



Internal Review: Gather and summarize outcome-related findings.

All outcome data entered on previous worksheets populate this report.

Student Outcomes

Strengths

Drummond School's principal and her staff are focused on providing a cohesive curriculum that facilitates improvement in reading and mathematics skills as students work across all subject areas. In addition, the LLT follows the carefully designed literacy program. 3rd-8th grade teachers have ample opportunities to apply new and best teaching strategies in each classroom as the LLT provides one-on-one professional development, support and models new strategies in each classroom.

At the primary level, the outcomes are already improving as noted in the ISEL, DIBELS reports and at the intermediate and upper grade levels, the outcomes as seen via the "Learning First" monthly assessments in reading and writing as well as by the increased number of passing grades in the 5-Week progress reports and the two report cards sent home. A significant decline in discipline reports also attributes to the improved academic focus.

The student outcome data report (CPS analysis) shows increased (95.2%) in promotion rate, increased reading in 8th grade (63.4%) +5.1 and all ISAT 04-05 grades showed increased rate in literary works (57-65%).

In mathematics schoolwide, there was a +3.1 increase with the highest rate of 17% at the 5th grade level. The school has implemented the "Trailblazers" program 3rd-5th grade which will help with continued improvement. The overall attendance rate has also improved to 94.5% (0.6+). Parent participation is at its highest with a rate of 95%.

Concerns

While there is much to be proud about this great small school, there are key areas to focus as there was a schoolwide decrease in ISAT reading (42.5%) -2.5. Therefore we recommend that cycle teams focus on a curriculum dialogue to address reading strategies that promote higher order thinking skills and to allow more teacher-student dialogue for problem solving and analytical thinking.

To continue implementing cooperative learning groups in all classrooms whereby the teacher is a facilitator of knowledge as the students discover, research and predict outcomes to a situation, problem or literary conflict. Also, as noted in various Walk-through observations, classroom space should be student-based with learning centers and hands-on learning areas for all students to work in teams as teachers facilitate instruction.

Accelerated Reader is not implemented in all classrooms.

Not all classrooms maintain a productive library.

Not all classrooms show manipulatives used during Mathematics lessons in spite of new "Trailblazers" Math program implemented in 3rd-5th grades.

Not all students or all teachers are implementing available technology tools in their teaching and learning.

Opportunities

In 2007 there will be six Montessori classrooms whereby multi-age and discovery-based learning is the required pedagogy. In addition, all teachers should benefit from their peers' Montessori training and start a professional dialogue that focuses on how to continue learning "Best Practices" in this newly-implemented curriculum school wide. We recommend the following:

- . Need for improved student-teacher dialogue
- . Less teacher-led lessons
- . Need to create monthly thematic character development units
- . Need to have more dialogue among teachers & across all grade levels.
- . Classroom visits to allow teachers to see other classroom activities and strategies and to discuss strategies in a collegial atmosphere.
- . Eliminate activities that are not in alignment with curriculum focus.
- . Require all 3rd-8th grade classrooms to use Accelerated Reader weekly.
- . Emphasize note-taking skills 3rd-8th grades
- . Increase after school FREE programs for all students.
- . Improve Fine Arts and Drama for after school.
- . Involve student council members to lead forums instead of teachers.
- . Purchase vocabulary-building
- . Improve library time to read and not watch TV
- . Circulate books.
 - . Increase homework assignments to include quiet reading and rereading of reading material
 - . Promote the "Peace Curriculum" /empower all stakeholders to follow it by example
 - . Teachers to include "engaging" activities that reduce boredom in most students.
 - . Involve students in cultural/heritage research

Academic Performance

Strengths

Promotion rate increased to 95.2 (+0.9). Subgroup (gender) analysis: 3rd gr. =84.6%; 6th gr. = 100% - 8th =96% ELL and Sp. students =100%. Two male and one female student retained in 04-05.

The 3rd gr. reading report was 36.5%; 6th grade=38.5% and 8th grade = 63.4% while schoolwide ISAT reading data shows Drummond at 42.4 (-2.5 from 03-04) ELL in 5th grade are at 27.3% and 8th gr. at 100% Sp. Ed. in 8th grade were at 44.4% meeting/exceeding state reading standards.

The NCLB AYP in reading and math was rated NO and the school is identified as "improvement" status. The 04-05 IMAGE w at 25.6%

Mathematics scores improved showing 6th gr. at 59.1% however 8th grade was at 23.3% (substitute cadre in 2004-05).

Schoolwide mathematics score increased by (+3.1) to 42.4% showing subgroups: ELL at 50% and Sp. Ed. at 21.4%

DIBELS in primary: 4 out of 24 students tested show deficits/20 are either emerging or established.

Science trends show Drummond at 48.8%. The Discipline Trends of 04-05 also reduced from 84 to 33 (51 less suspensions 05). 05-06 school year August to February shows a significant decrease to only 7 this allowed for more time on academic tasks

Concerns

In spite of improved attendance rate and parent involvement, special education students continue to need personal assistance guide by specialized personnel. Reading scores decreased to 44.9% and only 28.6% of Special Ed. students are meeting reading standards. 33.3% ELL are at/above rates.

Inclusion program is not implemented to the fullest in spite of the small number of students with IEP's.

School-Based Problem Solving takes too long and the school does not have the staff to serve students properly.

CPS changes expectations for students and teachers as curriculum focus change direction.

Need to maintain curriculum focus schoolwide.

Teachers need to have curriculum strategies dialogue that address students' needs. Visit classrooms and learn about best practices from peers.

Reading achievement has been the focus in the previous 10 years however, 2005 scores showed a decrease schoolwide in the new LLT and schoolwide focus on reading comprehension, extended response and teacher professional development.

Library needs: Circulate more books.

Research skills need to be taught within the Library context and not the media room.

Media: No games of any sorts should be played. This is instructional time.

Opportunities

Accelerated Reading program must be implemented in all 3rd-8th grade classrooms.

Students would benefit from note-taking strategies as well as by better organized classrooms where ISAT strategies are utilized daily by all learners.

Teaching should transition from teacher-led presentations to student-centered learning where a variety of learning styles are employed to motivate all learners.

Identify students at risk in early Fall and required all to attend reading and/or math after school tutoring. Parents of at risk students must attend special training to empower them in helping their children at home and provide community resources that can assist them with their children's needs.

Student council leaders should lead special forums that address school issues and make recommendations to the administration. State Math test is insufficient (particularly extended response).

Walk Throughs provide a rich feedback to all stakeholders and everyone must incorporate suggestions from these rich experiences.

SES Grant allows for site-based Huntington Tutoring Services

Continue relationship with business partners that support the school financially as well as with tutoring services.

Student Connection**Strengths**

Attendance in 04-05 reached an all time high of 95.2% 05-06 attendance data shows an even higher rate of 98%

Promotion rate in 04-05 for 3rd grade was 84.6%; 6th gr. 100%; 8th gr. 96% (2-3rd grade and 1 8th gr. student retained in 2005) ISAT Reading in 8th grade reached 63.4% ISAT Math in 6th grade reached a high of 59.1%

After school programs service 150 students in a variety of programs that include: Yearbook, Tutoring, Student Council, Reading and Math Nights; Science Night; Chess; Dance, Drama, and many more.

Upper Elementary students are actively involved in the Chicago River Project whereby they work on Ecological research that dates back to 1996. Students run and maintain the school's Recycling Project. Students are more culturally aware (Winter Assembly participation).

Montessori lottery requires a racially-balanced student membership that contributes to the already rich and diverse student population.

Safety and Security: School security officer and PE teacher work closely with Student Patrol who volunteer a.m. and p.m. monitoring crossing times.

Drummond's small school environment allows all faculty to know all students and work closely with each in a personalized setting that inspires a safe haven.

Courtesy and respectfulness is evident with older students as they relate with early childhood students and parents.

The school atmosphere is quiet and friendly and attributes to a focused learning environment.

Concerns

Third grade reading(36.5%) scores show a significant decrease inspite of the small classroom environment and reduced cla size during reading time.

New construction in the community pose transportation problems to commuters/families/students.

Need to continue tapping onto students-at-risk and their participation in after school tutoring and social work services.

Montessori enrollment is strong however we are concerned, despite many efforts that our traditional program enrollment is dropping and it may affect overall membership and teaching positions.

Opportunities

Continue with strong student connections across all programs and grade levels.

Focus on third grade reading achievement and professional development for teacher(s) to continue teaching and learning "Best Practices".

Continue to engage families to participate in Family Reading Night; Math Night, Science Night and all other school-related ev that promote student achievement and parental involvement.

Continue to tout our fine traditional program as well as the Montessori program to build enrollment.

Continue to seek community and business partnerships that support and provide student achievement services.

Continue working with CAPS and Alderman's office to promote a collaborative school-community relation.

Tap onto available resources to write grants for after school programs.

Empower teachers to write grants for a variety of instructional services.

Continue relationship with City Hall representatives and Alderman to pursue Drummond Campus Park Project.

School Characteristics**Strengths**

Student discipline infractions have reduced significantly thus allowing more time for instruction. Students attendance is at an time high of 98% in 2006 and parent involvement has also increased to 95% of all parents participating in a variety of school events.

Many teachers send home school-home newsletters supported by the principal's weekly letter, Montessori Director's newslet and PTO newsletter. Students are actively involved in Student Council and partake in many schoolwide events as leaders. O going respect and courtesy is evident across grade levels.

Teachers have 5 preparation planning periods weekly where 2 are identified to focus on curriculum planning and design to address learning issues and concerns.

Walk throughs provide an added avenue to give teacher feedback to enrich professional development.

Reading focus is supported by the LLT in the classroom and by weekly professional development services provided to all 3rd grade teachers and inside each classroom.

Demographics show an imporve diverse balance of 74.5% Hispanic; 14% Black and 10% White and Mobility rate of 25%.

In 2005 there were 72.7% Highly Qualified teachers and three administrators with Master plus experience. Four teacher assistants are returning to school for education degrees.

The school administration encourages and supports professional academic growth and provides flexible time for academic schedules.

Concerns

Given the small size of our professional staff, many faculty members have multiple responsibilities which add to their primary responsibilities.

Inclusion practices in Special Education are limited and services are not provided on a daily basis. Sp. Ed staffing is also limit to 2 positions including the case manager.

Opportunities

Students area more culturally aware (Winter Assembly and Montessori themes). Courtesy and respect is evident across grad levels; minimal behavior problems and more students are participating in schoolwide events and ecelebrations.



Internal Review: Gather and summarize process-related findings.

All process data entered on previous worksheets populate this report.

Internal Review: Process Analysis Summary Report

Instruction - Teachers

Strengths

Teachers are highly encouraged to attend professional development workshops, apply to National Certification, work collaboratively, conduct peer observations, improve professional dialogue that focuses on curriculum development and to implement "Best Practices" that motivate student to learn.

Through the implementation of the Montessori curriculum in 2004, trained and newly-trained staff are also encouraged to share newly learned strategies with their peers so as to promote student-based learning where teachers are facilitators of learning. Cycle teams have common planning time to plan, discuss and learn new curriculum strategies that impact achievement.

Teachers are also encouraged to share new practices and expertise with their peers in small cycle teams.

Many teachers have been given the leadership skills to work in special teams and/or school activities. An after school coordinator (a teacher) is now heading a tuition-based after school program that includes students from all programs and all grade levels.

Cycle teams have also had the leadership role in providing feedback for the 06-08 SIPAAA plan as well as the Internal Review Committee that includes, teachers, administrators, LSC parents and feedback from the Student Council.

Technology skills have been addressed through numerous workshops and COSA training and team teaching. Resources and funding sources are available to everyone.

LLT works with all teachers on literacy skills.

Concerns

All teachers are expected to partake in schoolwide committees and schoolwide activities; only the minority spearheads committees and events (extra-curricular activities) as others are involved on a limited basis.

Grant writing is also limited to a few who volunteer their expertise or desire to seek more funding opportunities while everyone benefits from the revenues of grants and special donations to the school.

After school training is now available with pay or stipend and only a few have taken advantage of these opportunities.

Lesson plans are not turned in on time by all teachers in spite of on-line availability and e-mail process to expedite planning time.

Technology use is limited in spite of all the available resources (lap tops for all staff and wireless connection) and a limited number of staff members access their e-mail daily to stay informed as well as to learn new technology that may benefit student achievement or home-school connections.

The school should require everyone to use technology daily, partake in on-going professional development after school and model "Best Practices" and courtesy across grade levels and cycle teams. Peer observation should be a schoolwide practice where all stakeholders participate in a professional atmosphere.

Curriculum Mapper had to be postponed because of 1) limited staff trained to implement plan and work with whole staff and 2) New Area-new focus 3) change of area leaning to highly structured ISAT curriculum.

Opportunities

Curriculum mapper should be re-instated and implemented across all grade levels to support curriculum cohesiveness and professional development needs.

All teachers who see students must provide weekly lesson plans and adhere to state standards and "Best Practices" models the LLT, Administration and required by CPS.

Implement more inservices where teachers plan curriculum and design timelines (curriculum mapper) and work in teams.

Reading and Math nights address family needs and provide parents with new ideas for learning how to work with their children.

PTO parent tutorial volunteers help all classrooms in Spanish and English. French teacher weekly volunteer.

After school classes provide a wide range of resources and learning opportunities.

Instruction - Students

Strengths

Concerns

Opportunities

Instruction - Content

Strengths

All Drummond teachers have 5 weekly preparation periods to use towards classroom preparation and curriculum development professional development practices.

Cycle teams meet regularly to discuss curriculum development and students' needs.

Walk Throughs accent the positive and highly professional development needs schoolwide.

There are numerous technological tools available to everyone (students, teachers, staff and parents) some of these resource include: lap tops for all teachers; a wireless school building, media room, LCD panels, overheads, printers, calculators in all levels and much more.

Lesson plans are on templates and can be sent to the principal via e-mail. Lesson plans have Illinois state standards on pop-menu to enable efficiency and improve effectiveness.

Montessori Early Childhood classrooms have new report card that highlights a 3-year developmental curriculum and skills for parents and teachers to document growth and needs.

5-Week Progress Reports provide on-going communication among parents and teachers about students' academic growth and needs.

Middle School Departmental model enables students to be exposed to teacher's area of expertise while preparing them for High School.

Montessori Early Childhood team meets weekly to address curriculum areas as well as students' needs with the Director and Principal.

There are key assessment tools for each grade/cycle level which are reviewed personally by the LLT and Principal monthly.

Concerns

Third grade students show reduced ISAT reading scores despite the reduced class size for that benchmark grade and special class LLT services to students and teacher.

Schoolwide ISAT scores decreased by 2.5% in 2005.

Not everyone utilizes all available technology in spite of funds spent and workshops available via COSA and OTS.

ELL students taking the IMAGE in 2005 showed decrease of 25% - little to none bilingual services provided to at risk ELL students.

All cycles should focus on curriculum development professional dialogue during preparation times.

Special Education students are not serviced everyday.

Special Education teacher vacancy has not been filled - no qualified staff applied.

Students/teachers do not utilize technology to the fullest extent to facilitate learning.

Schoolwide Science objectives are not clearly-defined by grade - guidelines are too general. Teachers need to identify objectives and performance descriptors followed by weekly activities (to post on lesson plans).

Annual academic pace is fast.

Need extended days and longer school year.

Fewer initiatives and focus on reading and math achievement.

We can not afford to lose the LLT position.

All freed faculty and/or administrators should be in the classroom helping with reading/math instruction. Inclusion should be implemented in all programs and grade levels.

Middle School Math requires specialized training above and beyond local services and resources available.

Opportunities

By having a full inclusion, special education program students (Special Ed. and ELL) will be serviced in their self-contained classrooms thus reducing the achievement gap and classroom teacher-student ratio to 50%.

Curriculum Mapper should be reinstated in 2007 to allow improved curriculum cohesiveness and team planning.

Improved in-services where teachers plan curriculum timelines instead of passive learners.

Continue with on-going Walk Throughs and professional feedback to improve professional development.

Improved teacher-student dialogue in a cooperative learning setting where teachers are facilitators.

Additional attention needs to be placed to continued professional development that focuses on effective inclusion strategies.

Special Education with self contained teachers and resource providers.

The newly-awarded \$59,500 LRE grant should help improve Special Education needs and professional development.

Instruction - Learning Activity**Strengths****Concerns****Opportunities****Instructional Leadership****Strengths**

Time distribution schedules indicate a proactive approach to best utilization of time whereby each classroom teacher follows instructional schedules in all programs and grade levels.

The Middle School time distribution utilizes an efficient time distribution model demonstrated by all team members. Students and teachers work collaboratively to best utilize instructional time.

Instructional practices are supported by data-driven facts that are echoed in all professional development.

Each cycle team has a lead teacher that reports to the principal on a weekly basis. The principal gives daily/weekly feedback to teams by e-mail and committee minutes reported to her.

Teachers with leadership abilities are encouraged and empowered to work in leadership roles in a variety of programs and schoolwide activities that range from Science Fair, History Fair, Reading Math Nights (planning, training and orientation to community judges), After School Programs are lead and coordinated by teachers, schoolwide events and competitions are headed by teachers and parents.

The principal works closely with her administrative team and with teacher leaders to promote the SIPAAA goals across all grade levels in all programs.

Parents and community members work closely with administrators and teachers in numerous schoolwide events that promote parental involvement and student achievement.

The LLT works with each classroom teacher to facilitate "Best Practices" in reading.

Concerns

Given the small school size (25 faculty positions), there are many instances where the same volunteers carry multiple responsibilities and extra curricular tasks.

All stakeholders should share these responsibilities and assist in a collaborative environment.

Team building strategies continue to be a top need.

Accountability must be a shared responsibility.

Opportunities

Building leadership within the staff has been a practice of this administration since 1995. As a result, many current team and program leaders have come from the teaching ranks thus strengthening the core of our staff with our own talents and expertise. Given this dynamic, seldom seen in many schools, team members would work closely among each other as well as towards promoting an even stronger and cohesive environment where hard work and commitment is the professional's responsibility improved academic achievement.

All administrators must model this philosophy and in doing so, Drummond School will continue to shine as a progressive small school.

Student Council representatives are working with teacher sponsors as they utilize leadership skills in schoolwide events. It is recommended that Student Council members take the lead in many student-centered forums thus providing them with the forum from which to build upon their leadership skills necessary for High School and Higher Education.

Professional Capacity**Strengths**

Drummond School is a Year Round (Calendar E) School whereby students begin the school year in August following a 45/15 calendar with 2-week intersession breaks every 45 days of school. The summer break is only six weeks long allowing students participate in Summer Bridge and/or regular break time with their families. In addition, the school has a restructured calendar "banks" 15 minutes daily (entrance at 9:00 a.m. and dismissal at 2:45 p.m.) to provide for a half day every 14 days. The half days are used for professional development and curriculum workshops for teachers.

Cycle teams are formed to provide a small and personalized setting whereby teachers work collaboratively in planning curriculum. Lead teachers, LLT, and administrators work together to provide the faculty with improved strategies across all grade levels.

Cycle teams provide an avenue for teachers to have professional dialogue about academic achievement, instructional practice

as well as to address concerns and/or discuss student needs.

The principal visits all classrooms regularly both formally and informally and has an open-door philosophy with all staff.

New teachers are paired with veteran and/or experienced staff to provide a positive transition to newcomers.

Teacher collaboration is evident across all cycle teams and documented via the committee minutes reports sent to the principal on a weekly basis.

Concerns

All non-classroom personnel must be active participants in cycle meetings. Cycles should make meeting minutes available to non-classroom staff in order to keep them informed of curricular discussions and cycle activities.

All administrators should visit classrooms regularly.

All administrators should be visible in the school and conduct informal observations that foster a professional dialogue on observed practices.

Teachers should participate in peer observations that foster a professional dialogue about instructional practices. Much can be learned from visiting classrooms and observing a variety of teaching styles.

Opportunities

With all stakeholders being accountable for their responsibilities, actively involved in team building, participating in cycle team administrators visiting classrooms regularly, and teachers conducting peer observations, the school's professional capacity can only improve to higher standards.

Given the current improvement in school-community involvement and commitment from many teachers who stay late and participate in extra curricular activities to provide a safe and caring environment, Drummond School will continue to soar to new heights. This can not be achieved fully unless every staff/faculty and administration member gives 100% of their potential, hence our school vision/mission statement of accountability for all goals of accountability.

Learning Climate

Strengths

Drummond is a small learning community that has 252 students ranging from Pre K (3 years old) to 8th grade students. The Montessori 4 multi-age Early Childhood rooms include age levels (3,4,5 yrs. old) and there are rooms with as few as 12 students (4th grade) and 15 students (3rd grade). The school is on a year round calendar that ensures learning continuity throughout the year following a 45/15 model with a 6-week summer break.

We have also sought special grants that provide after school programs and tutorial services to students. These grants are SE Huntington tutorial services to 40+ students, Cluster Grant which includes over \$50,000 of after school services to Pre K-8th grade students and the Citicorp Grant for Music Programs.

8th grade students are followed closely with the guidance of the case manager, Social Worker and Principal who work with them on High School application and services.

The school is considered to be a very safe place where security is a top priority for all involved. Service learning projects are evident across intermediate and upper grade levels which include the Chicago River Project (Ecology); 4th and 5th grade students service learning on Cultural Awareness through the Cluster Grant and 3rd-8th grade classroom representatives are of the Student Council team under the sponsorship of two teachers as moderators. There is a feeling of respect for diversity across all grade levels represented in numerous classroom activities and events.

Concerns

Given the small faculty membership, many teachers have multiple responsibilities and not all are actively involved in committees and events. Also, there's limited student leadership due to small school size. In spite of this, the learning climate is positive and focused on literacy. We suggest that we limit the number of activities and concentrate on those that directly impact student achievement.

While there are many parents involved in their children's academics, there seems to be few parents actively involved in the upper grades. The PTO and administration continue to tap on parents of at-risk students and their responsibility to work with their children's teacher to promote attendance and academic success.

Not all parents read their child's homework agenda which has important assignments and can be used as a communication tool between home and the classroom. Calendars are NOT followed and many students are not aware of half days in spite of numerous reminders sent home.

Opportunities

Each classroom teacher should send home bi weekly newsletters with goals and activities spelled out to parents. Continue monthly calendars, letter and newsletters from Principal, PTO and Montessori Program to keep communication open.

Continue to send home 2nd-8th grade student agendas/calendars and encourage parents to read them with their child.

Continue with safety and security priorities to ensure student and staff wellbeing.

Safety Patrol is an efficient program monitored by the Security Officer and the PE teacher. Student support is superior.

Walkie-talkies help everyone stay tuned to safety and security throughout the building. All required personnel MUST use it.

Family/Community Involvement

Strengths

Outstanding parent involvement evident in classroom participation, schoowide events, PTO activities and parent volunteers. Parents have ownership of the school and work collaboratively with teachers and administrators in order to provide an on-going dialogue of respect and service that inspires all stakeholders to work together.

"Friends of Drummond" have provided numerous partnership opportunities whereby fundraising activities and networking initiatives have enabled the school to improve school-community relations and establish new partners and friends in the Bucktown and Chicago-land areas.

The PTO Reading and Math nights have provided rich school-home connections for all stakeholders to work together and help students achieve higher standards in a fun, hands-on, and collaborative environment.

Concerns**Opportunities**

Chicago Public Schools 2006-2008 School Planning Process (SIPAAA)