Case Study for Forrestal Elementary School
*Grades 1-5*

*North Chicago District 187*

*North Chicago, IL*

February 2003
### Forrestal Elementary School – Key Takeaways

<table>
<thead>
<tr>
<th>Catalysts for Change</th>
<th>Key Factors for School Success</th>
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<tr>
<td>‣ N/A</td>
<td>‣ Principal’s opinions</td>
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<tr>
<td></td>
<td>- Parent support</td>
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<td>- Hard working staff</td>
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<td>‣ Teachers’ opinions</td>
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<td>- Teachers teach to the IL standards</td>
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<td>- Lots of test preparation</td>
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<td>- Principal provides flexibility</td>
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<td>- Ample professional development opportunities on broad needs (not DDDM-focused)</td>
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<td>- Parental support, team teaching, staff’s commitment to serving children</td>
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### Challenges Overcome

- Student mobility: children of Navy employees typically enter at Kindergarten and leave after three years.
  - High turnover problems overcome because of teachers’ positive attitude, parent communication, teacher professional development, & support from principal
- Biggest challenges are “getting kids fed and reading experience”
- Teacher, principal and administration turnover a problem not yet resolved.
Forrestal Elementary School – Profile

Profile of Teachers and Students

› Grade levels Kindergarten through 5th grade
› Five year average: 433 students, 45% student mobility, 52% low income, 91% student attendance, 40% white, 47% black, 7% Hispanic; average class size of 25 students
› Number of teachers in 2002-03: 25
  - Specialty teachers: Title 1 teacher, special education
  - Teacher mobility rates – “high teacher turnover”
  - District controls most of the teacher hiring
› Principal’s background
  - Principal Hardy started as Principal at Forrestal for 2001-2002 school year

ISAT performance

› Third Grade
  1998  1999  2000  2001  2002
  R  0.63  0.64  0.76  0.77  0.58
  M  0.88  0.68  0.90  0.89  0.67
  W  0.95  0.68  0.86  0.83  0.52

› Fourth Grade
  1998  1999  2000  2001  2002
  S  0.88  0.92  0.69  0.71  0.58
  SS 0.85  0.78  0.66  0.59  0.55

› Fifth Grade
  1998  1999  2000  2001  2002
  R  0.57  0.44  0.53  0.57
  M  0.24  0.31  0.54  0.45
  W  0.26  0.75  0.48  0.43

Technology Profile

› One PCs per classroom, and also have a PC lab. All computers have Internet access.
## Forrestal Elementary School – Data Collection and Analysis, Standard

### Data Capture and Analysis

- STAR test administered at beginning and end of year. Results also sent to district
- Stanford Achievement Test administered in Fall
- ISAT – results broken down and provided to school by the district. Results typically reviewed at SIP meetings at beginning of school year
  - Children taught “test taking” techniques all year; given many incentives to students rewarding test taking. Focused 12 week period on ISAT prep before the examination
- Lots of pre-testing done on all subjects using textbook and teacher created exams. Though results are not tracked.
- No special assessment tests for new students
- Accelerated Reader used for grades 2-5
- Waterford computers – for Kindergarten and 1st graders. Title 1 funded the necessary training
- Behavior reports gathered by Principal but results not tracked over time
- Lesson plans collected by Principal Hardy once a week
- EDLA – End District Local Assessment
  - For last 3-4 years, given to grades 3-5 in October and in Spring
  - Designed by district curriculum committee and aligned towards ISAT
  - Teachers at Forrestal not involved in the assessment creation or results

### Implementation of Data Analysis

- ISAT and SAT results help teachers plan curriculum. Test results may redirect effort, but they do not change teaching techniques
  - Past or trend ISAT and SAT results not used by teachers
  - ISAT training book is used to enhance curriculum
Forrestal Elementary School – Data Collection and Analysis, Exceptional

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# Forrestal Elementary School – Leadership/Culture

## Leadership Roles

- **District Profile**
  - Former district superintendent Dr. Pickles drove any assessment initiatives

## Communication

- Grade teacher teams meet monthly
- Inter-grade teacher teams meet three times/year.

## External Support

- N/A

## Professional Development

- District sends out brochures for district workshops for teachers to obtain board credit. Teachers reimbursed for training
- Basics Consultant: available several times in 2001-2002; offered training in student portfolio creation, stress management
- ADAPTS training in Summer 2002
  - Three day workshop on DDDM and technology for principals and some teachers
  - This was the first time these concepts were introduced to the Forrestal Principal
## Forrestal Elementary School – Miscellaneous

### Hard Copy Appendices
- N/A

### Funding Channels
- N/A

### Teachers’ Corner
- Lisa Schlicker – 2nd grade
- Maureen Biederman – 4th grade. Six years at Forrestal and six years at GB
- Koamilya Rashid – 5th grade