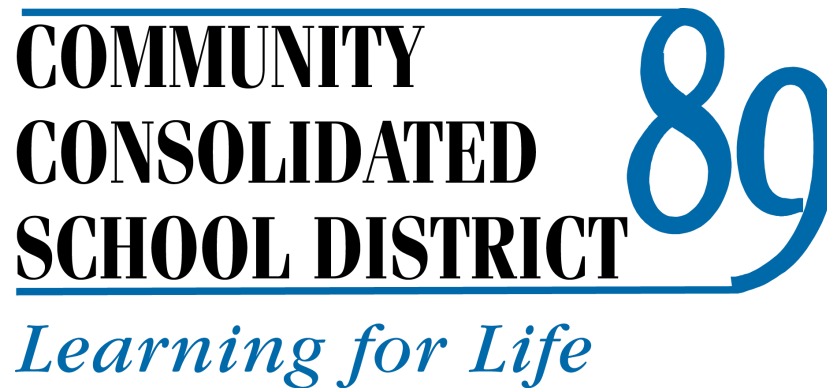


Title I Schoolwide Plan for
Glen Crest Middle School
Glen Ellyn Community Consolidated School District 89
For the 2024-25 School Year



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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

SCHOOL INFORMATION

School Name:	Glen Crest Middle School		
RCDTS:	190220890041003		
Principal:	Brett McPherson		
Address:	725 Sheehan Ave.		
City, ZIP code:	Glen Ellyn, IL 60137		
Telephone:	630-469-5220		
Email address:	bmcpherson@ccsd89.org		
Planning Year:	Poverty Rate at Board Approval:	20% Waiver: Y/N	Local Board of Ed. approval date:
23-24		Y	10.21.24

DISTRICT INFORMATION

District Name/Number:	CCSD89 19022089004
Superintendent :	Doug Eccarius
Telephone:	630-469-8900
Email address:	deccarius@ccsd89.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Brett McPherson	Principal
Sammy Smith	Assistant Principal
Maddie Payne	Math
Nicole Cannizzo	Literacy
Katie Picicco	Science
Kris Casey	Social Studies
Jackie Sabani	Special Education
Adam Wolf	Instructional Coach
Kristi Kline	Music
Kelly Maag	World Language

District Background

Glen Ellyn Community Consolidated School District 89 (CCSD89) is an elementary school district located in DuPage County, approximately 20 miles west of downtown Chicago. The five schools within the district educate nearly 2200 students from Pre-School to 8th grade. CCSD89 serves Glen Ellyn, as well as parts of Wheaton, and Lombard.

Students in the District come from varied backgrounds. There are approximately 200 English as a Second Language students each year. Additionally, the district has an increasing population of homeless families, and families who qualify for Free/Reduced Lunch program support. Students speaking over 36 different languages contribute to a richly diverse community of learners.

The staff of CCSD89 is comprised of 150 teachers and 67 educational support personnel. Approximately 73 percent of the District's teachers have earned a Master's degree or more and all the teachers are classified as highly qualified. CCSD89's Board of Education, administration and staff are dedicated to provide the best possible education to all students.

Demographics

Glen Crest Middle School serves approximately 694 students in grades 6-8. A snapshot of the school report card shows the following demographic breakdown:

% Attendance	% Mobility	% IEP	% Low Income	% Limited English	% White	% Black	% Hispanic	% Asian	% Multi-Racial
22	5	14	22	6	58.8	6.9	16.7	12.5	4.8

Glen Crest middle school serves a diverse population. The selection of school improvement initiatives were based on student achievement data. The selection of strategies, programs and activities was made to ensure the academic and social emotional success of every single learner at Glen Crest.

Comprehensive Needs Assessment

Each year we utilize the data collected from the 5 Essentials survey, input from our school Parent Teacher Council, and student council input to gather stakeholder input for school improvement. In addition we use student achievement data (NWEA MAP), social emotional screener data (BESS), and professional development survey data to plan our school improvement goals.

Areas of Strength and Goals For Continuous Student Improvement

Reading - In the Spring of the 2023-24 school year:

- 78.33% of all students in grades 6-8 were at or above the 40th percentile in Reading according to NWEA MAP with:
 - 63.80% of FRL students at or above the 40th percentile
 - 31.82% of LEP students at or above the 40th percentile
 - 36.36% of students with IEPs at or above the 40th percentile
 - 60.00% of Black students at or above the 40th percentile
 - 72.57% of Hispanic students at or above the 40th percentile
 - 80.21% of Asian students at or above the 40th percentile
 - 80.78% of White students at or above the 40th percentile

Math - In the spring of the 2023-24 school year:

- 82.72% of all students grades 6-8 were at or above the 40th percentile in Math according to NWEA MAP with:
 - 65.64% of FRL students at or above the 40th percentile
 - 32.82% of LEP students at or above the 40th percentile
 - 44.32% of students with IEPs at or above the 40th percentile
 - 56.67% of Black students at or above the 40th percentile
 - 69.61% of Hispanic students at or above the 40th percentile
 - 85.42% of Asian students at or above the 40th percentile
 - 87.59% of White students at or above the 40th percentile

Reading Goals:

- 55% of all students in 6th-8th grades will meet or exceed their NWEA MAP growth goal in reading from fall to spring

Math Goals:

- 60% of all students in 6th-8th grades will meet or exceed their NWEA MAP growth goal in math from fall to spring

Climate and Culture Goal:

Increase student, staff and family engagement and belonging in the school community as measured by participation in activities, attendance at events, growth in 5 essential survey data and feedback from families, students and teachers.

Reading Strategies identified to reach goals identified above:

Discussion/Questioning techniques

- To work towards student-centered classrooms, building questioning and discussion strategies for students.

Increasing student choice and voice in our classrooms

Interactive learning

- *Cooperative Learning Strategies*
- *Responsive Classroom Interactive Learning Structures*
- *Movement*
- *Collaboration*

For students in Tier 2 & 3:

Utilize the MTSS process to identify students who need additional support.

- Work with grade level teams to create Tier 2 action plans to support students
- Create a schedule for check-ins for Tier 2 action plans

Partner with instructional resource support (interventionist, coaches, UDL specialist, EL teacher) to ensure and support alignment between classroom curriculum and interventions to support students

Schedule time with each grade level team to discuss the progress of tier 3 students every 6-8 weeks.

Math Goal - Strategies identified to reach goals identified above:

Discussion/Questioning techniques

- To work towards student-centered classrooms, building questioning and discussion strategies for students.

Increasing student choice and voice in our classrooms

Interactive learning

- *Cooperative Learning Strategies*
- *Responsive Classroom Interactive Learning Structures*
- *Movement*
- *Collaboration*

For students in Tier 2 & 3:

Implement and use intervention resources based on skill progressions for use in all grade levels. Include a progress monitoring component.

Utilize MTSS process to identify students who need additional support:

- Work with grade level teams to create Tier 2 action plans to support students
- Create a schedule for check-ins for Tier 2 action plans

Partner with instructional resource support (interventionist, coaches, UDL specialist, EL teacher) to ensure and support alignment between classroom curriculum and interventions to support students.

Schedule time with each grade level team to discuss the progress of tier 3 students every 6-8 weeks.

Culture and Climate Goal - Strategies identified to reach goal identified above:

Increase Student Culture

- Collective School Wide Behavior Expectations:
- [Take care of yourself. Take care of each other. Take care of Glen Crest](#)

Building Spartan Pride

- Celebrate Student Success and create sense of belonging/community

Field Testing a Flexible Schedule for Advisory

Creation of a Token Economy

Increase staff culture:

- School Motto related to staff
- Differentiated Teacher Groups at PD Thursdays and Staff Meetings
- Time for Safe Conversations
- Team Building - (Monthly Minute)
- Planned Team Celebrations for staff
- Responsive Classroom language

Increasing consistency of the MTSS process

Utilize UDL guidelines for planning with a focus on engagement (7.2 & 7.3):

- Creating an accepting and supportive classroom environment
- Vary activities and sources of information so that they can be:
 - Personalized and contextualized to learners' lives
 - Culturally relevant and responsive
 - Socially relevant
- Facilitate personal coping skills and strategies:
 - Utilize real life situations or simulations to demonstrate coping skills (PRIDE, ACE)
 - Develop internal controls and coping skills (mindset) - [Middle School self-regulation resources](#)

Increase student participation in extracurricular clubs, sports and activities:

- Provide a variety of clubs for different interests throughout the year
- Promote activities and how to get involved during opening days of school
- Student leadership opportunities (student council, Principal's advisory group)

Intentional focus on staff culture:

- Restorative circles to increase communication
- Sunshine committee
- Focus on gratitude
- Create opportunities for staff to observe each other

Parent communication

- Mid and end of trimester curriculum updates
- How-to videos for Powerschool, Google

Professional Development Strategies and Activities

- Glen Crest staff will participate in professional development focused on collaboration about data and student progress
- Glen Crest staff will participate in professional development on Universal Design for Learning following the CAST framework
- Glen Crest staff will participate in professional development on the MTSS framework
- Glen Crest staff will work together to implement a consistent system for teaching and enforcing expectations around behavior for students

Opportunities for All Students to Meet Challenging Academic Standards

District 89 revised the [Strategic Plan for 2021-2025](#). The following goals will guide our work to address the needs and ensure the improved achievement of every single student:

- Academic success: CCSD 89 will provide an engaging and supportive learning environment that inspires every single student to reach their full potential.
- Social-emotional development: CCSD 89 will provide a welcoming educational environment where every student can develop confidence, empathy, and well-being.
- High-quality staff: CCSD 89 will hire, retain, and support a highly qualified workforce.
- Community engagement: CCSD 89 will cultivate meaningful partnerships with families and community agencies to enrich learning opportunities.
- Effective use of resources: CCSD 89 will use resources responsibly to provide safe schools where students have the tools they need to learn.

Using the strategic plan as the governing document to influence practice, school improvement goals have been developed to support the variety of learners within District 89. The following strategies serve as the foundation which all staff implement to meet the academic and social emotional needs of all students: Universal Design for Learning, differentiated instruction, standards-based grading, student goal setting, RtI/MTSS, Challenge program (for gifted learners), inclusionary practices. These efforts aim to eliminate inequities in achievement among student groups. District social workers and psychologists continue creating additional supports and interventions for students to support both their behavioral and academic needs. Finally, under the leadership of the district nurse, aligned and specific strategies have been implemented to decrease absenteeism.

CCSD89 has developed a comprehensive Academic Achievement for All guide which outlines the methods and instructional strategies that strengthen the academic and social emotional learning in all schools.

Maximizing the learning of all students is the goal of District 89. Enabling all students to learn to their highest potential is the foundation of every day practice in all of the district schools. This plan is intended to be dynamic, updated annually as new information and research is acquired. Careful strategic planning and aligned systems will allow staff to continue working with students and parents in order to eliminate achievement differences between student populations. A successful plan will reduce the discrepancy among student groups, allowing all students to learn and achieve at high levels.

When analyzing achievement, behavioral and attendance data, students from different demographic and economic groups perform differently. Teachers and administrators are working together to eliminate these gaps and ensure achievement for all.

When a student is identified as in need of additional support in academics and/or social emotional learning, the guide for Academic Achievement for All serves as a road map to assist in the decision making process when determining supports for students who experience difficulty. The following is a summary of the steps in the Academic Achievement for All guide utilizing the concepts of RtI/MTSS:

Benchmark assessments (NWEA MAP, AIMSWeb, Fountas and Pinell, Schoolwide Writing, and Curriculum Based Assessments) are administered at least three times a year to screen which students and which component(s) of literacy need further support.

The core program, or target areas, will be implemented with greater frequency and intensity in the areas determined by the assessment analysis.

Additional instructional support, in a small group setting, will be given during a pullout or push-in time during the school day. Our social worker, psychologist, intervention teachers, and support staff including Title I Intervention Paraprofessionals help support these interventions utilizing scientifically-based reading research strategies.

Adjustments in small group size (including one-on-one instruction) or the addition of another small group are other options for intervention.

ESL teachers work with students on their language acquisition and development. The ESL teacher(s) provide instructional support during small group pullout and push-in time during the school day.

Each school has a building-level team, grade level/department teams and MTSS problem solving teams responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for further interventions.

Strategies to Attract High Quality, Highly Qualified Teachers

CCSD89 offers a competitive pay scale in DuPage County. We support our new teachers with multiple days of new teacher orientation prior to the start of the school year and professional development meetings throughout the year. We pair new teachers with mentors for a two-year mentoring program. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration.

We have also placed quality programming that best meets our students' needs at the top of our priority list. This student-focus has attracted high-quality, highly qualified teachers who desire to work in a progressive, collaborative, and enthusiastic climate. To apprise would-be teachers of what CCSD89 has to offer, we advertise openings in our local newspapers (as needed), on the DuPage County ROE website, and other online employment sites to attract potential candidates. We collaborate with local universities to provide student teaching and observation opportunities and we attend various university career fairs to recruit teachers. We have updated and improved our website, where we also post current personnel openings. Our commitment to teaching and learning is why the district can attract and retain highly qualified and high quality teachers.

Transition from Elementary to Middle School and Middle School to High School

The transition from elementary to middle school starts with opportunities for the fifth and sixth grade teachers to articulate and focus on curriculum development together. Through these meetings they can ensure the progression of standards from one level to the next is ensured.

Orientation events include visits to the elementary school by the middle school assistant principal and guidance counselor, a step-up day, summer orientation event, summer visitation day and welcome barbecue.

The special education and counseling staff between the elementary and middle school also collaborate to ensure a smooth transition for students who have additional needs in those areas.

The transition from middle school to high school begins in early fall with the high school assistant principal presenting at the 8th grade curriculum night on what to expect from the PSAT testing suite. 8th grade students participate in a high school visitation day in November to educate them on the opportunities for course work at the high school. In

December the department chairs from both schools meet to review placement recommendations. The 8th grade students and their parents participate in small group placement meetings in January followed by two full class orientation evenings focusing on academics and extracurricular opportunities.

Including Teachers in Decisions

CCSD89 has multiple decision making committees which assist in the decision making process for the district. Committees including the assistant superintendent, principals, teachers (general education, special education, ESL, Challenge, Interventionists) meet each trimester to monitor and evaluate all components of the district curriculum programs and plan for upcoming professional development opportunities. Each school's School Improvement Team monitors data on any student considered academically at-risk, or those with issues that may warrant interventions as outlined in the instructional framework. All staff members are responsible for the continuous collection of student data including formal and informal assessments.

Teachers, principals, support staff, and other certified school personnel administer assessments, collect data, and analyze data. When a teacher sees a need for immediate intervention for certain students, they implement the district-wide MTSS process.

Additionally, The District Leadership Council (DLC) is a representative group of district personnel and a board member that advise the Board of Education, through the superintendent, in matters relating to the district's strategic plan, specifically as the goals related to district-wide school improvement efforts. DLC also has multiple subcommittees made up of administrators, teachers and support staff to have more structured conversations and develop plans and suggestions for DLC and the district. The following are the subcommittees of DLC: Technology Learning Committee, Professional Development Committee, Achievement for All Committee, and Teacher Evaluation Committee.

Coordination and Integration of Federal, State and local services and programs

As a Title I school, Glen Crest Middle School receives funds to support student achievement to help meet the diverse needs of students who do not meet or exceed standards. Title I funds will be used to hire literacy aides who will assist Title I students with academic or social emotional learning instruction and interventions. Additionally, we coordinate and integrate our services and programs by:

- Providing professional development and mentoring for new teachers– Title II
- Hiring ESL teachers – TBE/TPI Funding and Title III