

Brady Elementary School
600 Columbia Street
Aurora, IL 60505
630- 299-5425

“All children can exceed academic learning standards at Brady- a great place to learn together”

Dear Parents/Guardians and Community Members,

The information found in this report describes the academic performance of Brady’s third, fourth, and fifth grade students. One assessment administered to Brady students is the Illinois Standards Achievement Test (ISAT). Students in third through fifth grade were tested in the areas of Reading, Math and Writing. In addition fourth grade students were also tested in the areas of Science and Social Studies. This report indicates the percentage of student results in four categories: exceeds standards, meets standards, below standards, or merits academic warning. Another assessment is the Illinois Measure of Annual Growth in English (IMAGE) that is administered to students in the transitional bilingual program. It is a language proficiency test that assesses the academic areas of Reading and Math in English. The student scores fall under four levels: * at the time of this report levels were not available so a percentage of meets and exceeds was used.

Level 1-Beginning Level 2- Strengthening Level 3- Expanding Level 4-Transitioning

Third Grade IMAGE Data:

60% of Brady’s 3rd graders met or exceeded standards in READING

69% of Brady’s 3rd graders met or exceeded standards in MATH

Fourth Grade IMAGE Data:

61% of Brady’s 4th graders met or exceeded standards in Reading

77% of Brady’s 4th graders met or exceeded standards in Math

Fifth Grade IMAGE Data:

68% of Brady’s 5th graders met or exceeded standards in READING

72% of Brady’s 5th graders met or exceeded standards in MATH

Overall IMAGE Data:

61% of Brady Students met or exceeded standards in READING

73% of Brady Students met or exceeded standards in MATH

Third Grade ISAT Data:

55% of Brady’s 3rd graders met or exceeded standards in READING

77% of Brady’s 3rd graders met or exceeded standards in MATH

Fourth Grade ISAT Data:

60% of Brady’s 4th graders met or exceeded state standards in READING

74% of Brady’s 4th graders met or exceeded state standards in MATH

81% of Brady's 4th graders met or exceeded state standards in SCIENCE

Fifth Grade ISAT Data:

57% of Brady's 5th graders met or exceeded state standards in READING

76% of Brady's 5th graders met or exceeded state standards in MATH

Overall ISAT Data:

56% of Brady Students met or exceeded state standards in READING

75% of Brady Students met or exceeded state standards in MATH

Decisions for school improvement are based on data that has been collected from a variety of sources. Greater connections have also been forged as we continue our upward journey of student academic success. Brady has successfully implemented a broad-based leadership structure that affords all Brady stakeholders greater participation in our ongoing efforts to raise student achievement.

Our specific efforts include:

- Providing ongoing teacher support in reading through our building literacy coach and math coach
- Implementing of a Standards Driven Curriculum with performance assessments
- Parental engagement in building decision-making and curricular input opportunities
- A collaborative, team-teaching approach to language arts and mathematics instruction, grades 3-5
- Using technology to improve instruction and communication
- Providing specific, frequent academic feedback to students and parents regarding student academic progress

To improve READING:

- A reading coach will provide student and teacher support
- Use reading growth chart to plot reading student growth K-5th
- Work with students that are struggling in reading skills K-5th
- Provide parent mentors and volunteers to all K-2 classrooms to assist teachers during reading block
- Provide ongoing support to teachers through modeling and training in reading K-5th
- Revise, monitor and implement a reading assessment calendar for teachers
- Administer reading screener assessments to all students K-5
- Administer reading diagnostic assessments to students in the bottom 20% category K-5th
- Develop an intervention plan for those students who fall into the "watch" category (bottom 20%)
- Administer progress assessments at 6-8 week intervals

- Monitor and revise student intervention plans as needed based on results of progress monitoring assessments
- Administer reading outcome assessments to all students K-5th
- Make assessment results available to next year's teacher and summer school program coordinator and faculty through reading cards
- Read aloud to students on a daily basis using materials from different genres and reading levels
- Plan and conduct shared reading activities (to integrate vocabulary, fluency and comprehension strategies) on a daily basis
- Work with at least two guided reading groups daily to provide opportunities for students to read at their instructional level
- Provide time for self-selected independent reading on a daily basis
- Provide time for working with words daily
- Provide time for writing daily
- Plan reading lessons to include language arts standards and descriptors
- Conduct phonemic awareness activities on a daily basis in K-1 and 2-5th as needed
- Use explicit, systematic phonics instruction on daily basis in K-2 and 3-5th as needed
- Develop a word wall in the classroom and add words weekly using school-wide grade level lists
- Attend and participate in grade level meetings to plan reading instruction and interventions for students
- Participation by new teachers in Reading First 24 hour Academy as it becomes available
- Develop, plan and implement reading initiatives through the Reading Task Force
- Participate in training in the Harcourt Reading program
- Provide assessment training as needed for ISEL, DIBELS, and Harcourt assessments
- Provide opportunities for teachers to share ideas (from workshops, conferences) during staff meetings, grade level discussions, etc.
- Use of ISAT / IMAGE prep materials in the classrooms
- Display and use reading and writing strategy posters in all classrooms

To improve MATH:

- Teachers will administer a pre-, mid-year, and post-assessment using Math series
- Teachers will administer a pre and post local assessment
- A math coach will provide student and teacher support
- Create and monitor a Math assessment calendar for teachers
- Teachers will use ISAT/IMAGE preparation materials for grades 3 and 5 in math
- Teachers will implement additional extended response math problems that include problems with multiple solutions in grades 2-5
- Teachers will target where and what is taught with respect to measurement in the Everyday Math series
- Develop, plan and implement reading initiatives through the Math Task Force
- Purchase visual aids to hang in classrooms that display computation and measurement concepts and formulas

Brady School continues to provide additional opportunities to encourage greater parental communication, increase student academic support, and to nurture our business and community partnerships in our efforts to raise student achievement levels. Through our building literacy and math coaches, we will continue to provide a comprehensive approach toward formal reading and math instruction for all students. Supplemental academic services in reading and math are available for identified, at-risk students. Brady School plans to continue its after-school tutoring program in reading, writing and math. This year we offer extra tutoring for students, parent programs, and family support through the 21st Century program and our community business partner, Community Christian Church. As Brady continues to move and maintain more students into the "Meets and Exceeds" categories, parental and community involvement in school improvement efforts become vital to the academic performance of our students' successes.

Sincerely,

Francisco de los Santos, Principal