

McCarty Elementary School Improvement Plan Report 2008-2009

School Name: McCarty Elementary School

Address: 3000 Village Green Drive

Phone: Aurora, IL 60504

Principal: Kim Earlenbaugh

School Improvement Team: Maria Higgins, Diane Gillette, Kate Sidio, Lauren Lassandrello, Jessica Cameron, Kristin Voss, Jeannie Brooks, Traci Tutton, Denise Olek, Karen Roberts, and Kim Earlenbaugh.

School Improvement Overview and 2008-09 Goals:

The McCarty Elementary School's School Improvement Team meets bi-monthly to address academic achievement growth areas through continual data analysis. The team members disseminate the data to their perspective teams and facilitate a dialogue with stakeholders to create goals, develop strategies to be implemented, coordinate timelines, and make data driven decisions regarding the personnel responsible for tracking the desired student outcomes.

McCarty Elementary School will ensure our learning support programs allow all students access to the core curriculum and assessment. Our system of support and intervention will be flexible and responsive with the opportunity for adjustment to ensure that all students' needs are met.

By May, 2009, our school's reading performance standards as measured by the Illinois Standards Achievement Tests will increase by **4%** for a total of **83.4%** of our students meeting or exceeding state standards. Reading achievement for students in all subgroups will increase to **70%** meeting or exceeding state standards

By May, 2009, our school's math performance standards as measured by the Illinois Standards Achievement Tests will increase by **3% for a total of 92.2%** of our students meeting or exceeding state standards. Math achievement for students in all subgroups will increase to 85% meeting or exceeding state standards.

In 2007, writing was reinstated as a feature of ISAT for fifth graders. Our achievement results showed that **57%** of our fifth graders met or exceeded standards in the area of writing. In 2008, our achievement results showed that **87%** of our fifth graders met or exceeded standards in the area of writing. By May, 2009, our school's writing performance standards as measured by the Illinois Standards Achievement Tests will increase by **3%** for a total of **90%** of our students meeting or exceeding state standards to meet AYP.

As a Targeted Assistance Title 1 School, we are required to send an annual parent survey. In the spring of 2008 we send one survey to each McCarty family asking about our communication and partnership with our families and the community. Fifteen percent (15%) of our families responded to the **spring 2008 Parent Survey**. Upon review, we found that thirty-one percent (31%) answered "rarely or sometimes" to the statement "Our school asks families for information about their child's goals, strengths and talents." Twenty-eight percent (28%) of the parents responded "rarely or sometimes" to the statement; "Our school conducts workshops or provides information for parents on child development." Our spring 2009 Parent Survey will show a 10% decrease in the "rarely and sometimes" categories for these two questions. Additionally, we will increase our completed parent responses by 10% for a total 25%.

As a result of the analysis of achievement data from the Illinois Standards Achievement Test (ISAT) and other local assessments, the McCarty stakeholders will focus on four essential educational

systems to enhance the effectiveness of our educational programming in reading, math and writing for all students. As a professional learning community, we will focus on answering the following questions:

- ♦ Curriculum - What is the intended curriculum and what is actually being taught? What is most valued and is it given the time and focus required?
- ♦ Pedagogy – How is the curriculum taught? Is differentiation appropriate for student strengths and needs? Is higher order thinking developed?
- ♦ Professional Development – Is it job imbedded, narrow and focused, data driven, long term and collegial?
- ♦ Interventions – Do our other systems work to support delivery of intervention for struggling students?

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	802	691	686	669	716	652
% White	67.0	61.6	57	50.4	47.1	46.7
% Black	11.7	17.2	18.1	19.4	20.3	22.8
% Hispanic	8.6	9.8	9.3	11.5	11.3	11.1
% Asian/Pacific Islander	12.3	11.3	12	13.3	14.5	13.5
% Native American	.02	0	0	0	0	0
% Multi Racial					6.8	5.8
Low Income rate	4	9	10	10	14.4	15
Limited English Proficient Rate	5	6.2	8.2	9.1	9.1	10.5
Chronic Truancy Rate	0	0	.03	.6	.6	.6
Mobility Rate	10.7	17.5	11	14.1	14.1	13.4
Attendance Rate	96.5	96.3	95.5	95.8	95.8	95.6
% Parent Contact	100	100	100	100	100	100
Average class size grade K	20.8	23.6	22.8	20.8	20.8	24.2
Average class size grade 1	24	25	21.5	24.2	22.8	22.8
Average class size grade 3	25.6	21	22.4	24.2	24.2	22.6
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	75	75	75	75

Present Level of Performance Reading

A. ISAT/IAA

Based on **March 2006** assessment data, **85%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on **March 2007** assessment data, **78.4%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on **March 2008** assessment data, **79.4%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

The following table summarizes reading achievement performance by subgroup:

05-06

06-07

07-08

Subgroup Reading Performance		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
	White	86	167	88	172	88.5	139
	Black	66	55	50	70	66.2	65
	Hispanic	81	21	0	0	59.3	27
	Asian/Pac	97	39	91	34	88.2	34
	Native Am	0	0	0	0	0	0
	Multiracial	100	10	100	10	72.7	22
	LEP	93	18	0	0	40	10
	IEP	36	33	40	43	51.3	40
	FRL	63	27	52	54	60.8	51

In addition to the annual ISAT data, our school utilizes formative assessments in reading and math for all students three times per year to measure individual student achievement. The grade level staff and support staff analyze the data to see if the appropriate level of support is being provided for each student.

B. Curriculum Based Measurement – General Outcome Measure

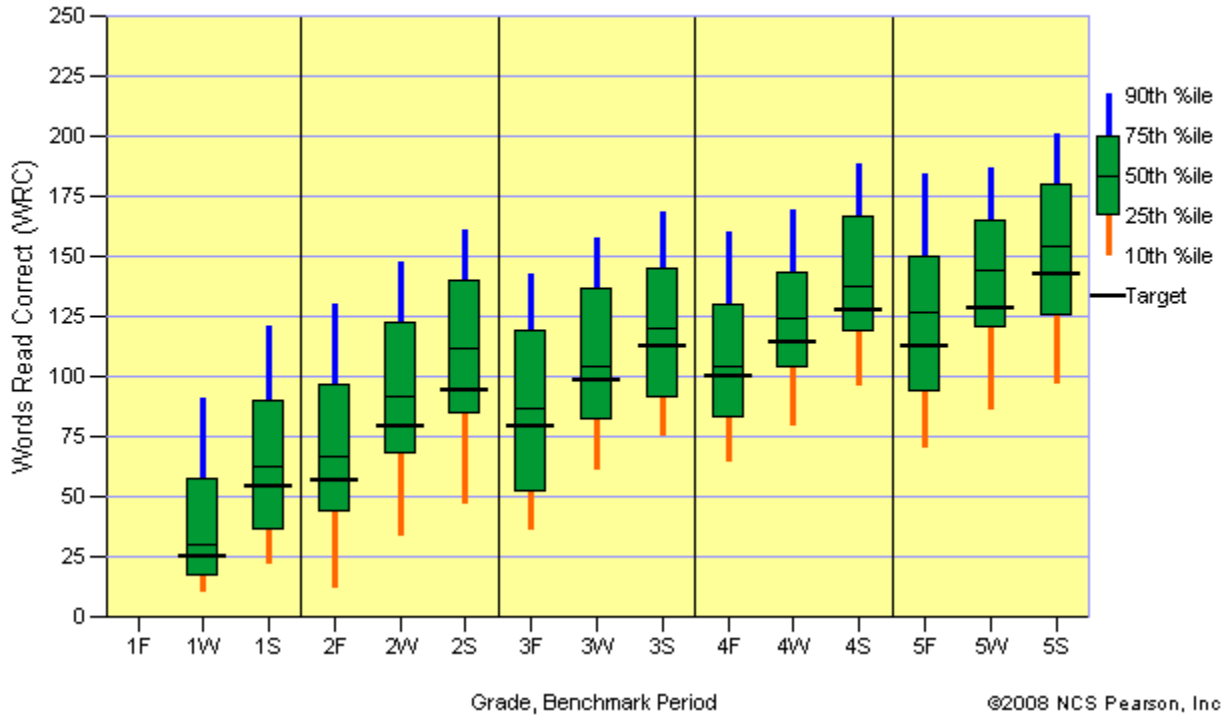
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2007/**September 2008 data, 59%/60%** students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2008/**January 2009 data, 62%/ _____** of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2008/**May 2009 data, 61%/ _____** of students met or exceeded district performance standards on a general outcome measure of reading.

**Reading - Curriculum Based Measurement
Indian Prairie District #204 - MCCARTY ELEMENTARY SCHOOL
2007-2008 School Year**



Present Level of Performance Writing

A. ISAT/IAA

Based on **March 2007** assessment data, **57%** of fifth grade students met or exceeded Illinois standards in the area of **writing** achievement in fifth grade.

Based on **March 2008** assessment data, **87%** of fifth grade students met or exceeded Illinois standards in the area of **writing** achievement in fifth grade.

The following table summarizes writing achievement performance by subgroup:

**06-07
(Baseline) 07-08**

Subgroup Writing Performance	06-07 (Baseline)		07-08	
	% M/E	Student Count	% M/E	Student Count
White	58	60	89	57
Black	55	20	74	23
Hispanic	0	0	100	2
Asian/Pac	61	18	100	9

	Native Am	0	0	0	0
	Multiracial	0	0	89	9
	LEP	0	0	0	0
	IEP	15	13	75	8
	FRL	28	18	81	21

Present Level of Performance Math

A. ISAT/IAA

Based on **March 2006** assessment data, **90%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on **March 2007** assessment data, **86%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on **March 2008** assessment data, **87.1%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes math achievement performance by subgroup:

		05-06		06-07		07-08	
		% M/E	Student Count	% M/E	Student Count	% M/E	Student Count
Subgroup Math Performance	White	89	166	92	172	93	138
	Black	85	34	64	70	75	65
	Hispanic	82	22	0	0	82	27
	Asian/Pac	100	34	94	34	91	34
	Native Am	0	0	0	0	0	0
	Multiracial	100	10	100	10	86	22
	LEP	87	15	0	0	79	19
	IEP	48	33	51	43	69	39

	FRL	75	28	56	54	71	51
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As mentioned earlier in the reading achievement section, in addition to the annual ISAT data, our school utilizes formative assessments in reading and math for all students three times per year to measure individual student achievement. The grade level staff and support staff analyze the data to see if the appropriate level of support is being provided for each student.

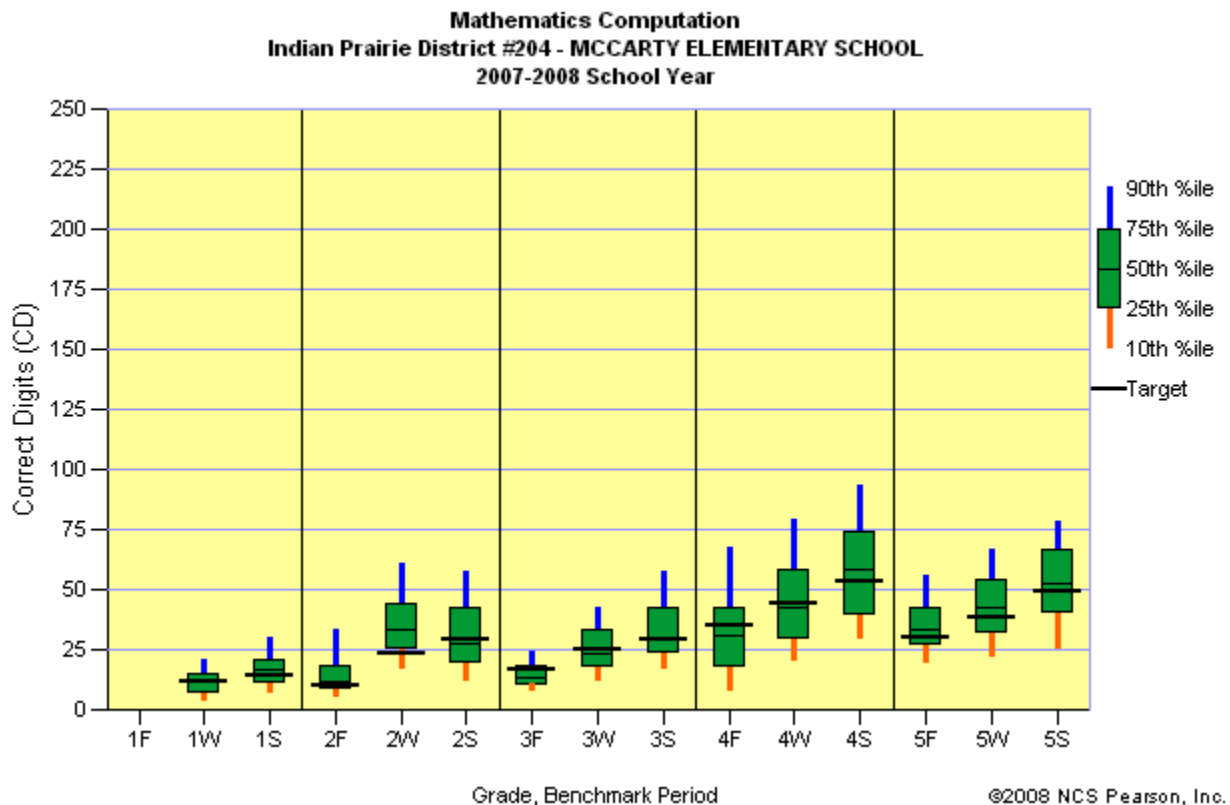
B. Curriculum Based Measurement – Mathematics Computational Fluency

District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on **September 2007/September 2008 data, 49%/60.25%** of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on **January 2008/January 2009 data, 58%/_____** of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on **May 2008/May 2009 data, 54%/_____** of students met or exceeded district performance standards on a measure of mathematics computational fluency.



McCarty's 2008-09 Action Plan for Improved Learning

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1. Area of Focus: Essential Education System of Curriculum

Activities/Tasks	Timeline	Responsibility	Evidence Source
Master Schedule created for 120 minutes for literacy/guided instruction, 75 minutes for math,	Create in 2007-08	Building Leadership	Classroom walk-through,

and 60 minutes for writing daily.	Implement 2008-09	Team and staff.	teacher schedules posted outside of classrooms
K-5 district performance descriptors/essential learning aligned to state standards and monitored monthly for student progress in reading, math, and writing.	Reviewed summer 2008 Staff development ongoing 2008-09 starting Aug. 2008	Classroom Teachers, Support Teachers, Interventionist and Student Services Coordinator	Student portfolios for students not making AYP in 2008 Teacher/Team IPF forms and goals
Add a School Administrative Manager (SAM) position to assist the principal with managerial duties to allow for increased time for instructional leadership.	2008-09 New position	Principal and SAM	LUDA time task analysis Monthly meetings with Coach
A classroom and support teacher at each grade level will co-teach to plan, implement, and evaluate literacy instruction to meet the diverse needs of our students in the core curriculum	Attend Seminar '08 Summer planning Implement SY 08-09	Classroom and support teachers, Interventionist, and Student Services Coordinator	Student portfolios, grades, random sampling of student work, CBM

2. Area of Focus: Essential Educational System of Pedagogy

Activities/Tasks	Timeline	Responsibility	Evidence Source
Staff book study on <u>The Daily 5 – Fostering Literacy Independence in the Elementary Grades</u> by G. Boushey and J. Moser. Implementation of the Daily 5 structure in classrooms to envelop all the components of comprehensive literacy.	Summer learning forums, weekly and monthly review.	Facilitator and staff	Classroom observation, teacher, student artifacts, increased CBM and Rigby levels.
Ongoing staff development on differentiation and research based best instructional practices utilizing <u>Classroom Instruction That Works</u> and <u>The Handbook for Classroom Instruction That works</u> by Robert Marzano et.al. Identifying similarities and differences, summarizing, reinforcing effort, and homework and practice.	Weekly	Building Leadership Team, staff, Interventionist, Student Services Coordinator, and Principal	Calendar of professional development and classroom observation
Instructional Practices Inventory (Focus Walks) will be implemented to assess student engagement with learning and higher order thinking activities.	Training I Spring '08 Training II Fall '08	Administrators and staff analysis of best practice	School wide student engagement profile

	Record data Fall/Spring	strategies	created and shared with staff.
Have an on-site professional developer or instructional coach who partners with educators to identify and assist with implementation of proven teaching methods through classroom walk-through. Focus on co-teaching instructional approaches, intervention integrity checklists, identifying similarities and differences, guided reading, cooperative learning, and summarizing.	Attend summer Seminar Present to BLT and staff. Implement 2008-09	Interventionist, Student Services Coordinator, Principal, and Title 1 Supervisor	Classroom observation, walk-through, integrity Checklists, increased CBM and Rigby levels

3. Area of Focus: Essential Educational System of Professional Development

Activities/Tasks	Timeline	Responsibility	Evidence Source
Provide weekly professional development, co-teaching, paraprofessional training and coaching, with an emphasis on data analysis relative to assessment, aligned to instructional practices.	Summer planning for co-teachers. Monthly paraprofessional trainings.	All Staff	PD agenda, minutes and reflections
15 hour release within the school day for classroom teachers to meet and focus on curriculum, instruction, intervention, and assessments.	2008-09 after tri-annual CBM assessments in math and reading	Grade level teachers, Interventionist, Student Services Coord. And support staff	Agenda, intervention schedule and progress monitoring schedule
Provide an A/B specials schedule (art, music, physical education, and library) to create a 50 minute block of time for grade level teachers to meet weekly during the school day to collaborate and prepare for instruction.	Create 2007-08	Building Leadership Team and staff	Weekly Curriculum Planning forms completion

4. Area of Focus: Essential Educational System of Intervention

Activities/Tasks	Timeline	Responsibility	Evidence Source
Continue implementation of the Problem Solving model (RtI) with a 3-tier model that used scientifically based data and intervention systems to address the individual needs of all students, with an emphasis on the achievement of student subgroups that do not meet Adequate Yearly Progress requirements.	Daily	Student Services Coordinator, classroom and support teachers.	Tri-Annual curriculum based measurement for all students in fluency and math computation.
Implement tri-annual curriculum based measurements (CBM) and progress monitoring	September, January,	Classroom and support	Grade level CBM triangles,

for early identification for all students with emphasis in the areas of reading, math, and writing.	and April.	teachers	individual student Box and Whisker Charts provided to parents to show student achievement
The Interventionist will collaborate with staff and students to provide support and training to increase student achievement. The duties and responsibilities of the Interventionist are to facilitate grade level 15-hour data review meetings, instructional coach, facilitate staff book study on the Daily 5, member of the Building Literacy Team, embedded professional development, work with the Student Services Coordinator and principal to create and update our school's data and professional development schedule for professional learning forums.	Daily	All McCarty stakeholders.	Student achievement, integrity checklists, team meeting minutes, and agendas.
Grade level data review meetings for students receiving progress monitoring.	Bi-monthly	Principal, Interventionist, Student Services Coordinator and PPS team	PPS data review schedule for primary and intermediate grades. Grade level data review binders, and summaries provided to grade level teams on the progress their students receiving interventions and progress monitoring.

5. Area of Focus: Parent/Involvement and Communication

Activities/Tasks	Timeline	Responsibility	Evidence Source
Parent/School Liaison will work to establish guidelines and procedures for improving the home-school connection.	Quarterly	Parent and School Liaison.	Agendas, evaluation forms, informational flyers, and sign-in sheets.
Parent education nights focusing on child development and parental responsibility.	Quarterly	Title 1 School Liaison and Parent Liaison.	Agendas, evaluation forms, informational

			flyers, and sign in sheets.
Tell Us About Your Child questionnaire will be provided to every parent whose child attends our school on or before Curriculum Night.	September, 2008	Classroom teachers	Parent response.
Annual Parent Survey will be provided for input.	April-May, 2009	School Administrative Manager and Title 1 School Liaison.	Parent response.

PROGRESS SUMMARY for 2007-2008

MC CARTY ELEMENTARY SCHOOL 2007 SCHOOL IMPROVEMENT SUMMARY

The McCarty Elementary School's School Improvement Team meets bi-monthly to address academic achievement growth areas through continual data analysis. The team members disseminate the data to their perspective teams and facilitate a dialogue with stakeholders to create goals, develop strategies to be implemented, coordinate timelines, and make data driven decisions regarding the personnel responsible for tracking the desired student outcomes. As a result of the analysis of achievement data from the Illinois Standards Achievement Test (ISAT) and other local assessments, the McCarty stakeholders created a reading, mathematics and parent involvement goal to enhance the effectiveness of our educational programming.

The 2008 ISAT overall reading scores show that 79.4% of our students are meeting or exceeding State standards. This is a 1% increase compared to the 2007 results.

Interventions that were implemented to improve reading skills for all students included, but are not limited to:

- ◆ Four reading specialists provided individual and small group support for students who do not meet State standards.
- ◆ The reading specialists co-taught and modeled best practice reading strategies in classrooms.
- ◆ School wide utilization of the Read Naturally Program, Jolly Phonics, Early Steps and Compass Learning.
- ◆ One-on-one kindergarten intervention for targeted students
- ◆ Students' progress was monitored throughout the year using the Rigby Benchmarks, ISEL, Gates, and curriculum based measurements in fluency.
- ◆ Before school homework and study groups were offered, after school extended day math and literacy programs were provided, as well as, a seven week summer learning program.
- ◆ School wide tri-annual curriculum based measurements in fluency and math computation were given to assess student progress.
- ◆ Three Bilingual/ESL teachers provided support for non-English language learners.
- ◆ Implementation of family nights for our at-risk readers for the purpose of assisting parents in how to support their child academically and developmentally.

The 2008 ISAT overall mathematics scores show that 89% of our students are meeting or exceeding State standards. This is a 3% increase compared to the 2007 results.

Interventions that were implemented to improve mathematics skills included, but are not limited to:

- ♦ School wide utilization of Everyday Math.
- ♦ School wide utilization of the Otter Creek Math Facts Program to assist students with computation.
- ♦ School wide tri-annual curriculum based measurements in math facts.
- ♦ Students' progress was monitored and communicated to parents via authentic assessment, Everyday May Assessment Tool, district assessment, quarterly Otter Creek data, and a math checklist.

Through data analysis of the 2008 ISAT and 2008 local assessments, the school implemented a systematic, problem-solving model (RtI) that is based on a continuous improvement cycle of instruction, assessment, strategies, and interventions. Staff utilized this model and its diagnostic data, including curriculum based measures to address the following:

1. Address the individual needs of all students, with an emphasis on the achievement of student subgroups that do not meet Adequate Yearly Progress requirements by providing evidence based tiered interventions and implementation of the Problem Solving Model for RtI;
2. Implement frequent progress monitoring for early identification for all students with emphasis in the areas of reading, math and writing;
3. Provide ongoing embedded professional development, co-teaching, paraprofessional training, and coaching, with an emphasis on data analysis relative to assessment and aligned to instructional practices and;
4. An Interventionist position was created to collaborate with staff and students to provide support and training to increase student achievement.

Additional information about McCarty Elementary school's school improvement efforts can be found on our building website, <http://mccarty.ipisd.org/index.htm>. Please feel free to contact Kim Earlenbaugh, Principal, at 630-375-3406 regarding our educational programs and other initiatives.