

**McCarty Elementary School Improvement Plan Report
January 2007**

School Name: McCarty Elementary School

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 Principal: Kim Earlenbaugh
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Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	802	691	686	669
% White	67.0	61.6	57	50.4
% Black	11.7	17.2	18.1	19.4
% Hispanic	8.6	9.8	9.3	11.5
% Asian/Pacific Islander	12.3	11.3	12	13.3
% Native American	.02	0	0	0.0
% Multi-racial			3.6	5.4
Low Income rate	4	9	10	13.5
Limited English Proficient Rate	5	6.2	8.2	7.2
Chronic Truancy Rate	0	0	.3	.6
Mobility Rate	10.7	17.5	11	16.9
Attendance Rate	96.5	96.3	95.5	95.7
% Parent Contact	100	100	100	100
Average class size grade K	20.8	23.6	22.8	24.8
Average class size grade 1	24	25	21.5	23.4
Average class size grade 3	25.6	21	22.4	29.8
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**MC CARTY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2006-2007**

Goal One

All students will meet or exceed reading performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Present Level of Performance

A. ISAT/IMAGE/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.

The following table summarizes reading achievement performance by subgroup:

Subgroup Reading Performance		% M/E	Student Count
	White	86	167
	Black	66	35
	Hispanic	81	21
	Asian/Pac	97	34
	Native Am	0	0
	Multiracial	100	<10
	LEP	93	15
	IEP	36	33
	FRL	63	27

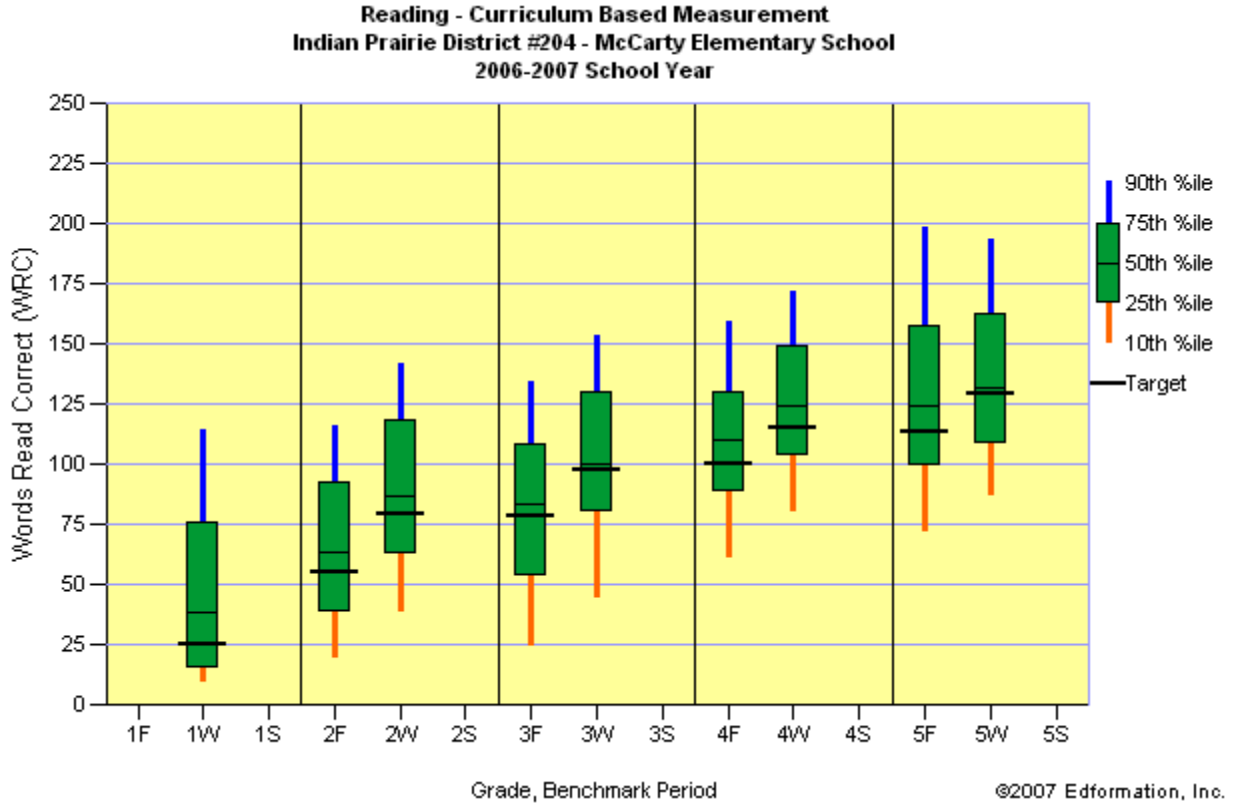
B. Curriculum-Based Measurement

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 2006 data, 59% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 56% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2007 data, ___% of students met or exceeded district performance *- standards on a general outcome measure of reading.



Goal Two

All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Present Level of Performance

A. ISAT/IMAGE/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.

The following table summarizes reading achievement performance by subgroup:

Subgroup Math Performance		% M/E	Student Count
	White	89	166
	Black	85	34
	Hispanic	82	22
	Asian/Pac	100	34
	Native Am	0	0
	Multiracial	100	<10
	LEP	87	15
	IEP	48	33
	FRL	75	28

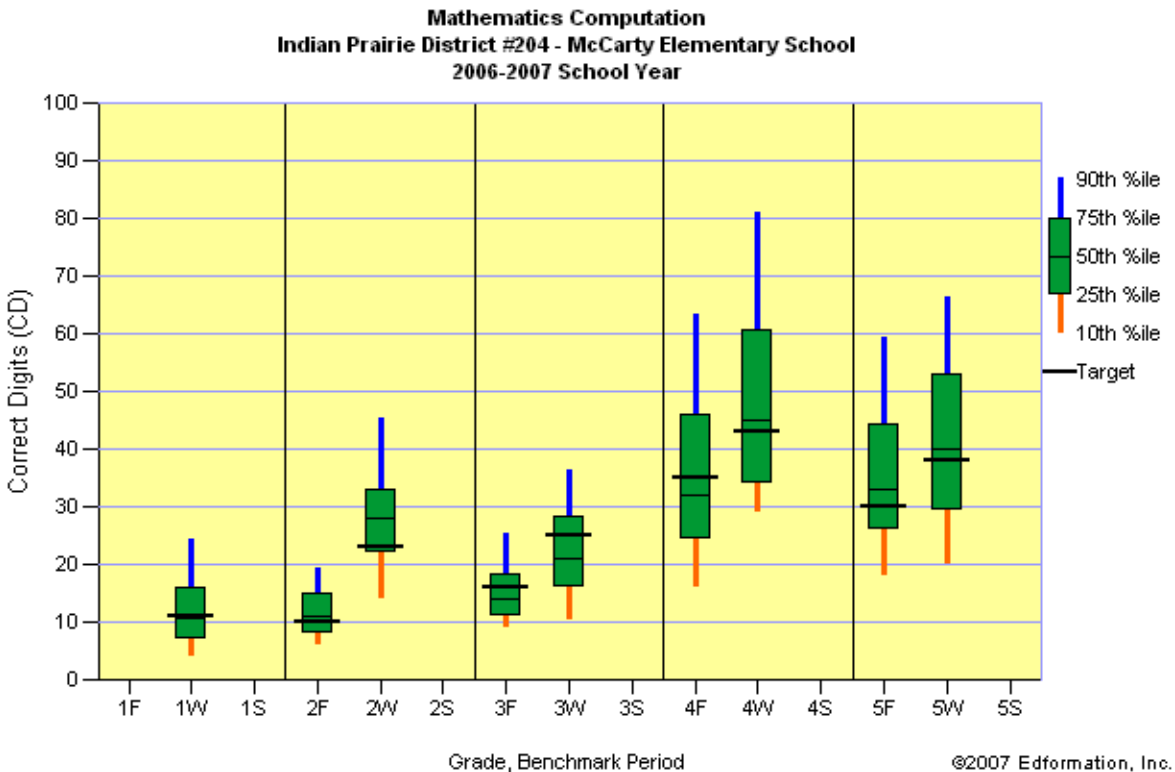
B. Curriculum-Based Measurement

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 2006 data, 51% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 53% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2007 data, ___% of students met or exceeded district performance standards on a measure of mathematics computational fluency.



McCarty Action Plan for Improved Learning

Goal 1: All students will meet or exceed reading performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

1. Objective – Area of Focus: Read with understanding and fluency.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Read Naturally	Year long	Staff	CBM/ISAT
Extended Day Program-Pillars of Strength in Rdg.	Quarterly	Staff	CBM/ISAT
CompassLearning	Year long	Staff	CBM/ISAT
Grade Level Intervention Kits	Year long	Teachers	CBM/ISAT
Reading A-Z	Year long	Teachers	CBM/ISAT
Grade level curriculum planning meetings on grade level performance descriptors	Weekly	Grade level teams	Team minutes/15 hour team time agendas
Grade level take home reading programs	Year long	Student/Parent	CBM/ISAT
Accelerated Reader	Year long	Teachers	% passing

2. Objective – Area of Focus: Develop vocabulary and vocabulary strategies.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Cloze paragraphs	Qrtly.	Teachers	CBM/ISAT
Jolly Phonics	Year long	Teachers	CBM/ISAT
Early Steps	Year long	Staff	CBM/ISAT
K.I.T Program	2 nd semester	Staff	CBM/ISAT
Michael Heggerty Phonemic Awareness	Year long	Teachers	CBM/ISAT
Schoolwide word walls	Year long	Staff	CBM/ISAT
Word of the week	Weekly	Teachers/Grade level teams	CBM/ISAT

3. Objective – Area of Focus: Read and understand literature representative of various societies, eras and ideas.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Explicit teaching from Harcourt regarding genre, author’s purpose and biography information	Per story	Teachers	ISAT
Schoolwide genre study	Monthly	Staff	ISAT

4. Objective – Area of Focus: Distinguish main idea and supporting details in informational text

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Review flexible reading group schedules to increase emphasis/focus/exposure to informational text.	Year long	Teachers	CBM/ISAT
Review availability of non-fiction materials to be incorporated into routine instructional practices.	Year long	Teachers and LMC director	CBM/ISAT
Explicit instruction and cross curricular plans to include opportunities to discuss the distinction between main idea and supporting details.	Weekly	Teachers/grade level teams	ISAT
Develop grade-level appropriate graphic organizers and other visuals demonstrating the structure of informational text.	Weekly	Teachers	ISAT

5. Objective – Area of Focus: Develop inferential thinking skills.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Read aloud a short passage to develop inferential thinking skills	Weekly	Teachers	Pre/post assessment
Utilize Harcourt materials to focus on inferential thinking skills to plan lessons	Year long	Teachers	Pre/post assessment

Goal 2: All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

1. Objective – Area of Focus: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Math/Geometric word wall in every classroom, lunchroom, LMC and gymnasium.	Year long	Teachers	CBM/ISAT
Use of Math manipulatives	Weekly	Teachers	CBM/ISAT
Math boxes assigned	Daily	Teachers	CBM/ISAT
CompassLearning activities	Weekly	Staff	CBM/ISAT
Cross-curricular geometric projects	Qtrly	Staff	CBM/ISAT

2. Objective – Area of Focus: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratios and proportions.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Math word wall in every classroom, lunchroom, LMC and gymnasium.	Year long	Teachers	CBM/ISAT
Extended School Day –Pillars of Strength in Math	Year long	Staff	CBM/ISAT
Implement Otter Creek program	Year long	Staff	CBM/ISAT
Maintain daily delivery of math fact fluency curriculum and emphasis on facts and operations throughout the spiraling of curriculum	Year long	Teachers	CBM/ISAT

Goal 3: Improve the home/school connection for all stakeholders of the McCarty learning community.

1. Objective – Area of Focus: Increase parent involvement at school and at home.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Parent/Guardians Career Day Classroom Forum	Qtrly.	Grade level teams	Minimum 1 parent per grade level
Bring your parent/guardian to Lunch Day	Qtrly.	Grade level teams	Minimum of 10% of parents per grade level participating
Parent/student/teacher conferences	Fall	Teachers	100% attendance
Staff PTA membership included in yearly dues	August	Social Coordinator	100% staff participation
Solicit parent/guardian to mentor/tutor a student in an academic area or socially	Year long	Teachers/PTA members/Admin.	Minimum 5 per grade level
Maintain current and foster new business partners.	Year long	PTA members/ Staff/Admin	5 new partnerships

2. Objective – Area of Focus: Communication with parents, students and community.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Mustang Memo	Monthly	PTA/staff	Posted monthly on listserv and website.
Chuck Wagon Chatter	Weekly	Principal	Posted weekly on listserv and website.
Classroom/Grade Level Newsletters	Wkly/monthly	Staff	Posted monthly on listserv and website.

Personal phone call to each parent/guardian	First 10 days of school	Teachers	Communication logs
New student and kindergarten orientation	Week prior to school starting	Principal and Building Leadership Team	100% attendance
Back to school event, Open House, Curriculum Night, Family Nights, and PTA sponsored events.	Year long	McCarty learning community	Attendance increased by 8%.

Progress 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 and mathematics goal to enhance the effectiveness of our educational programming.

The ISAT 2006 overall reading scores show that 85% of our students are meeting or exceeding State standards. This is a an 11% increase compared to the 2005 results.

Interventions that were implemented to improve reading skills 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 Compasslearning.
- 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.
- After school study groups, extended day and extended school year programs were provided for students.
- School wide tri-annual curriculum based measurements in fluency.
- Two 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 at home.

The ISAT overall mathematics scores show that 90% of our students are meeting or exceeding State standards. This is a 7% increase compared to the 2005 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 automaticity with math facts.
- 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 2006 ISAT and 2006 local assessments the following goals were created to meet the academic needs of our students for the 2006-07 school year:

- Implement a systematic, problem-solving model that is based on a continuous improvement cycle of instruction, assessment, strategies and interventions. Use 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;
 2. Implement frequent progress monitoring for early identification of at risk students, with an emphasis in the areas of reading, math and writing;
 3. Provide ongoing professional development, training and coaching, with an emphasis on data analysis relative to assessment, aligned to instructional practices.

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 630-375-3460 regarding our educational programs and other initiatives.