.0</b>
American Indian or Alaskan Native	1	190		210		20		0.0	1	6	14.0	333.3	1	100.0
Asian	8	218.1	10.4	223.6	8.3	5.5	5.7	2.1	8	4.6	0.9	119.6	4	50.0
Black	11	208.8	11.3	215.4	10.2	6.5	8.4	2.7	11	5	1.5	130.0	6	54.5
Hispanic	5	206	10.8	210.4	9.2	4.4	5.8	2.9	5	5.2	-0.8	84.6	2	40.0
White	48	216.9	10.9	224.3	9.6	7.4	6.5	0.9	48	4.8	2.6	154.2	33	68.8
<b>6</b>	<b>73</b>	<b>220.6</b>	<b>12.5</b>	<b>225.2</b>	<b>14.2</b>	<b>4.6</b>	<b>6.1</b>	<b>0.7</b>	<b>73</b>	<b>3.8</b>	<b>0.8</b>	<b>121.1</b>	<b>46</b>	<b>63.0</b>
Asian	5	221.6	10.1	229.4	10.1	7.8	2.4	1.2	5	3.6	4.2	216.7	5	100.0
Black	18	211.8	12.6	212	14.4	0.2	6.1	1.5	18	4.2	-4.0	4.8	5	27.8
Hispanic	4	216.5	9.3	216.8	11.3	0.3	3.2	1.8	4	4	-3.8	7.5	1	25.0
White	46	224.3	11.4	230.6	10.9	6.3	5.5	0.8	46	3.7	2.6	170.3	35	76.1

# Grade Report

## Grade 3

**Term:** Spring 2013-2014  
**District:** Shorewood School District  
**School:** Lake Bluff Elementary School  
**Grouping:** Ethnicity  
**Small Group Display:** Yes

### Reading

#### Summary

Total Students With Valid Growth Test Scores	77
Mean RIT	208.1
Standard Deviation	13.1
District Grade Level Mean RIT	206.6
Students At or Above District Grade Level Mean RIT	45
Norm Grade Level Mean RIT	199.2
Students At or Above Norm Grade Level Mean RIT	64

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Reading	5	6%	3	4%	12	16%	23	30%	34	44%	207-208-210	13.1

# Grade Report

## Grade 4

Term: Spring 2013-2014  
 District: Shorewood School District  
 School: Lake Bluff Elementary School  
 Grouping: Ethnicity  
 Small Group Display: Yes

### Reading

Summary	
Total Students With Valid Growth Test Scores	69
Mean RIT	217.8
Standard Deviation	14.2
District Grade Level Mean RIT	214.6
Students At or Above District Grade Level Mean RIT	44
Norm Grade Level Mean RIT	206.7
Students At or Above Norm Grade Level Mean RIT	54

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Reading	6	9%	5	7%	11	16%	11	16%	36	52%	216-218-219	14.2

# Grade Report

## Grade 5

**Term:** Spring 2013-2014  
**District:** Shorewood School District  
**School:** Lake Bluff Elementary School  
**Grouping:** Ethnicity  
**Small Group Display:** Yes

### Reading

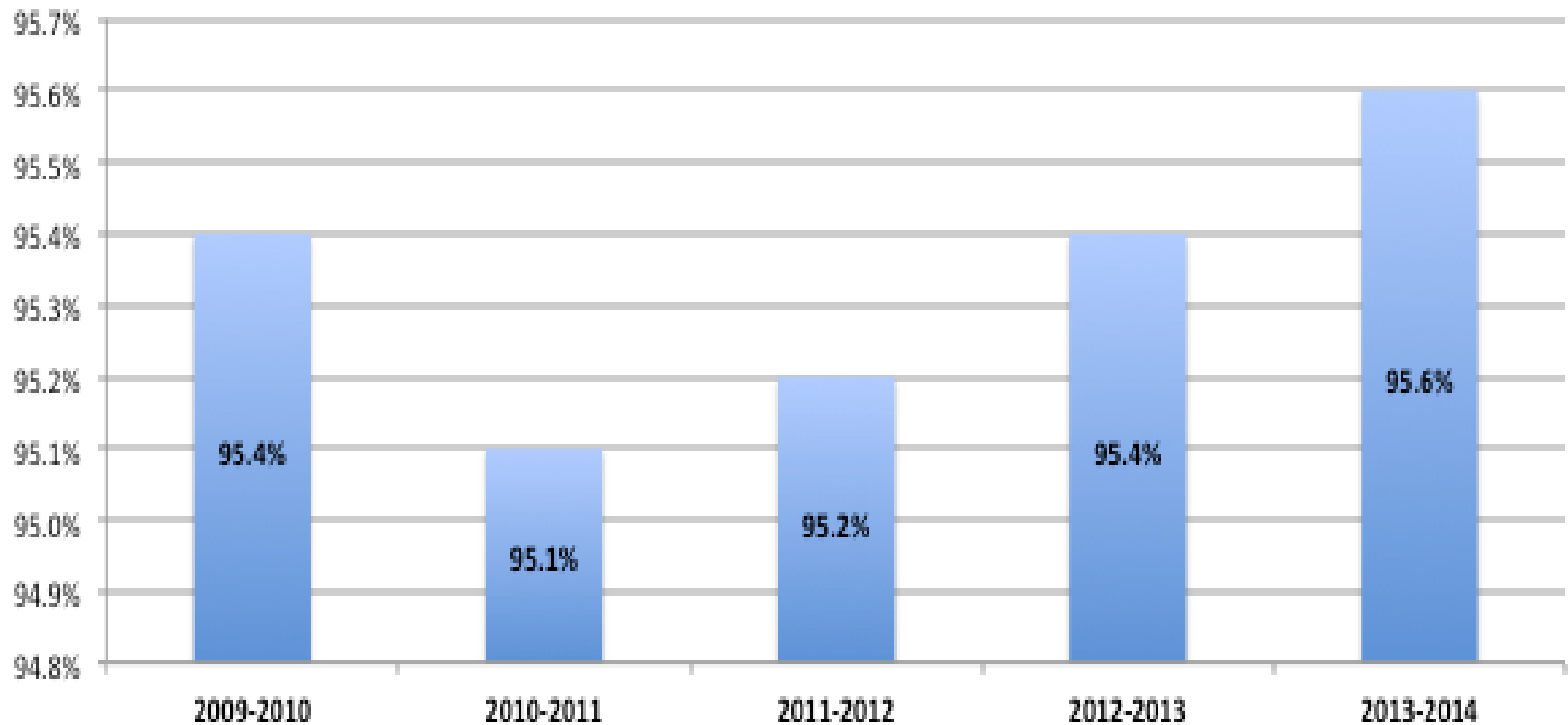
#### Summary

Total Students With Valid Growth Test Scores	76
Mean RIT	221.5
Standard Deviation	10.5
District Grade Level Mean RIT	219.1
Students At or Above District Grade Level Mean RIT	43
Norm Grade Level Mean RIT	212.3
Students At or Above Norm Grade Level Mean RIT	65

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Reading	1	1%	6	8%	22	29%	18	24%	29	38%	220-222-223	10.5

# Student Data - Attendance

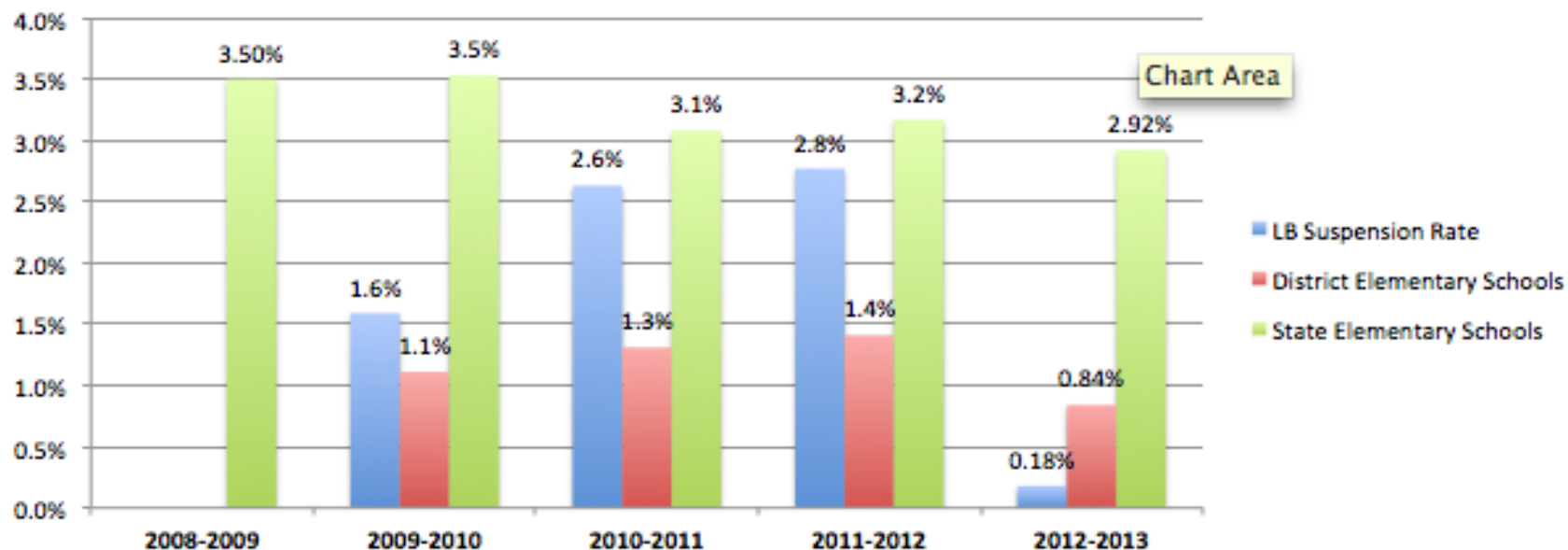
Lake Bluff Attendance Rate - 5 Years



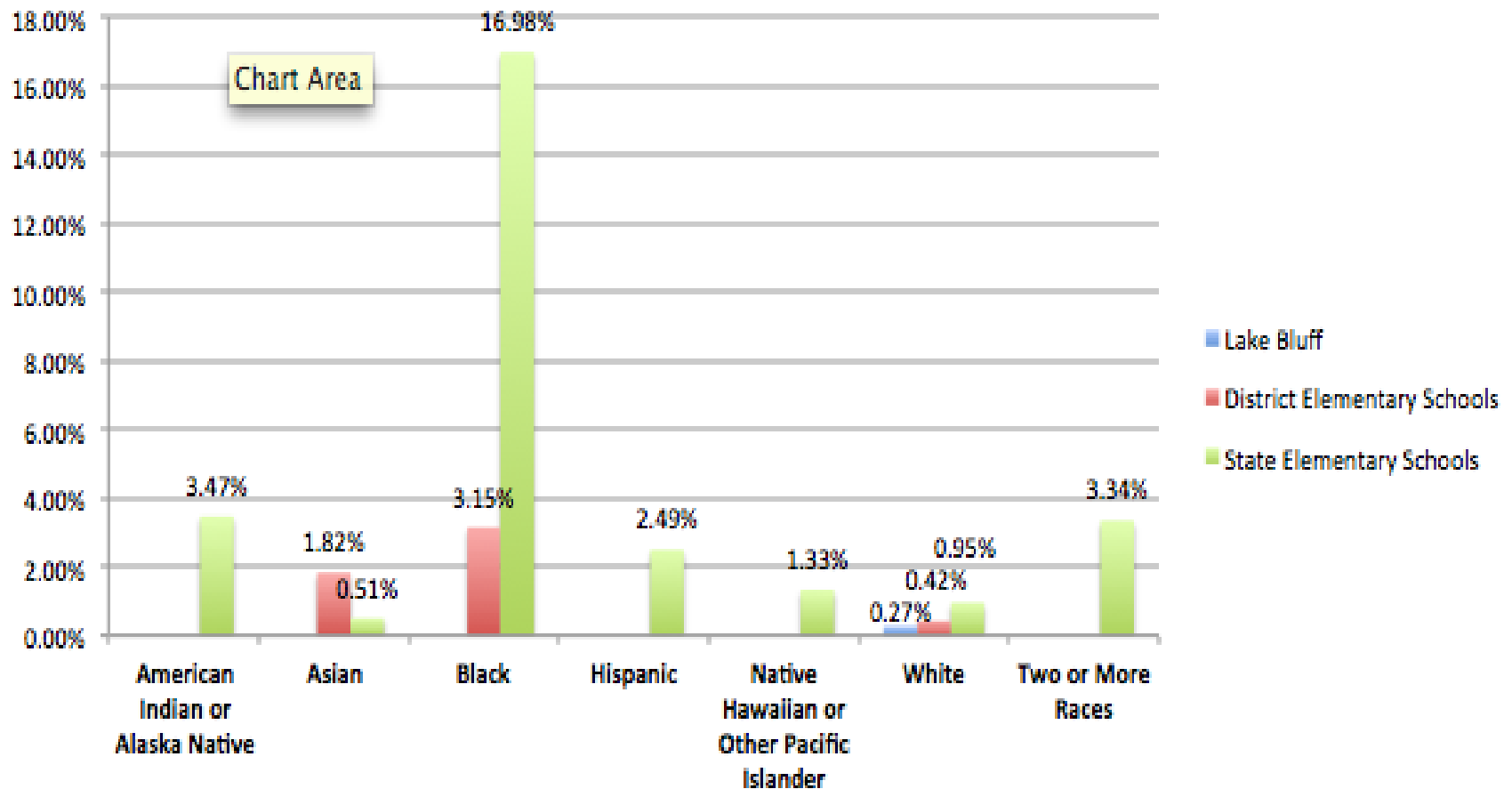
# Student Data – Behavior Management

## Suspension Rates - 5 Years Atwater compared to District and State

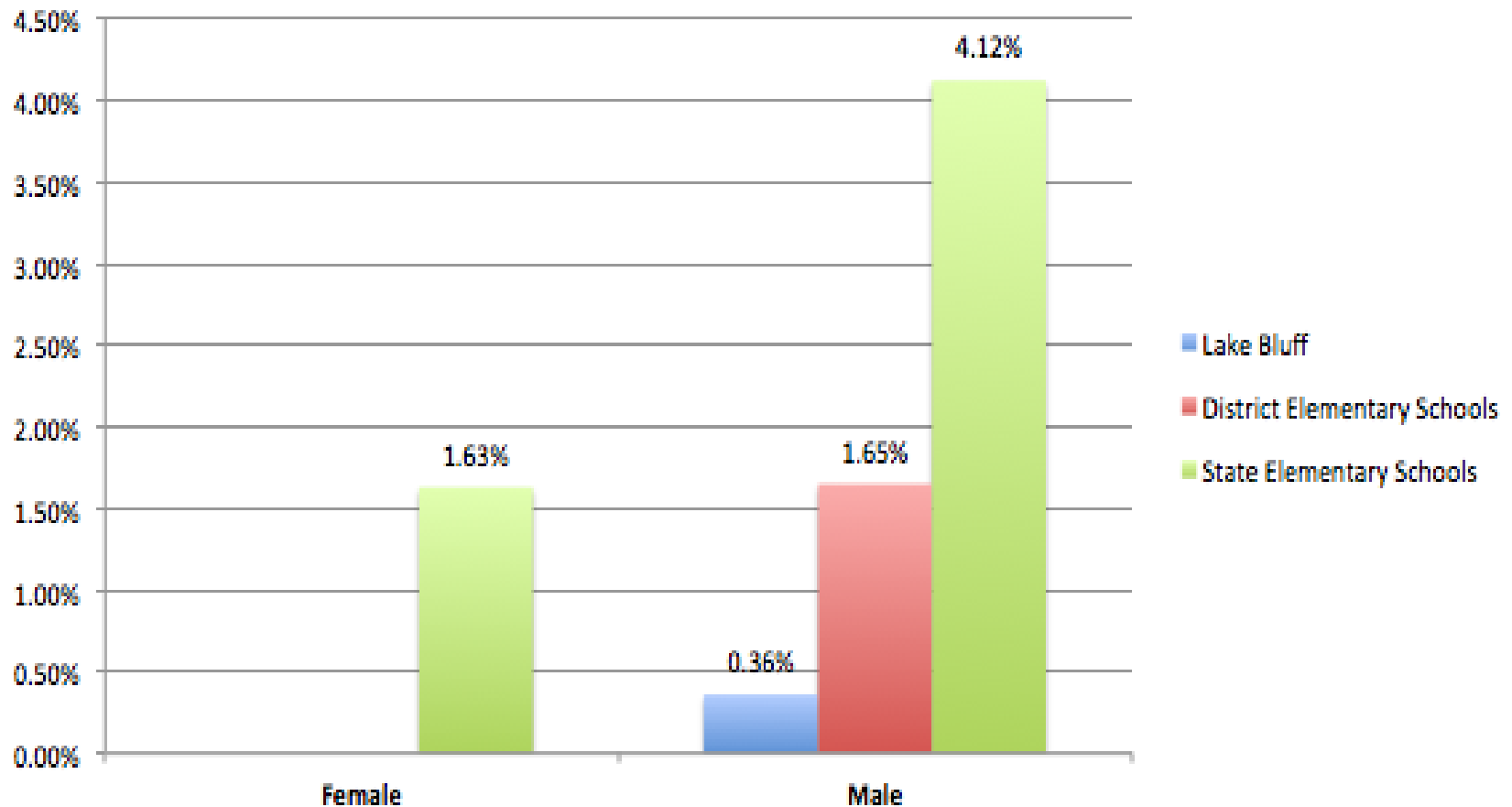
2012/2013 LB- 1 out of 547 suspended  
2009/2010 LB - 8 out of 503 suspended  
2010/2011 LB - 14 out of 533 suspended  
2011/2012 LB - 15 out of 541 suspended



## Suspension Rates by Ethnicity 2012/2013 Lake Bluff compared to District and State

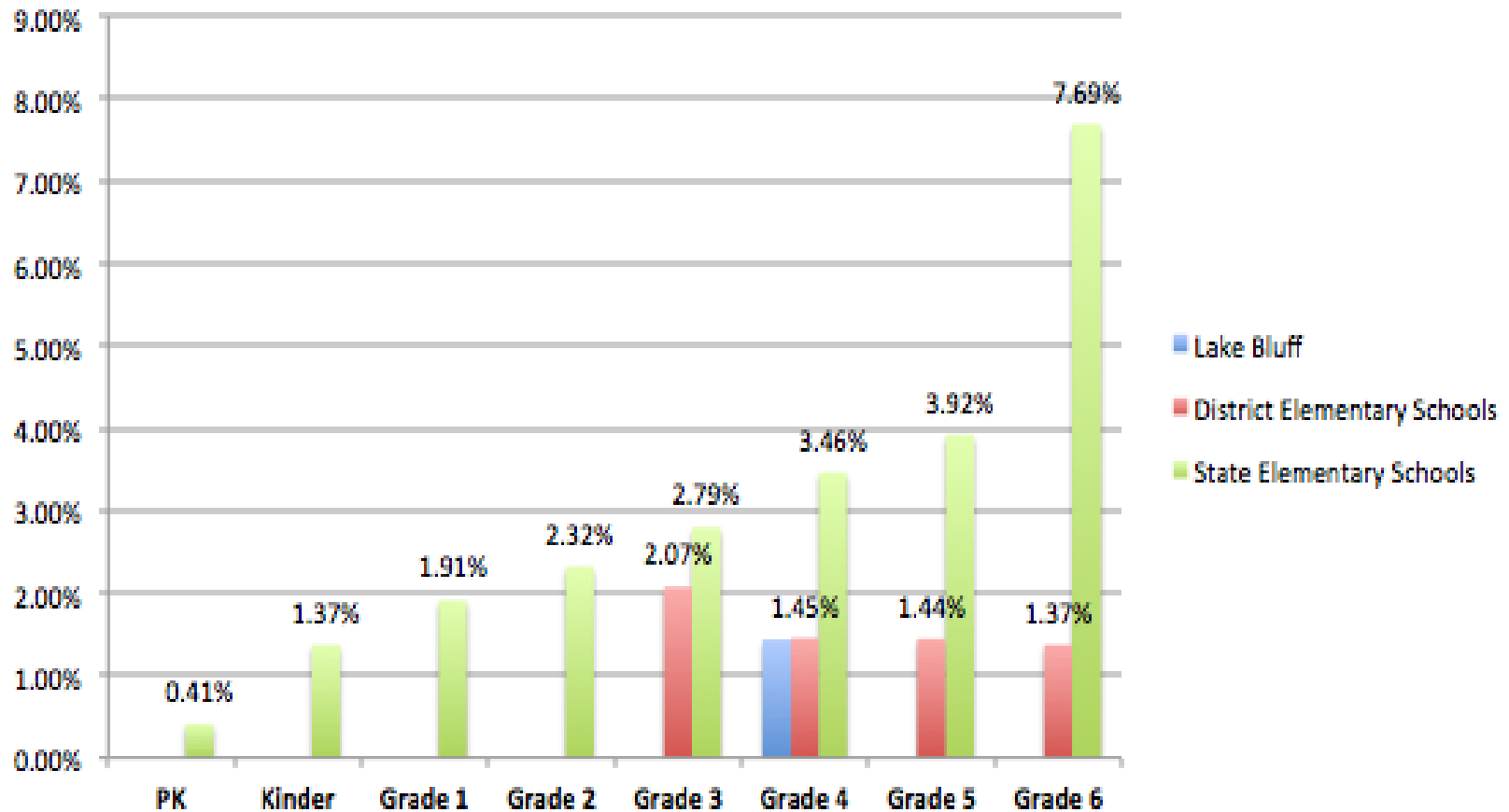


## Suspension Rate by Gender 2012/2013 Lake Bluff compared to District and State





## Suspension Rate by Grade Level 2012/2013 Lake Bluff compared to District and State



# Data Observations for 3<sup>rd</sup> – 5<sup>th</sup> Grade

- According to spring 2014 MAP testing, 68% (151) of 3<sup>rd</sup> – 5<sup>th</sup> grade students were above average in reading.
- We continue to have students who fall at average or below.
  - 20.2 % (45) average
  - 6.3% (14) low-average
  - 5.4% (12) low
- According to Running Record data,
  - 18% of 3<sup>rd</sup> grade students are below level
  - 25% of 4<sup>th</sup> grade students are below level
  - 30% of 5<sup>th</sup> grade students were below grade level

# Analysis

- According to MAP data, a disproportionate number of our 3<sup>rd</sup> – 5<sup>th</sup> grade students who were below the 50<sup>th</sup> percentile receive special education support, are African-American or Hispanic, economically disadvantaged, or some combination of these factors

# Data Observations for K5-2<sup>nd</sup> Grade

- About 10% (6) of K5 were below benchmark according to PALS
- 12% (10) of 1<sup>st</sup> graders were below benchmark
- PALS will be implemented in 2<sup>nd</sup> grade during the 2014-2015 school year
- According to Running Record data,
  - 8% (6) of K5,
  - 7% (6) of 1<sup>st</sup> grade students and
  - 9% (6) of 2<sup>nd</sup> grade students were below grade level.

# Analysis

- A disproportionate number of our K5- 2<sup>nd</sup> grade students who failed to reach benchmarks receive special education support, are African-American, Hispanic, economically disadvantaged, or some combination of these factors.

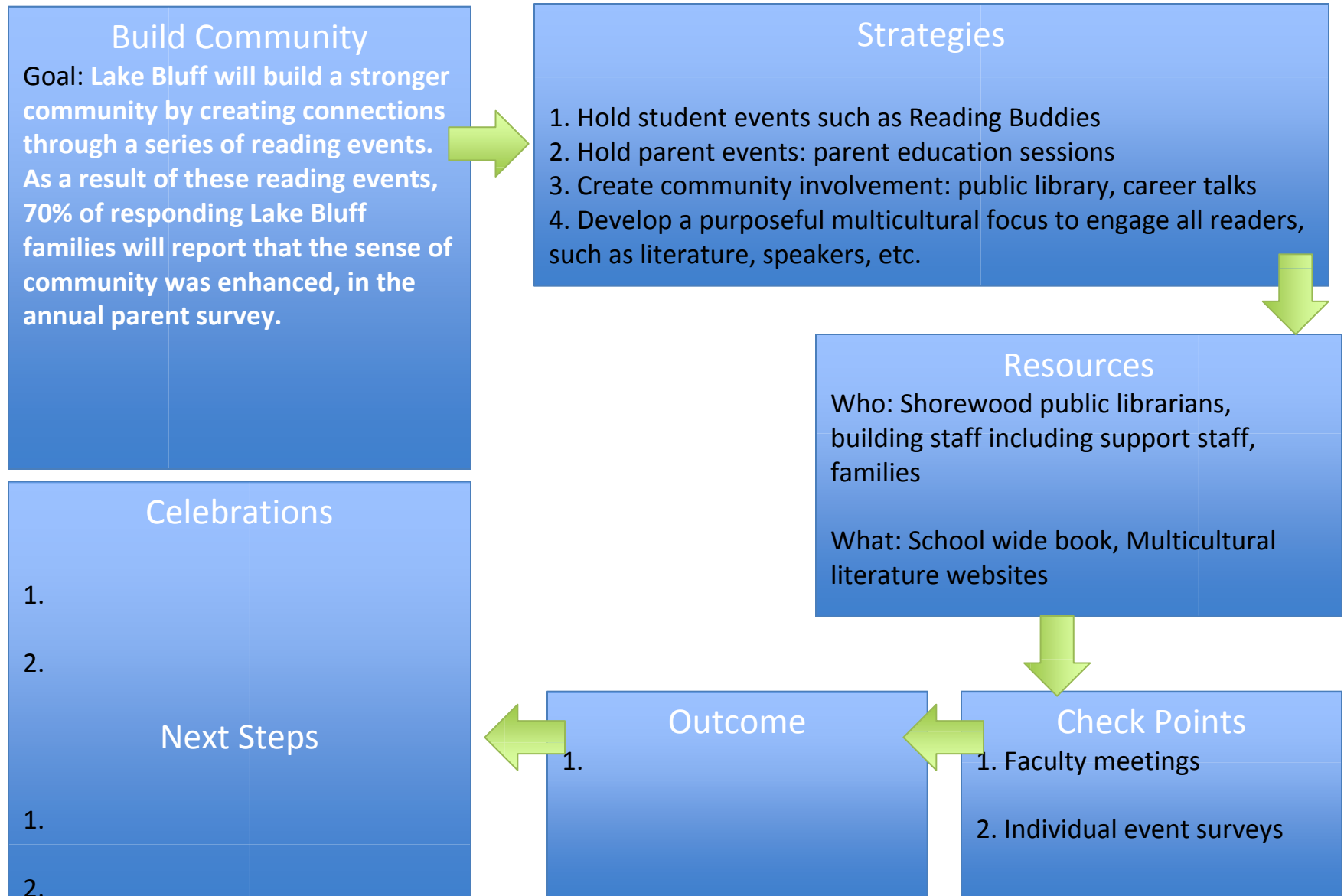
# Hypothesis #1

- Life long readers, people that enjoy reading, do better in school and life. If we focus on encouraging all students to become life long readers, student achievement levels will increase across all groups.
- We need to be more purposeful and intentional about engaging our students and improving the attitude of those who struggle in reading.
- Furthermore, our academic community is stronger when all stakeholders are engaged and focused on a common goal.

# Hypothesis #2

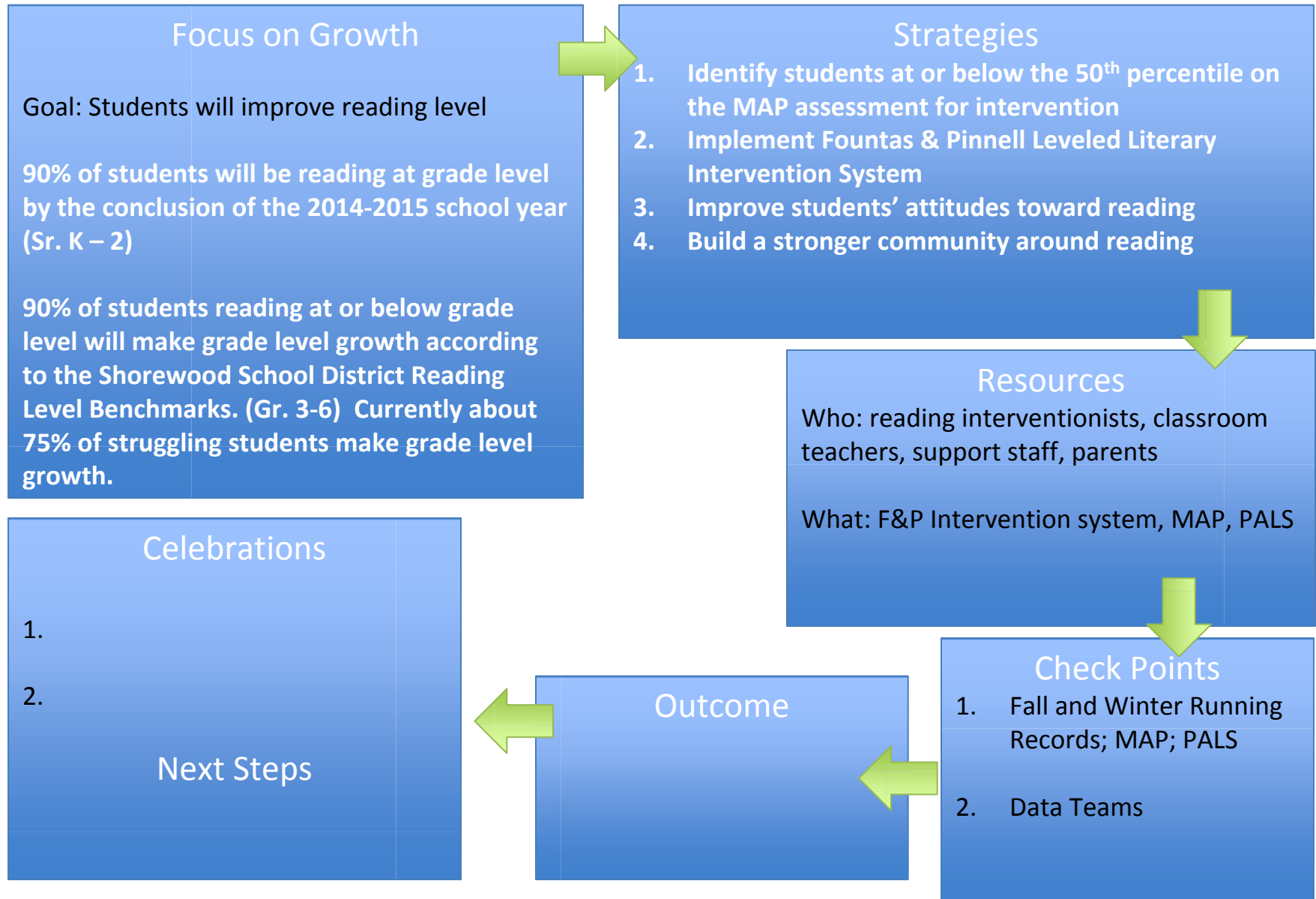
- Expeditionary Learning schools close critical achievement gaps for ELL, Hispanic, African American, Special Education and low income students.
- EL builds off of what we value, character education integrated with our rigorous academic standards.
- EL creates an environment that promotes deep engagement in learning, which leads students to achieve at higher levels.

# Lake Bluff Elementary – School Growth Plan 2014-2015





# Lake Bluff Elementary – School Growth Plan 2014-2015



# Lake Bluff Elementary – School Growth Plan 2014-2015

## Transform Learning

Goal: 70% of Lake Bluff students will improve their attitude about reading as evidenced by an increase in their individual score on the Elementary Reading Attitude Survey within the 2014-2015 school year.



## Strategies

1. Analyze Attitude Survey to determine recreational reading attitude vs. academic reading attitude
2. Conduct follow up discussions based on results of attitude survey
3. Create student events: Dress like a character, read to an outside adult
4. Create community involvement: such as professionals talking about reading in their life
5. Encourage family inclusion: such as book clubs



## Celebrations

- 1.
- 2.

## Next Steps

- 1.
- 2.



## Outcome

- 1.



## Resources

Who: Community members; parents and families; building staff  
What: Elementary Reading Attitude Survey



## Check Points

1. Faculty meetings
2. Informal, mid-year check in with students
3. Student/parent reflection of attitude at March conference

# Lake Bluff Elementary – School Growth Plan 2014-2015

**Transform Learning**

Goal: Over the next four years, we will improve student achievement and close achievement gaps through project based learning. We will improve our closing the gap score on our state report card by 5 points.



**Strategies**

1. Conduct a needs and assets inventory with Expeditionary Learning during the 2014-2015 school year
2. Determine the level of support within building required for EL implementation (requires 80%)



**Resources**

Who: Expeditionary Learning

What: Financial support, estimated at \$40,000 for year 1



**Check Points**

1. School board approval
2. Staff and community support at end of school year



**Outcome**

- 1.



**Celebrations**

- 1.
- 2.

**Next Steps**

- 1.
- 2.

Our Team

