

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Stan Gorbatkin

Official School Name: Clifford Crone Middle School

School Mailing Address:
4020 111th St
Naperville, IL 60564-5027

County: DuPage State School Code Number*: 19022204026-1004

Telephone: (630) 428-5600 Fax: (630) 428-5601

Web site/URL: crone.ipedsd.org E-mail: stan_gorbatkin@ipedsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Stephen Daeschner, PhD

District Name: Indian Prairie CUSD 204 Tel: (630) 375-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Mark Metzger

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 21 | Elementary schools |
| 6 | Middle schools |
| 0 | Junior high schools |
| 2 | High schools |
| 2 | Other |
| 31 | TOTAL |

2. District Per Pupil Expenditure: 9222

Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	179	196	375
K			0	8	219	197	416
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	205	207	412				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1203

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
12 % Asian
5 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1.	1203
(5)	Total transferred students in row (3) divided by total students in row (4).	0.034
(6)	Amount in row (5) multiplied by 100.	3.408

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 5

Number of languages represented: 4

Specify languages:

German, Polish, Telugu, Urdu

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 88

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>25</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>67</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>16</u>	<u>1</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>101</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	96%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	8%	10%	8%	9%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Clifford Crone Middle School is one of 31 public schools in Indian Prairie School District 204, which serves portions of the Aurora, Bolingbrook, Naperville, and Plainfield, Illinois communities. Specifically, Crone is located in the southwest quadrant of Naperville, approximately 40 miles from downtown Chicago. Crone currently serves 1,200 6th, 7th, and 8th grade students in a facility which opened in August of 2003, moving from the previous Crone building which is now the freshman campus of Neuqua Valley High School.

The community which Crone serves is an upper middle income suburban area with high expectations for student achievement. A very involved Parent-Teacher-Student-Association (PTSA) is an integral part of the school community, providing resources for special student events and parent education programs. Crone also values ongoing partnerships with local governmental agencies such as the police department, fire department, library, and park district. Through these associations numerous educational enhancements are afforded to the students at Crone.

Overall, Crone Middle School provides an atmosphere that encourages life-long learners who recognize their individual strengths, talents, and differences; thus promoting new ideas and ways of thinking in an environment that exemplifies tolerance, diversity, and a variety of learning styles. Crone's instructional program is driven by district-designed curriculum, which is closely aligned with state learning standards. Employing the "middle school" philosophy, interdisciplinary teams work to design instruction, which maximizes student engagement and addresses the needs of students with various learning styles. Utilizing the response-to-intervention (RTI) model, numerous researched-based instructional supports are employed to ensure that students receive necessary assistance in the areas of literacy and mathematics. In subsequent sections of this document, specifics of these interventions are enumerated, highlighting the means in which Crone has continued to show longitudinal growth in student achievement in sub-group and overall student populations.

Beyond core instruction in literacy, mathematics, science, and social studies, Crone offers numerous other curricular offerings including Foreign Languages, Band, Chorus, Orchestra, General Music, Computers/Technology, Physical Education, Health, Art, Family and Consumer Sciences, and Industrial Technology. Crone also offers accelerated math classes, and courses for the gifted and talented in literacy, mathematics, and science.

Crone also offers many activities which give the students the opportunity to identify and develop their abilities and interests. Included are numerous athletic teams in association with a local athletic conference, stressing skill development and participation. Numerous other extra-curricular opportunities include theatrical and fine arts performance groups, student council, various clubs, mentoring initiatives, intramurals, dances, and community service opportunities. Students also have the opportunity to participate in academic enhancement endeavors such as the local, regional, and state science fairs, spelling bees, and the National Council of Teachers of Mathematics (NCTM) competition.

In summary, the Crone community has harnessed the resources and opportunities summarized above to actualize the belief that all students can reach their true potential through dedication and collaboration of all stakeholders in our school-community. Even as a high performing school, we continually look to further improve to ensure that every student has the best possible educational experience. We are immensely proud of our students for continued longitudinal growth in achievement over the past five years and feel honored to be considered for this prestigious award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

All grade levels at Crone Middle School participate in the criterion-referenced Illinois Standards Achievement Test (ISAT) which measures individual student achievement relative to the Illinois Learning Standards. The ISAT is also the assessment used to determine Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001. The results of this assessment are classified into four categories: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. In the Exceeds category, students demonstrate advanced knowledge and skills in the subject area tested. Students are able to creatively apply their knowledge and skills to solve problems and assess the results. In the Meets category, students demonstrate proficient knowledge and skills in the subject area tested. Students are able to effectively apply their knowledge and skills to solve problems. In the Below Standards category, students demonstrate basic knowledge and skills in the subject area tested. Due to gaps in learning, students are able to apply knowledge and skills in limited ways. In the Academic Warning category, students demonstrate limited knowledge and skills in the subject area tested. Due to major gaps in learning, students are able to apply knowledge and skills in an ineffective way. Students who score in the Exceeds Standards and Meets Standards are considered to be “meeting the standard”. Aside from some special education students, all Crone students participate in the ISAT each year. Grade levels are tested in subjects determined by the State of Illinois. There are some special education students who participate in the Illinois Alternative Assessment (IAA) in lieu of the ISAT, as written in the child’s Individualized Education Plan (IEP). The Illinois State Board of Education Assessment website (www.isbe.net/assessment/isat.htm) provides information on all of the state assessments given in Illinois. The Interactive Illinois Report Card website (www.iirc.niu.edu) provides information on the results of those assessments.

In March of 2008, Crone Middle School students participated in the ISAT assessment. Students in sixth, seventh, and eighth grade were tested in the areas of reading and mathematics. In addition, students in seventh grade were tested in science and students in sixth and eighth grade were tested in writing. Overall, for the 2008 ISAT, 96.6% of all of our students performed at the Meets or Exceeds level. For the 2004 ISAT, 87.3% of all of our students performed at the Meets or Exceeds level. This supports the continual trend of improvement over the last five years. Specifically for 2008, our students performed at an exceptional level with 96.6% of students at the Meets or Exceeds level in reading and 97% of students at the Meets or Exceeds level in mathematics. The same assessment in 2004 yielded results of 90.7% of students at the Meets or Exceeds level for reading and 79.8% of students at the Meets or Exceeds level for mathematics. This represents a trend of improvement within the last five years and meets the requirement for AYP. In addition, it is notable that 95% or higher of all of our students performed at the Meets or Exceeds level on both the reading and mathematics assessment.

2. **Using Assessment Results:**

Crone Middle School is deeply dedicated to using assessment data to understand and improve student and school performance. Our teams of teachers work collaboratively within the problem solving model and school improvement process to develop and implement interventions which allow all students to succeed. The interests of students who encounter learning challenges are best served when interventions can be employed as early as possible. By utilizing ongoing formative assessments as teaching/learning occurs, progress can be monitored, allowing for timely interventions. Also, by conducting formative assessments on the entire student population, potential issues are identified before they become more difficult to remediate. With this in mind, all students at Crone Middle School are benchmarked three times a year using Curriculum Based Measurements, also known as CBMs. Curriculum Based Measurements are formative assessments which are designed to measure growth and development in specific curricula, allowing staff to make changes in

instruction as needed. The CBM that students are administered is the MAZE. The MAZE assessment monitors progress in growth in reading comprehension. All students who have an IEP with goals in reading or math, Strategic Reading students, and At-Risk students who are identified through benchmarking periods are progress monitored weekly to ensure appropriate instruction and interventions are implemented to ensure individual student progress. This formative assessment is only one way in which we rely on data to improve performance.

It is our aim to understand the strengths and weaknesses of teaching and learning as demonstrated by the analysis of our assessment data. Once identified, we work to maintain the methods which produce our strengths. In order to achieve a higher level of success, the areas of weakness become more of a focus. We are able to improve in these areas by developing specific school improvement goals and designing staff development activities which target the areas which need improvement.

Assessment data are systematically used to drive instruction. Specifically, we continually analyze our assessment data and share the results with our staff. It is through this collaboration that we are able to work with students in their areas of need to improve student achievement and performance. Teaching strategies are tailored to the needs of each student. With continual progress monitoring, we are able to reflect on the effectiveness of teaching strategies.

3. Communicating Assessment Results:

The most essential element in effective school communication is the dialogue between teacher and student. Our teachers provide clear expectations, administer formative and summative assessments, and provide ongoing verbal and written feedback to individual students on their level of achievement. The students are included in setting goals and are given the tools necessary to monitor their own progress. Communication with parents takes many forms, with the most fundamental being access to the on-line grading system allowing timely monitoring of student performance. In addition, our teachers personally contact the parents of any student who is not meeting academic standards. A Curriculum Night is held for each grade level in the fall when parents are provided an overview of the curriculum and expectations, as well as the information needed to utilize all of the communication tools available. In the fall and spring, parents and students are invited to attend conferences to discuss academic and social progress. Teachers, students, and parents are increasingly taking advantage of Blackboard Academic Suite, which is an excellent tool for communicating teacher expectations, assignments, and resources.

Crone's results on the Illinois Standards Achievement Test, as well as individual student scores, are mailed to parents along with information needed to accurately interpret the data. Assessment results are also shared with the Parent-Teacher-Student-Association (P.T.S.A.) at one of the monthly meetings. Parents of students who do not meet state standards are contacted and invited to participate with the team in the development of strategies to help those students improve their performance, utilizing the Response to Intervention (RTI) process. The School Improvement Team is invaluable in providing a formal School Improvement Plan outlining our instructional goals and objectives. District 204 makes the School Improvement Plan available through the district website where a link to our Illinois School Report Card can be found as well. Crone utilizes our monthly newsletter and the local media to keep the community current on our students' successes.

4. Sharing Success:

The administrative staff at Crone Middle School meets monthly with the administrators of the other five district middle schools and takes that opportunity to share successes and to discuss opportunities for future achievements. In addition, Crone staff members serve on a variety of committees tasked with refining our middle school model to provide the best possible environment to maximize student achievement. All of our staff members are encouraged to collaborate with not only their colleagues at the other district middle schools, but with teachers throughout the nation. The teachers take advantage of the opportunity to share the ideas that

work well for them and their students and gain a repertoire of strategies and activities to continue to meet the needs of our students. We have played host to groups from other schools looking to Crone Middle School for leadership in the areas of music, science, math, gifted and special education. Teachers from Yorkville Middle School sent a contingent of educators to meet with our special education staff to observe firsthand Crone's special education service model.

Recently, teachers from one of the Oswego middle schools spent the day with Crone math teachers to see how Crone teachers effectively utilize data to drive instruction. Crone staff members have been chosen for leadership roles at the regional and state level in a variety of curricular areas. Working with the University of Nebraska on their Climate Study, one of our seventh grade science teachers and her students have participated in five Climate Summits held at the Museum of Science and Industry in Chicago. The students have had the opportunity to converse with teachers and students in Egypt, Italy, Wales, South Africa and Portugal. At the National Science Teachers meeting in New Orleans this year, the teacher will give five presentations on the climate change project she participated in with her students. Crone Middle School is a Positive Behavioral Intervention and Supports Network Contact site and won the 2007-2008 award for Fabulous School Culture. We have the opportunity to showcase our successes by hosting the Illinois Grade School Music Association Solo and Ensemble competition as well as the Operation Snowflake, anti-drug, self-esteem program for the 2009-2010 school year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Embracing the “middle school” philosophy, Crone students are members of interdisciplinary core teams, where they are exposed to comprehensive curricula in the areas of Literacy (Reading and Writing), Mathematics, Science, and Social Studies. Students showing high levels of academic potential are eligible for accelerated and gifted course offerings. Crone also offers academic support for students in need through differentiated intervention classes and strategies. Beyond the core program, numerous exploratory and fine arts courses are available to students. Also, vast arrays of athletic and extra-curricular activities are an additional component of the overall student experience.

Crone Middle School’s language arts/literacy mission is to develop, through the use of a balanced literacy approach, each student’s potential to effectively construct and convey meaning in all areas of language. Research based comprehension strategy instruction, systemic word study, fluency, reading response, and literature study are at the core of the curriculum, creating a literacy rich environment in which students interact with a variety of reading, writing, speaking, and listening opportunities. Within their language arts classes, students are exposed to and receive direct instruction on a variety of writing styles, including expository, persuasive and narrative writing while developing vocabulary, spelling and word analysis. The math curriculum teaches math concepts and skills, emphasizing the application of these skills to everyday life.

Crone offers a multitude of math options, including enrichment and remedial opportunities to meet the needs of all students. To determine appropriate placement within these math courses, a variety of state, curriculum based measurements, and local assessments are utilized. Within the science curriculum, students receive the foundations of biology, chemistry, physics and earth sciences during their tenure at Crone. Students develop critical thinking skills and learn to utilize laboratory skills while participating and engaging in hands-on learning opportunities.

The social studies curriculum at Crone allows students to explore a multitude of topics while applying various skills. The focus of sixth grade students is Ancient and Medieval History and Cultures, with units culminating with events such as India Day, Greek Agora Day, and Middle Ages Day. These foundations are expanded into Geography during the seventh grade year with an emphasis on the Americas and other regions of the world. The eighth grade year moves into a survey of United States History from colonial times through the challenges of the decades following World War II, while connecting the past to the present to make history come alive for the students. Crone Middle School is incredibly gifted and involved in all aspects of performing arts.

With approximately 60% of Crone students participating in band, chorus, and/or orchestra, along with a plethora of additional ensembles students take part in, students develop performance skills for the purpose of performing in numerous public presentations for their peers, parents, and community, while setting individual and group goals to work toward and reflect upon, encompassing team-work and dedication.

Visual art courses provide students with experiences utilizing digital media, computer modules exposing students to communication, transportation, energy and power, manufacturing and technology, along with building skills in the areas of drawing, painting, sculpture and design.

Our Foreign Language program currently begins at the 7th grade level providing students with a semester-long elective exposing them to the process of learning a new language. French, German and Spanish are all covered briefly within this elective, with the emphasis on culture, common phrases, and basic vocabulary of each of the languages. At the 8th grade level students can currently elect to take an entire year of traditional

Spanish designed to prepare them for a high school Spanish course. This course includes skill development in the areas of listening, speaking, reading, writing, vocabulary development, conversation and culture. Beginning in the 2009-2010 school year, seventh and eighth grade students will have the opportunity to participate in a two year Foreign Language course, including French and Spanish. Sixth grade students not involved in band, chorus, or orchestra will have the opportunity to participate in a one quarter Foreign Language experience as well. These increased offerings are an outgrowth of desired and necessary opportunities to further enrich student learning. As an example of interest and participation in Foreign Language offerings, 73% of next year's 7th grade class has enrolled in the study of a Foreign Language.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

At Clifford Crone Middle School we approach the reading curriculum with the mindset of designing instruction using a variety of instructional strategies to ensure that all students achieve. We utilize a balanced literacy approach which, according to research and nationwide studies, has shown vast improvement in student achievement. In lieu of focusing on teaching literature to our students, we instead instruct on the process of reading, employing various strategies and research-based findings to develop and carry out the curriculum. By utilizing these research based comprehension strategies, we are ensuring that we meet the needs of each and every adolescent learner.

Individual and statewide formative assessments are used to determine student needs and instruction is designed by using this information to create appropriate curriculum and instruction, not only as a district and building, but in individual classrooms as well. Appropriate reading materials are provided for students to practice and apply strategies at their individual instructional level, including fictional and non-fictional texts to broaden their knowledge and understanding of topics.

The balanced literacy approach which is the basis of our language arts instruction provides an overlapping of the curriculum for the areas of reading and writing. Within the writing curriculum, students engage in word study, including vocabulary development along with spelling and word analysis, grammar study, along with the direct instruction, modeling, guided and independent practice of expository, narrative, and persuasive forms of writing.

For those students who may be struggling with grade-level appropriate concepts, we have implemented two differentiated reading courses along with an additional writing course. Strategic Reading, Direct Reading and Direct Writing are organized in small groups where student instruction is individualized and designed to meet the specific needs of each student. All students involved in these programs are progress monitored weekly using curriculum based measurements to ensure growth and progress.

3. Additional Curriculum Area:

In order to meet the future needs of students in a changing era, Crone Middle School and Indian Prairie School District believes that the primary goal of the mathematics program be the development of mathematical power by each student, denoting an individual's ability to creatively explore, reason, and analyze using a variety of mathematical methods to effectively solve a wide range of problems. Crone's math program emphasizes with students the process of problem solving with realistic contexts, builds confidence in using mathematics meaningfully, and integrates existing knowledge through interacting with mathematics within a broad range of content.

Throughout each grade level, students are offered curriculum at a variety of levels, including a general class, a class that is one year accelerated and two years accelerated, respectively. Throughout their middle school tenure, students have the opportunity to participate in general math, pre-algebra, algebra, and geometry courses. Within each of these courses, teachers integrate problem solving activities into lessons, provide frequent opportunities on tests and quizzes for open-ended responses, look at ways to implement strategies for increased level of student engagement and achievement, and group and regroup students to provide more individualized instruction and increase student learning.

Remediation and enrichment are offered in conjunction with regular instruction as well. Student performance on standardized testing, as well as classroom tests, homework performance, curriculum based measurements and local assessments, are used to identify additional student need. Identified students receive supplementary instruction and/or remediation through the use of connections/advisory time, as well as through the implementation of Compass Learning, an instructional tool to assist students with mathematical concepts. Crone Middle School staff members are fully invested in ensuring student growth, and prescribe and progress monitor Compass Learning activities per individual student needs for those who are identified as needing supplementary instruction.

4. Instructional Methods:

Crone Middle School teachers and staff employ a multitude of instructional strategies and practices to ensure that all students achieve to their highest potential. Most recent performance data from the 2008 ISAT assessments indicate that the overall Crone student population exceeded the mean performance of District 204 and Illinois State student populations in all tested areas. While we are proud of this performance, we continue to employ interventions for individual students not meeting state standards, with specific focus on Literacy and Mathematics. In addition, we continue to evaluate and refine our systemic practices related to gaps in performance of our various sub-groups.

By utilizing ongoing formative assessments as teaching/learning occurs, progress can be monitored, allowing for timely interventions. Also, by conducting formative assessments on the entire student population, potential issues are identified before they become more difficult to remediate. With this in mind, all students at Crone Middle School are benchmarked three times a year using Curriculum Based Measurements, also known as CBMs, which are designed to measure growth and development in specific curricula, allowing staff to make changes in instruction as needed. Based on the data from various assessments, and fully utilizing the Response to Intervention (RTI) process, Tier 2 and Tier 3 level interventions have been created and implemented to help support Crone's student needs. Examples of these include Direct Math, Direct Reading, and Direct Writing classes, opportunities within support staff's daily schedule for short-term individualized instruction/interventions, as well as strategic placement of students in a math support connections class.

Crone Middle School staff members see staff development and school improvement as an ongoing process. Along with daily team meetings allowing staff to plan collaboratively, discuss and problem solve student concerns, and assess data collected about the students to create intervention plans that individualize instruction and allow for flexibility in how the interventions are delivered, staff members participate in monthly professional learning communities. During these monthly meetings topics such as the Nine Essential Instructional Strategies by Robert Marzano are explored and discussed, along with issues such as formative assessment, student engagement, and other instructional methods with the emphasis on increasing student learning and success. In addition, Crone Middle School has adopted the QAR (Question Answer Relationship) strategy school-wide. All students have been directly taught this strategy, teachers continually incorporate this strategy within their daily lessons, and students and staff provide monthly feedback regarding the effectiveness of the QAR strategy within their learning and instruction.

5. Professional Development:

Professional development at Crone Middle School is a critical piece to the success of all students. Our program includes formal and informal processes which continually keep our focus on the improvement of student achievement. Formally, our professional development is guided by our school improvement plan. The goals that are developed in our school improvement plan are the result of analysis of student performance and achievement data. In an effort to achieve the school improvement goals, professional development is created and provided to staff in relevant areas. For example, with a focus and goal of improving student achievement in reading, professional development in instructional reading strategies has been provided to all staff. We continually look to our school improvement plan to develop professional development activities. Our staff serves as experts in certain areas and shares their knowledge with colleagues formally at school improvement sessions.

Another formal process which emanates from our school improvement plan is our professional learning communities. It is through these learning communities that we are able to work on specific goal areas. During this dedicated time, staff is able to collaborate across grade levels and content areas and participate in activities which teach them strategies to help students reach achievement goals. Informally, our teachers are able to work together daily on grade level and content area teams. This allows teachers to focus on the abilities and needs of their students. In addition, this team time provides an opportunity for teachers to focus on strategies which are beneficial to students. These strategies are essential in helping students improve their performance. Throughout our staff development activities, formal and informal data is collected and analyzed in an effort to measure the impact of such activities. It is through this data analysis that we are able to see the impact of professional development on student achievement.

6. School Leadership:

As the primary instructional leader, the principal meets with the two assistant principals and lead teacher on a weekly basis. In addition, a group of teachers in team coordinator roles and support staff meet weekly. In both settings, the principal facilitates dialogue to maintain a climate of high expectations and promote the use of data to drive instructional planning. Specifically, we embrace a continuous improvement philosophy, with ongoing goal development and refinement through cyclical analysis of data provided by the Illinois Standards Achievement Test (ISAT), Illinois Alternative Assessment (IAA), curriculum-based measurements, and local assessments. This approach is utilized in pursuit of the following vision:

--All students will meet or exceed the literacy and mathematics performance standards as measured by the Illinois Standards Achievement Test and Illinois Alternative Assessment. Literacy and mathematics achievement will improve for all students. The gap between the highest and lowest achieving students will narrow, inclusive of all low performing subgroups as measured by the March 2009 Illinois Standards Achievement Test/ Illinois Alternative Assessment.--

The leadership structure also allows for feedback to be assimilated from the Crone Parent-Teacher-Student-Association (PTSA) on a monthly basis. In addition, students and parents at large have the ability to meet with the administrators to discuss ideas or concerns. In summary, the administrative structure is designed to promote open dialogue in pursuit of a common vision.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ISAT

Edition/Publication Year:

Publisher:

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	99	97	0	0
Exceeds	40	39	37	0	0
Number of students tested	376	401	391	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	2	6	5		
Percent of students alternatively assessed	1	1	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	6	2		
2. Racial/Ethnic Group (specify subgroup): Black					
Meets and Exceeds	75	100	89		
Exceeds	6	32	10		
Number of students tested	16	19	19		
3. (specify subgroup): Asian					
Meets and Exceeds	96	100	98		
Exceeds	63	73	60		
Number of students tested	54	45	45		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6

Test: ISAT

Edition/Publication Year:

Publisher:

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	90	96	0	0
Exceeds	39	31	34	0	0
Number of students tested	375	401	391	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	2	6	5		
Percent of students alternatively assessed	1	1	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	6	2		
2. Racial/Ethnic Group (specify subgroup): Black					
Meets and Exceeds	74	90	95		
Exceeds	12	16	16		
Number of students tested	16	19	19		
3. (specify subgroup): Asian					
Meets and Exceeds	98	91	98		
Exceeds	62	53	47		
Number of students tested	53	45	45		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 7

Test: ISAT

Edition/Publication Year:

Publisher:

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	98	95	0	0
Exceeds	55	53	45	0	0
Number of students tested	410	394	405	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	3	5	5		
Percent of students alternatively assessed	1	1	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	2	6		
2. Racial/Ethnic Group (specify subgroup): Black					
Meets and Exceeds	100	100	60		
Exceeds	50	25	20		
Number of students tested	18	16	20		
3. (specify subgroup): Asian					
Meets and Exceeds	100	100	98		
Exceeds	79	73	67		
Number of students tested	48	45	48		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 7

Test: ISAT

Edition/Publication Year:

Publisher:

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	95	91	0	0
Exceeds	33	30	26	0	0
Number of students tested	410	394	405	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	3	5	5		
Percent of students alternatively assessed	1	1	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	4	2	6		
2. Racial/Ethnic Group (specify subgroup): Black					
Meets and Exceeds	100	75	60		
Exceeds	28	6	0		
Number of students tested	18	16	20		
3. (specify subgroup): Asian					
Meets and Exceeds	98	96	98		
Exceeds	54	40	40		
Number of students tested	48	45	48		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 8

Test: ISAT

Edition/Publication Year:

Publisher:

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	94	94	78	80
Exceeds	53	50	43	28	37
Number of students tested	392	407	363	352	328
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	5	9	8
Percent of students alternatively assessed	1	1	1	3	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	6	3	2	
2. Racial/Ethnic Group (specify subgroup): Black					
Meets and Exceeds	87	71	100	36	58
Exceeds	47	18	21	12	16
Number of students tested	15	17	19	25	19
3. (specify subgroup): Asian					
Meets and Exceeds	98	100	97	91	87
Exceeds	72	74	70	34	48
Number of students tested	43	54	37	35	23
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8

Test: ISAT

Edition/Publication Year:

Publisher:

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	97	96	91	91
Exceeds	21	28	17	22	26
Number of students tested	386	406	363	352	328
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	5	9	8
Percent of students alternatively assessed	1	1	1	3	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	5	3	2	
2. Racial/Ethnic Group (specify subgroup): Black					
Meets and Exceeds	94	77	95	72	68
Exceeds	7	18	5	12	21
Number of students tested	15	17	19	25	19
3. (specify subgroup): Asian					
Meets and Exceeds	100	100	97	100	100
Exceeds	44	50	27	23	44
Number of students tested	43	54	37	35	23
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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