

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:


- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	McCarty Elementary School		
<b>RCDT:</b>	190222040262008		
<b>Principal:</b>	Kevin Schnable		
<b>Address:</b>	3000 Village Green Drive		
<b>City, ZIP code:</b>	Aurora, IL 60504		
<b>Telephone:</b>	630-375-3400		
<b>Email address:</b>	kevin_schnable@ipsd.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. Approval Date:</b>
	30.92%	Y	May 21, 2018

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Indian Prairie School District #204
<b>Superintendent:</b>	Dr. Karen Sullivan
<b>Telephone:</b>	630-375-3000
<b>Email address:</b>	karen_sullivan@ipsd.org

  
 \_\_\_\_\_  
 Superintendent's Signature

5/21/18  
 \_\_\_\_\_  
 Date

# Schoolwide Plan Components

- Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Kevin Schnable	Principal
Laurie Schuh	Student Services Coordinator
Rose O'Toole	Interventionist
Patrick Lee	Teaching Assistant
Becky Nickel	ELL Teacher
Julia Scalzo	Project Arrow Teacher
Claudia Duran	Parent
Dorrette Rich	Parent

- If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
  - Title 2 Funding to support PD in Guided Instruction
  - Eola Library
  - Community in Schools
  - Social/Emotional Learning (Partnership with CASEL)
- Conduct a comprehensive needs assessment of the entire school:
  - Include a copy of the document used to conduct the assessment.
  - Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

## McCarty Comprehensive Needs Analysis

The Summary of Comprehensive Needs Analysis for McCarty Elementary School has been based on the review of the past three academic school years: 2014-15, 2015-16, and 2016-17.

### School Demographic Data:

McCarty is an elementary school in IPSD 204, located in Aurora, IL. Our current student enrollment is 579 students. McCarty Elementary is a diverse school, currently made up of the following student demographics: Hispanic 22%, Asian 14%, Black/African American 14%, White 48%, Two or more races 2%, and Economically Disadvantaged 31%. According to school-wide data, it has been found that student enrollment has decreased in the years studied from 684 in 2014-15, to 623 (-61) in 2015-16, to 608 (-15) in 2016-17. We have decreased in the three year span by a total of 76 students. The following subgroups have not shown significant change in percentage: Hispanic/Latino, Asian, Black/African American, White, Two or more Races.

### Attendance Data:

The percentage of students that were in attendance since the first day of school has remained at approximately 94% over the last three years. McCarty's attendance rates throughout the school year average between 95-96%. December and January attendance rates are the lowest. The lowest attendance rates fall in the grade of Kindergarten but there is not a significant/material difference in this grade level compared to others. Over the last three years the percentage of students who are chronic truants have increased from 0% in 2014-15 to 2.19% in the 2016-17 school year.

### Staff Demographic:

71% of McCarty's certified staff members have been teaching nine or more years. 61% of the staff have been teaching here for nine or more years. After comparing staff and students' race and ethnicity, we identified that several subgroups of students are not mirrored by staff members. For example, 22% of our student population are Hispanic or Latino, yet only 8% of the staff fall into that category. We also identified that the African American population of students of 14% is underrepresented among the 5% of staff members. The student population at McCarty is 48% white, while 85% of our staff is white.

**School Discipline:**

We have averaged 91% or more of all students have 0-1 ODRs throughout each school year. Students who received 3 or more ODRs are considered for: PBIS CICO, strategies within the classroom, Individual Problem-Solving, and/or BIP. In following SB100, we pride ourselves on keeping kids in school, rather than "kicking kids out." Over the last three years, we have had 1% or less of our students that received in or out of school suspensions. During that same time, the PBIS implementation included:

2014-15 SY - Established SchoolWide Behavioral Expectations: Be Safe, Be Kind, Be Ready

2015-16 SY - Tier 1 Team established - Teaching Matrix and Cool Tools (Universal Summer Training - PBIS)

2016-17 SY - Introduction and Implementation of CICO, Second Steps (More Universal and Tier 2 Training)

Current Year - Tier 2 Team Established (CICO further training)

**School Achievement Data:**

Throughout the study, in looking at PARCC data, there was a decrease of 5% of students who demonstrated proficiency in ELA, and a decrease of 7.6% who demonstrated proficiency in Math. Per the 2017 Report Card, McCarty scores are below the district average by an average 21.5% in both ELA and Math.

**Achievement Gap Analysis:**

McCarty's PARCC scores have decreased to more than 10% below the state average for our Hispanic/Latino and Black/African American subgroups. There was a change in District 204's Math resource. Much of the language in this new resource has presented a challenge to our students who already struggle, as well as our ELL population.

**Special Education Data:**

McCarty's percentage of student IEPs (12-14%) compared to the state of Illinois as well as district wide are similar. Our students being serviced in a more restrictive environment (beyond McCarty) averages between 1 - 3% of the total enrollment. Depending on the year and needs of individual students, McCarty has had between 2-6 students found eligible to participate in the Dynamic Learning Maps assessment (DLM) rather than PARCC. 8% - 12% of IEP students have been proficient on the PARCC assessment.

**LEP Data:**

The average percentage of ELL students at McCarty is 16% of the total school population. There has been a drastic decline in student exit percentages from 2015 (29%) to 2017 (13%). Drop in total student exits are due to the inconsistency of exit criteria, enhanced rigor of standards judged on the assessment, as well as change in format of the entire assessment.

**Parent Engagement Data:**

McCarty provides varied opportunities to actively engage our parents in our school community. Parents are encouraged to attend events such as: New Student/Parent Orientation, Meet the Teacher Day, Curriculum Night, Parent-Teacher Conferences, Open House, and Multicultural Night to learn more about the school as a whole and specifically about their child. Parents are also encouraged to support the learning directly in the classrooms or LMC through Mustang Pride Dads, guest readers, classroom helpers, and field trip chaperones. Title I families are invited to attend Parent Partnership nights to learn how to best support their child's education at home. All parents and teachers are encouraged to be a part of the PTA.

**Results:**

After analyzing and summarizing data collected in the Comprehensive Needs analysis the team has identified the following areas as schoolwide needs:

**Identified Needs**

- More staff diversity to reflect student population
- Continue PBIS implementation
- Social Emotional Learning
- Professional Development to help target academic needs of a diverse population
- Guided Core Instruction
  - Continued review and implementation of evidence based ELA strategies/interventions/resources
  - Identify further evidence based math strategies/interventions/resources
  - Continue and expand on early intervention for at-risk populations (pre-k -2)

- Continue to build opportunities for parent involvement
- Future Ready Skills

4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

#### Reform Strategy:

The team has decided to focus on Guided Core Instruction as our reform strategy to improve student achievement. Our goal is to improve Guided Core Instruction through identification and implementation of evidence based ELA and math strategies, interventions, and resources to provide early intervention for at-risk students and underperforming students to help close the achievement gap.

Following are opportunities and instructional strategies we currently use at McCarty to support Guided Core Instruction:

- Guided small group instruction in reading and math
- Kagan Structures
- Comprehension Strategies Kit Interventions
- Title I Assistants support of Early Reading Intervention and Math Intervention
- Online reading fluency and comprehension support through Lexia, Read Naturally, and Newsela
- Online math support through Dreambox and Reflex Math
- Collaborative teaching between classroom teachers and LMC director, ELL teachers, reading teachers and special education teachers
- Flexible grouping of students
- Use of data to guide instruction
- After school reading support - McCarty Masters
- Use of district curriculum that is aligned to Illinois State Common Core Standards
- Use of Google Classroom
- Read and Write for Google
- Summer Book Program
- Summer open LMC

#### Future Opportunities:

- Extended Day
- Summer Slide Activities
- Mustang Pride Readers
- Parent Partnerships - opportunities for parents to learn strategies to best support their child's education
- Expanding our research and evidence based intervention resources
- Professional Development in both Guided Reading and Guided Math
- 1:1 Chromebooks
- Author Visits
- Further AVMR training
- Training for Title Assistants
- Digital Resources

#### Instructional Strategies:

- Guided Core (Differentiated) Instruction in Reading and Math
- Kagan Cooperative Learning
- Classroom Management
- Student Engagement

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

- PBIS Mustang Pride - Safe, Kind, Ready
- CICO
- Social/Emotional Learning 5 Skills
- Master Schedule 15 minutes daily of SEL for Class Meetings and "Cool Tools"
- Second Steps
- PPS caseloads
- Title 1 Instructional/Behavioral Assistant hired during 1718 school year
- Zones of Regulation Room added this year with De-escalation Room next door
- Mustang Pride Dads
- Parent Partnerships
- Lunch Bunch groups provided by the Social Workers
- Class Meetings

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

The district continues to support instructional strategies related to experiential learning opportunities at every level. Through inquiry based, problem based, and other instructional models students are presented with real world problems or situations that ask them to connect with the world around them. Teachers continuously provide opportunities for students to present their work to authentic audiences, work with professionals as they develop solutions to real world problems, and become involved in community and district decisions.

The district continues to place a strong emphasis on in-demand occupations. Examples of support include robotics programs at the elementary, middle, and high school level, STEM programs and clubs at each school in the district, inquiry based science instructional practices, Project Lead the Way programs at the middle and high school level, computer science course offerings at the middle and high school level, and LMC Makerspaces.

Throughout the implementation of our reform strategy of Guided Instruction in the core areas of Reading and Math, we will use various programs and/or strategies to support post-secondary preparation of students for life after high school. Teachers are trained in Kagan Structures for student engagement which provides the students multiple opportunities for engagement and collaboration. Teachers at McCarty use technology to help students learn and develop the 4C's and Digital Resources for Reading/Math Fluency. The Makerspace in the LMC allows for students to explore future ready skills. The students have the opportunity to participate in the STEAM Fair, which allows them to have hands on experiences in Science, Technology, Engineering, Arts, and Mathematics.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**Tiered System of Supports:**

Using a Multi-tiered System of Support, struggling students are identified early and provided early intervention. The AIMSweb Curriculum Based Measurement (CBM) benchmark data provides the academic universal screening information for all students. Students who fall below expected levels on this measure are provided with additional instructional time and/or interventions to accelerate their growth. For behavioral concerns, positive behavior supports are utilized to address student needs through targeted group and individual interventions. Progress in both areas is monitored on a weekly or monthly basis for these identified students.

McCarty Elementary School utilizes a PBIS framework to provide positive behavioral supports to students. At the Tier one level, students are taught consistent behavioral expectations through the PBIS matrix. Students are provided frequent feedback for engaging in prosocial behaviors. Classes participate in morning meetings to develop a positive learning culture. The school also uses a CICO (Check in check out) system as a Tier 2 intervention. This strategy connects a struggling student with an adult mentor within the school who checks in with them at the start and end of the day. Students requiring further Tier 3 social emotional intervention which addresses the specific skill deficit needed.

Currently Indian Prairie School District 204 is working with CASEL (Collaborative for Academic, Social and Emotional Learning) to develop a vision and systemic approach to the instruction of social emotional skills.

McCarty has implemented "Pride Pack" and "Junior Mustang Pride Leaders" to support students in Grades K-2 in social emotional health and growth. The Pride Pack consists of Kindergarteners who receive lessons and supports from second grade students who serve as their mentors. The school Social Worker and Special Education teachers monitor the program and provide direct instruction on self-regulation strategies.

#### IDEA:

Indian Prairie School District 204 embraces and supports inclusive instructional practices to best address the individual needs of students with disabilities. This philosophy serves as the foundation for supported education programming and services and requires ongoing collaborative efforts of general educators and special educators. The IDEA Part B grant provides staffing, instructional materials, equipment, and professional development for special educators.

Professional development is provided through the IDEA Part B grant at both a district and school level. Training in the areas of behavior, autism, assistive technology, goal writing, reading instruction, and language development have occurred at the district level. Technical assistance and embedded professional development is provided through the District Support team at the school level. The District Support team has specialists in the areas of behavior, autism, low incidence (e.g. Vision and Hearing Itinerants), assistive technology and alternate curriculum. These specialists train IEP teams in specific strategies to meet the needs of students with IEP's. Funding from the IDEA Part B grant also provides specialized interventions or instructional materials as required by the student teams.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

- Guided Instruction Survey
- Data Review/Benchmark Review
- Team Meetings
- Professional Development Wednesdays
- Teachers observing teachers (Pineapple)
- School Improvement Days/ Teacher Institute Days
- Professional Conferences
- Book Studies

#### Professional Learning:

Professional learning for the entire staff is ongoing and focused on researched-based strategies that improve student learning, providing opportunities for teachers and assistants to practice and improve their skills over time. Aligned with state and local academic standards, professional learning activities include curriculum development and training programs, and activities that provide teachers training to enhance team performance. Activities may be conducted by the district, building, team-sponsored, provided by an outside agency, or individually designed.

Teachers have release time during the work day (55 minutes per week) to meet for professional development activities. These "PD" Wednesdays provide opportunities to work in professional learning communities planning or reviewing data; foster collaboration among principals and staff who provide instruction, and provide opportunities for job embedded professional learning. Our Instructional Leadership Team is involved in the selection of professional development activities that enable them to better provide services to the most at-risk

students. Built into the district calendar are 2 School Improvement Days, and 3 Institute days, all focused on professional development. The district's professional development department maintains a schedule of professional development activities and establishes best practice for the embedded professional development time.

**Recruit and Retain Effective Teachers:**

Through the screening and interview process we are recruiting diverse candidates who are highly qualified. All district school administrators collaborate with the district's human resource office to find candidates through referrals, job fairs, advertising, multicultural events, and student teacher cadres through partnership with local universities. In order to recruit and retain teachers who share our mission, we:

- Encourage opportunities to advance in the field of education
- Provide shared leadership opportunities
- Provide student teacher placements
- Inform teachers their eligibility for Stafford Loan Forgiveness Program
- Use innovative practices with embedded professional development
- Network with other professionals within education
- Provide a climate of collaboration and support

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Indian Prairie School District 204 is focused on preventing the achievement gap before it begins by investing in a high quality Preschool program. There are six Title I Preschool classrooms slated for the 2017 through 2018 school year. These classrooms will be housed at three of the Title I designated elementary schools. This will provide easier access to families in the attendance area as well as a Kindergarten to fifth Grade pipeline for students. Teachers will collaborate with grade level teachers as well as preschool colleagues to provide a high quality instructional program that allows for an easy transition to kindergarten. An Instructional Specialist has been secured to provide support and leadership as the teachers update the curriculum to align with adopted kindergarten standards to insure a progression of learning. Parent education and diagnostic support will be provided through two new part time positions funded through the Title I Grant. Additional instructional materials and resources will be used to further engage students as they learn to learn.