

Elementary School Improvement Plan Report
January 2006

School Name: McCarty Elementary School

Address: 3000 Village Green Drive
 Phone: 630-375-3400
 Principal: Kim Earlenbaugh
 School Improvement Team: Maria Higgins, Diane Gillette, Beth Marin, John Burke, Cynthia Alcantara, Andy Rodriguez, Beth Herrig and Kim Earlenbaugh

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	802	691	686	
% White	67.1	61.6	57.0	
% Black	11.7	17.2	18.1	
% Hispanic	8.6	9.8	9.3	
% Asian/Pacific Islander	12.3	11.3	12.0	
% Native American	.02	0.0	0.0	
Low Income rate	4.0	9.0	10.0	
Limited English Proficient Rate	5.0	6.2	8.2	
Chronic Truancy Rate	0.0	0.0	0.3	
Mobility Rate	10.7	17.5	11.0	
Attendance Rate	96.5	96.3	95.5	
% Parent Contact	100.0	100.0	100.0	
Average class size grade K	20.8	23.6	22.8	
Average class size grade 1	24	25.0	21.5	
Average class size grade 3	25.6	21.0	22.4	
Minutes per day teaching reading	150	150	150	
Minutes per day teaching math	60	60	60	

Practice and Program Audit Analysis Summary

The administration and the building leadership team continually examine the policies and programs at McCarty School. The focus areas are organization, policies and practices affecting students and staff, linkages beyond school, team planning and learning supports.

All teachers work together to build capacity and maximize learning for students. Support staff continues to find ways to co-teach and provide their services as part of the regular classroom instruction. Instructional groups are organized based on student ability and need. Change occurs, as learning needs change. Staff recognizes the need to organize the school schedule into a more flexible model for next year in order to accommodate flexible groups.

A culture for learning is created by establishing policies and practices for setting expectations for students and staff. Homework policies are firm but respectful. Homework is to be age-appropriate and at the independent level of the individual. Grades reflect mastery of individual progress as well as effort, progress and participation. The Peaceable

Schools model continues to be used as a framework for student and the development of positive social skills. The staff would like to focus on the execution of the problem solving model as we work toward developing capacity. This will require the implementation of joint instructional planning for next year.

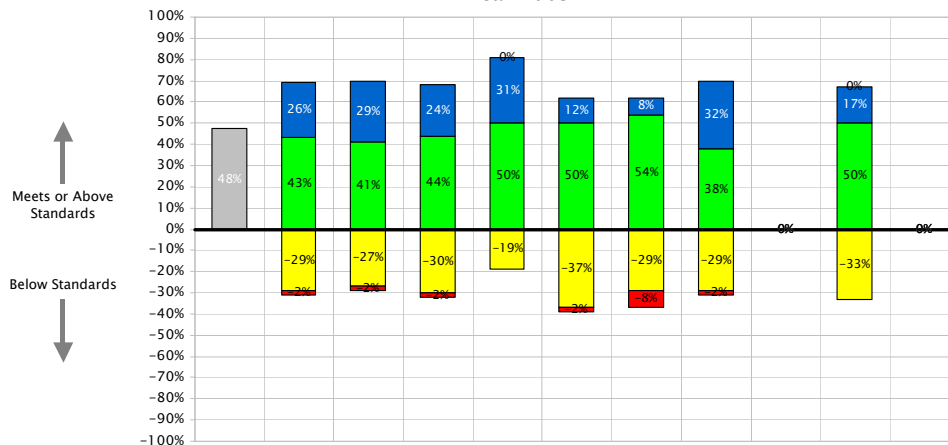
The school has set a goal to make a linkage with outside agencies in an effort to build the McCarty community. This may be accomplished through the district diversity committee.

Instructional decisions are made through the committee and team planning processes. This collaboration results in improved teaching techniques by teachers and teams, and enhances student learning. Staff strives to integrate learning support programs throughout grade levels and across curriculum. The staff has set a goal to build more flexibility into learning support programs to ensure that all students receive the assistance they require for success.

State Assessment Data and Gap Analysis

MCCARTY

ISAT Reading – Building NCLB Demographics.
Year 2005.



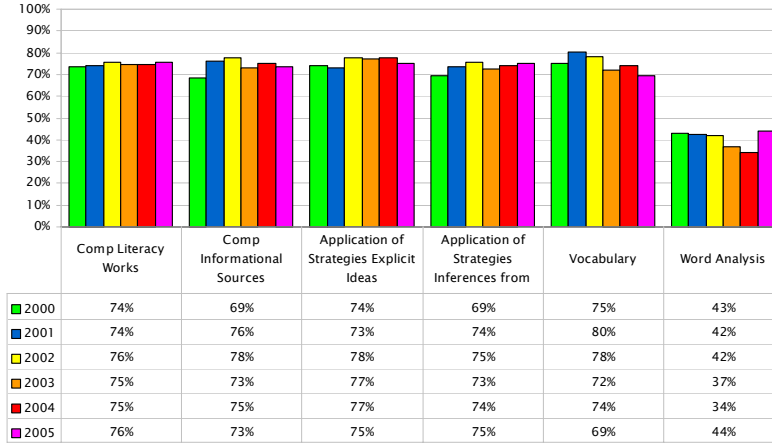
	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		26%	29%	24%	31%	12%	8%	32%	0%	17%	0%
Meets		43%	41%	44%	50%	50%	54%	38%	0%	50%	0%
Below		29%	27%	30%	19%	37%	29%	29%	0%	33%	0%
AW		2%	2%	2%	0%	2%	8%	2%	0%	0%	0%
Proficiency	48%	69%	70%	68%	81%	62%	62%	70%	0%	67%	0%
Count		201	94	107	29	39	10	117	0	6	N/A

The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP, Low Income.



ISAT Reading Standards Analysis.

All grades combined from 2000 to 2005.
 (% of multiple-choice items answered correctly)

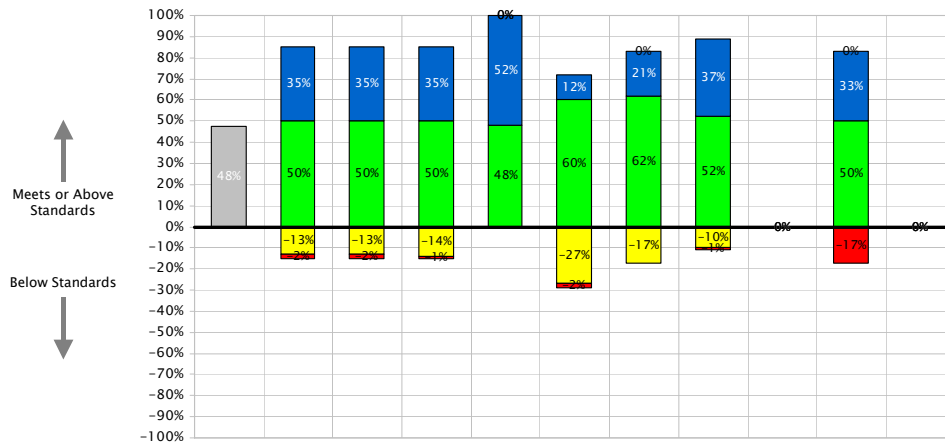


"In reviewing the chart of "ISAT Reading Standards Analysis All Grades Combined", please note that the standard of Word Analysis reflects a test given only to third graders. The chart displays the average score as the average of third graders plus the average of fifth graders. The average score therefore is displayed incorrectly. The actual average score of Word Analysis should be double of what is displayed.



MCCARTY

ISAT Math – Building NCLB Demographics. Year 2005.



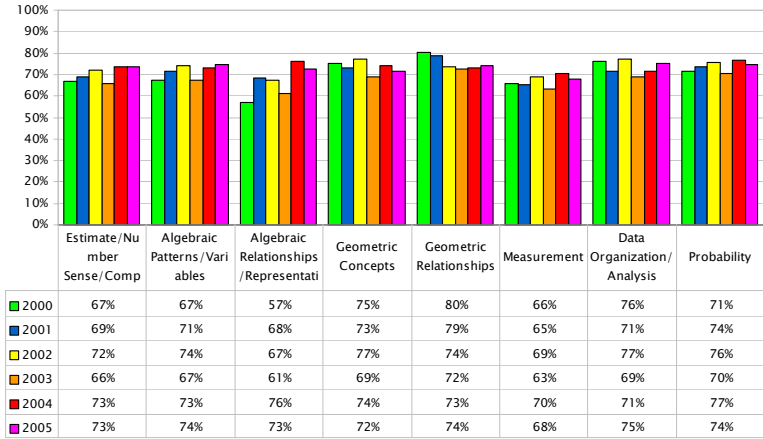
	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		35%	35%	35%	52%	12%	21%	37%	0%	33%	0%
Meets		50%	50%	50%	48%	60%	62%	52%	0%	50%	0%
Below		13%	13%	14%	0%	27%	17%	10%	0%	0%	0%
AW		2%	2%	1%	0%	2%	0%	1%	0%	17%	0%
Proficiency	48%	85%	85%	85%	100%	72%	83%	89%	0%	83%	0%
Count		201	94	107	29	39	10	117	0	6	N/A

The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP.



ISAT Math Standards Analysis.

All grades combined from 2000 to 2005.
 (% of multiple-choice items answered correctly)



Estimate/Number Sense/Computation: there is Significant Improvement from 2000 to 2005. Algebraic Patterns/Variables: there is Significant Improvement from 2000 to 2005. Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Relationships: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



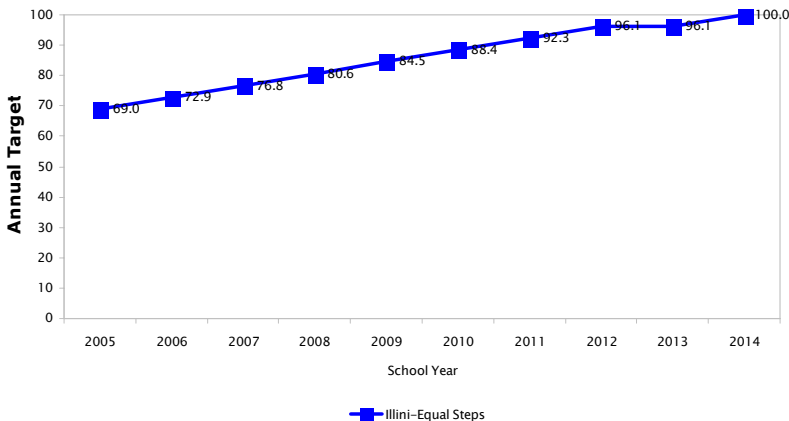
NCLB Adequate Yearly Progress Composite

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ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



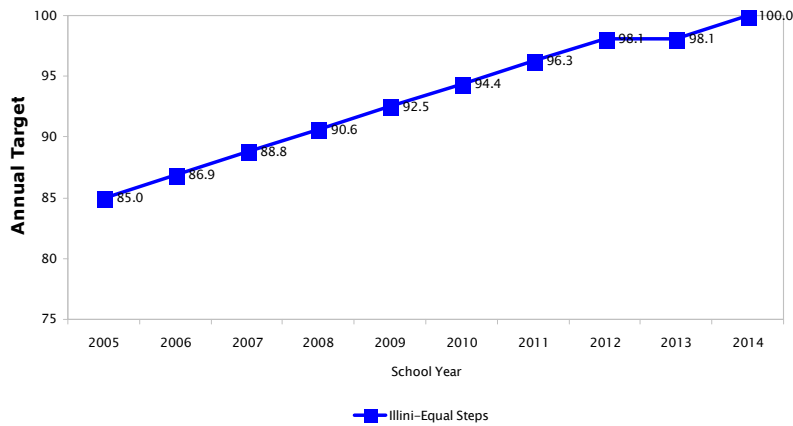
The base 2005 score is: 69.0% Meeting/Exceeding in Reading.



ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 85.0% Meeting/Exceeding in Math.



Action Plan

Goal 1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.

Evidence of Need

In 2004, ISAT reading proficiency percentage of all third and fifth grade students was 72%. The subgroups below 72% ISAT reading proficiency are as follows: Male 71%, Black, Non-Hispanic 49%, Hispanic 58%, IEP 42% and Low Income 46%. All five of the major reading strands (comprehension of literacy works, comprehension of informational sources, application of strategies explicit ideas, application of strategies, inferences from text, and vocabulary) may be addressed.

1.1 Objective

Provide activities in the area of reading that promote parent communication and community involvement.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Provide evening events for parents/guardians that promote family education and interaction with staff and students	Fall 04 and Spring of 05	Rdg. Improvement, LMC staff, Grades 3 and 1, Students, and Parents	Reading Family Nights, Poetry Nights and Book Fairs
1.1.2 Provide opportunities to make home/school connections	On-going	Parents LMC staff Classroom Teachers PTA Students	Rdg. Incentives, Book talk, Rdg.logs, journals, and nightly reading assignments, Extended School Day and Extended School year programs, Parenting Classes
1.1.3 Promote community involvement and interaction within the classrooms	On-going	Administrastion, Rdg. Improvement, Community, Eola Library	Reading Buddies, Parent Volunteers, Homework Club/with high school tutors, Senior Citizen Reading Buddies, Kid-to-Kid, Student Council Peer Tutor Program

1.2 Objective

All staff will administer diagnostic tools to be used to determine individual academic needs for all students, including subgroups, when planning for instruction and measuring student progress

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Analyze data from the State of Illinois	Fall 04 Spring 05	Rdg. Improvement, Leadership Team, PPS Team, Classroom teachers, Rdg. Committee Parents	ISAT ISEL for grades K-2
1.2.2 Analyze local assessments as a framework in designing differentiated instruction and guided reading instruction.	On-going	Rdg. Improvement, Leadership Team, PPS Team, Classroom teachers, Rdg. committee	Quarterly tests, Stan9, Gates, Darrell Morris, Stan9 and Rigby Benchmark, Read Naturally
1.2.3 Utilize early intervention strategies and the child find the process as a means of identifying students with individual needs.	On-going	PPS team, Parents, Classroom teachers, Rdg. Improvement, and ELL Teachers, Early Intervention Paraprofessionals	Curriculum Based Measurement(CBM), Rdg. Inventories, Teacher Assistance, Team meetings (TAT) Case Study Evaluations(CSE) Classroom Observations, KIT(Kdg. Intervention Team)
1.2.4 Analyze data retrieved from the Compasslearning program	On-going	Administration, Classroom teachers, Support Staff, Compasslearning Coaches	Compasslearning Reports

1.3 Objective

Provide teacher training through staff development, evaluation and in-service opportunities that focus on the delivery of a balanced literacy reading program.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Provide collaborative opportunities for all staff members	On-going	Administration, Leadership team, Staff	SIP days, Staff meetings, Team meeting, Curriculum Committee meetings, Leadership Team meetings, Alternative Evaluations, Peer Classroom Observations
1.3.2 Provide staff development opportunities for the administration and implementation of the district Balanced Literacy Initiative	Fall 04 Spring 05	Administration, Staff Development Committees, Building Literacy Committee, Literacy Trainer and Coaches	Staff meetings, SIP days, Institute Days, Staff Book Club, Peer Classroom Observations, Workshops
1.3.3 Provide all staff members with the opportunity to reflect upon their performance and the use of best practice in their instruction	On-going	Staff, Administration, Building Literacy Committee, Building Instructional Strategy Committee	Evaluations, Alternative Evaluations, Video taped formative evaluations, Curriculum Committees, Team Meetings, Staff Meetings

Goal 2: All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Evidence of Need

In 2004, ISAT math proficiency of all third and fifth grade students was 86%. The subgroups below 86% ISAT reading proficiency are as follows: Female 81%, Black, Non-Hispanic 66%, Hispanic 69%, IEP 61%, and Low Income 68%. The major task strands that will be emphasized will be Algebraic Patterns/Variables, Geometric Relationships, Measurement and Data Organization.

2.1 Objective

Provide activities in the area of math that promote parent communication and community involvement.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Develop regular, on-going methods of communication between school and home	On-going	Administration, Staff, Parents and Students	Grade level newsletters, Homelinks, Studylinks, assignment notebooks, Mastering Math Fact Program
2.1.2 Provide regular feedback to parents regarding student progress	On-going	Administration, Staff	EDM quarterly checklist, Unit, Quarterly, Mid and End of year Assessments, Compasslearning Reports, Math Facts Reports, Progress Reports, ISAT and Stan9 results
2.1.3 Promote community involvement and interaction within the classrooms	On-going	Administration and Staff	Family Nights and Classroom volunteer opportunities, Homework Club, Kid-to-Kid

2.2 Objective

All staff will administer diagnostic tools to be used to determine individual academic needs for all students, including subgroups, when planning for instruction and measuring student progress.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Explore methods for data collection when using authentic assessments for the purpose of monitoring individual growth and determining flexible groups	On-going	Staff, EMTs, Instructional Strategist Committee, Grade Level Teams	Observations, Math Boxes, Slate Assessments, Journals, Product Assessments, Stan9
2.2.2 Administer and analyze district local assessments for the purpose of monitoring individual growth and determining flexible groups	Quarterly	Administration, Grade level teams, Math Committee	Unit and Quarterly EDM tests, District Mid and End of year tests Otter Creek Mastering Math Facts
2.2.3 Utilize early intervention strategies and the child find the process as a means of identifying students with individual needs.	On-going	Classroom Teachers, PPS Team, Parents, and ELL instructor	Curriculum Based Measurement(CBM), EDM Assessment Tool, Teacher Assistance Team meetings (TAT) Case Study Evaluations(CSE)

2.3 Objective

All staff will be provided with the best practice training through staff development, the evaluation process and district in-service opportunities

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Review and maintain the 'Star Points' for math	Aug.04 and On-going	Administration and Staff	Star Points document in staff binder, Building Math Facts Policy, Compasslearning
2.3.2 Continued use of Quarterly Profiles of Progress in and effective manner	On-going	Classroom Teachers, Parents	Profiles of Progress, Progress Reports, and Report Cards

2.3.3 Provide all staff members with the opportunity to reflect upon their performance and the use of best practice in their instruction	On-going	Administration and Staff, Compasslearning Coaches	Evaluations, Alternative Evaluations, Video taped formative evaluations, Curriculum Committees, Team Meetings, Common Collaboration time for Teams, Staff meetings
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Progress Summary

The McCarty Elementary School’s School Improvement Team meets 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 overall reading scores show that 78.8 % of our third graders and 60% of our fifth graders are meeting or exceeding State standards. This is a 3% increase for third grade and a 9% decrease in scores for fifth grade compared to last year.

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

- Three reading specialists provided individual and small group support for students who do not meet State standards.
- The reading specialists modeled best practice instructional strategies in classrooms.
- Implementation of the Read Naturally Program and CompassLearning.
- Several teachers piloted a new reading series.
- Continual assessment of students’ progress was monitored using the Rigby Benchmarks, ISEL and Gates.
- Continued our after school study groups, extended day and extended school year programs.
- Implementation of family nights for our at-risk readers for the purpose of training parents in how to support their child at home

The ISAT overall mathematics scores show that 94.3% of our third graders and 75.8% of our fifth graders are meeting or exceeding State standards. This is a 7% increase for third grade and a 12% increase for fifth grade compared to last year.

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

- Continued implementation of Everyday Math.
- Piloted a mastering math facts program in order to achieve improved automaticity.

- Continual assessment of students' progress was monitored and communicated to parents via authentic assessment, Everyday May Assessment Tool, district assessment, and math checklist.

Through data analysis of the 2005 ISAT and local assessments the following goals were created to meet the needs of our students for the 2005-06 school year:

School Improvement Plan for Reading:

- Training and implementation of a new reading series.
- Continue implementation of a balanced literacy program within the classroom including guided reading.
- Staff development on differentiation strategies to meet the needs of all learners.
- Training in the Problem-Solving Model and Curriculum Based Measurement (CBM).
- Four reading specialists will provide individual and small group support for students who do not meet State standards, as well as, model best practice instructional strategies in classrooms, and co-teach with the regular education teachers.
- Continue implementation of the Read Naturally Program and CompassLearning.
- Continual assessment of students' progress will be monitored using the Rigby Benchmarks, ISEL, Gates and CBM.
- Learning Style Inventories (LSI) will be administered to all third, fourth, and fifth grade students.
- Continue our after school study groups, extended day and extended school year programs.
- Continue implementation of family nights for our at-risk readers for the purpose of training parents in how to support their child at home.

School Improvement Plan for Mathematics:

- Continue implementation of Everyday Math.
- Implementation of a mastering math facts program, Otter Creek, in order to achieve improved automaticity.
- Continually assess and monitor students' progress via authentic assessment, Everyday May Assessment Tool, district assessment, and math checklist and communicate this with parents.
- Training in the Problem-Solving Model and Curriculum Based Measurement (CBM).
- Staff development on differentiation strategies to meet the needs of all learners.
- Learning Style Inventories (LSI) will be administered to all third, fourth and fifth grade students.

Additional information about McCarty Elementary school's school improvement efforts can be found on our building website, <http://mccarty.ipso.org/index.htm>. Please feel free to contact Kim Earlenbaugh, Principal, at 630-375-3460 regarding our educational programs and other initiatives.