

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:

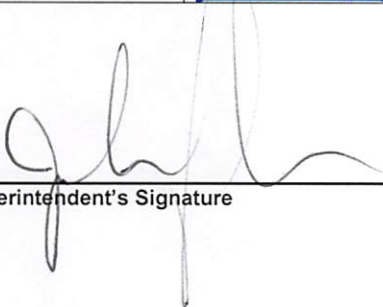
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Bryant School		
RCDT:	070161520022001		
Principal:	Durrell Anderson		
Address:	14701 Main St		
City, ZIP code:	Harvey, 60426		
Telephone:	708-331-1390		
Email address:	danderson@harvey152.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:

DISTRICT INFORMATION

District Name/Number:	Harvey School District 152
Superintendent:	John Thomas
Telephone:	708-333-0300
Email address:	jthomas@harvey152.org



 Superintendent's Signature

5-12-18

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Durrell Anderson	Principal
Paris Walker	Assistant Principal
Jackie Bufford	Secretary
Rosalyn Owens	Attendance Monitor
Jamine Buckhoy	4 th grade teacher
Jonathan Clark	2 nd grade teacher
Valerie Sales	Paraprofessional
Katherine Polk	Interventionist

2. 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: N/A
3. Conduct a comprehensive needs assessment of the entire school. *(Include a copy of the documents used to conduct the assessment)*

Student Demographics

	2015-2016	2016-2017	2017-2018
Total Enrollment	390	407	368
ELL/LEP	6%	5.5%	5.5%
Students with Disabilities	11%	7.8%	8%
Male	205	213	191
Female	185	194	177
Ethnicity/Race - Black	80%	83%	79%
Ethnicity/Race - Hispanic	15%	13%	17%
Ethnicity/Race - White	0	.3%	0

HARVEY SCHOOL DISTRICT 152 SCHOOLWIDE PROGRAM TEMPLATE

Ethnicity/Race – Two or More	5%	4%	4%
Attendance Rates	93%	92%	93%
Mobility	20%	18%	

Student Achievement – Local

READING	2015-2016		2016-2017		2017-2018	
	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level
Grade K		n/a	55%	n/a	34%	n/a
Grade 1		n/a	36%	n/a	33%	n/a
Grade 2		n/a	36%	n/a	28%	n/a
Grade 3		23%	35%	15%	61%	18%
Grade 4		6%	33%	7%	44%	19%
Grade 5		20%	28%	6%	45%	12%
Grade 6		7%	42%	24%	49%	12%
Grade 7		n/a	n/a	n/a	n/a	n/a
Grade 8		n/a	n/a	n/a	n/a	n/a
Special Edu.		4%	71%	10%	0	
LEP		9%	n/a	20%	n/a	
Overall		14%	42%	13%	37%	15%

MATH	2015-2016		2016-2017		2017-2018	
	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level
Grade K		n/a	62%	n/a	79%	n/a
Grade 1		n/a	39%	n/a	46%	n/a
Grade 2		n/a	63%	n/a	36%	n/a
Grade 3		29%	51%	16%	75%	31%
Grade 4		15%	29%	17%	32%	9%

HARVEY SCHOOL DISTRICT 152 SCHOOLWIDE PROGRAM TEMPLATE

Grade 5		18%	45%	2%	39%	13%
Grade 6		2%	52%	7%	34%	0
Grade 7		n/a	n/a	n/a	n/a	n/a
Grade 8		n/a	n/a	n/a	n/a	n/a
Special Edu.		4%	71%	5%	0	0
LEP		9%	n/a	20%	n/a	
Overall		13%	52%	11%	43%	13%

Process

What is happening (practices) in your school?

(Data Sources = Walkthroughs, Teacher Observations, Student Discipline, Assessment Results, Curriculum Documents, Curriculum Materials, etc.)

At Bryant Elementary School we recognize the need for our students to continue the process of developing a love for learning. We are committed to putting processes in place to ensure we are achieving this goal. Common planning time occurs across grade levels to allow teachers the opportunity to collaborate and analyze data as it relates to developing lesson plans to meet the various academic levels within classrooms. Teachers develop lesson plans on a common template agreed upon amongst the lesson planning committee. Teachers submit agendas and minutes following each of their meetings to summarize findings and next steps. Staff members attend weekly staff meetings that cover current initiatives, upcoming events and deadlines. MTSS protocol is followed as outlined by Harvey School District 152. MTSS binders for Tier 2 and Tier 3 students are housed in the principal's office and distributed to teachers as needed. Within the binders, teachers have quick access to assessment results, communication logs, student demographics, progress monitoring data and insert evidence of past and current interventions. Informal and formal observations are performed on teaching staff and support staff to provide support in areas of need. Students partake in Wonders reading program, scholastic magazines and Engage NY. Students produce artifacts demonstrating understanding while participating in small groups during the designated 90-minute reading block. Support staff provides push in support to assist where needed, determined by the classroom teacher. Administration implement weekly instruction driven walkthroughs to provide feedback.

Perception

What do stakeholders think, believe or perceive about your school?

(Data Sources = 5 Essential Survey, Parents Surveys, Staff Surveys, Student Surveys, Meeting Minutes, Self-Assessment Tools etc.)

Bryant's stakeholders play an essential role in the success of the school. Parents have various opportunities to support the school such as Family Reading Night, attending workshops to learn more about their child's academics, and monthly meetings with the principal. Parents are invited to participate in events such as Black History Month, Cinco De Mayo, Career Day, Real Men Read, Spelling Bee, Winter Assembly and field trips.

Communication between school and home is achieved through newsletters, phone calls, class dojo and the school's website. Parents receive support in accessing the parent portal and may request a conference at any time during the school year. According to the 5 Essentials Survey, parental involvement ranks less than average.

Notable Trends

Identify notable performance trends – including both, positive and negative patterns.

Notable trend statements include the following elements: the measure and metric about which the trend is being described, the content area(s), which students are included in the trend (grade-levels, disaggregated groups), the direction of the trend, the amount of change in the metric, the time over which the trend was observed, and what makes the trend notable.

Example - For the past three years, English learners (making up 60% of the student population) have had median growth percentiles below 30 in all content areas, substantially below the minimum state expectation of 55.

- From 2015-2016 all grade levels, except 4th grade (4th went up 1%), decreased the percentage of students who are ready for the next level on the PARCC reading assessment.
- From 2016-2017 all grade levels, except 6th grade (6th went down 12%), increased the percentage of students who are ready for the next level on the PARCC math assessment.
- Third grade increased on the NWEA MAP Math Assessment by 24% from the 2016-2017 school year to the 2017-2018 school year.
- The overall percentage of students who are ready for the next grade level according to NWEA MAP decreased in both reading and math from the 2016-2017 to the 2017-2018 school year but increased on PARCC from the 2016-2017 to the 2017-2018 school year.
- Increased numbers of discipline referrals amongst African American Males

Root Causes

Identify the underlying causes behind the priority performance challenges identified in the prior step. Root causes are statements that describe the deepest underlying cause, or causes, of performance challenges. They are the causes that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). Root causes describe why the performance challenges exist. They are the things that most need to change and can change. Root causes are not student attributes (such as poverty level or student motivation), but rather relate to adult behavior. Furthermore, the root cause should be something within the school or district's control.

The team determined the following root causes for academic and behavior challenges:

- Teachers have limited understanding of PARCC Assessment (Math) Type 1, Type 2 & Type 3 and how they work in conjunction with our curriculum.

- Lack of professional development for teachers. Examples include:
 - -Eureka math books
 - -Engage NY was the expectation for math instruction
 - -Training on how to read and analyze data to help drive instruction
- Large Class sizes
- There was once a scope and sequence created but no opportunity to implement due to yearly change in administration
- Curriculum continues to change before teachers can receive adequate training to fully implement it with full understanding, so it can truly be pushed with fidelity
- Administration has been inconsistent for the last 6 years
- Limited time available to observe fellow teachers to see what works for them, encourage them and to also provide meaningful feedback for growth.
- Last school year (2017-2018) multiple school improvement days canceled
- Lack of communication between administration and teachers
- Students had insufficient exposure to informational text due to lack of resources, clarity and focus from administration
- PBIS was not fully implemented last year

4. Describe schoolwide reform GOALS and strategies 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.

2018-2021 Targets

Based on the Needs Assessment, planning teams must identify the performance targets for the next three years. The targets must explicitly address performance challenges and move the school toward district, state and federal expectations.

Example – By the Spring of 2021, the percentage of students ready for the next grade level on the PARCC Math assessment will increase to 55%.

TARGET (GOAL) #1: By the Spring of 2021, all Bryant students will improve their reading comprehension and proficiency. At least 70% of all students will make expected yearly growth in reading proficiency as determined by NWEA MAP.

Benchmark #1 (Annual Performance Targets)	Dates
30% of Bryant students will meet / exceed on PARCC Reading assessment.	2018-2019

Strategies

- Compile student work samples and assessments to collaborate during grade level meetings, through teacher led discussions.

<ul style="list-style-type: none"> • Teachers will administer common assessments, bi-weekly • Provide professional development on data driven instruction • Students will receive instruction in the use of comprehension instruction in a variety of settings across the curriculum. • Teachers will use best practices of balanced literacy model • Teachers will provide student with opportunities to respond to literature in verbal and written form • Students will be given opportunities to use IReadi as an electronic tutorial in reading • Students will form reading goals with teachers at the start of the school year and be revisited at each benchmark. • Staff will provide daily Guided Reading groups for students to receive instruction at their academic reading level. • Vertical grade meetings to allow teachers the opportunity to discover what is needed at the next grade level, therefore making it possible for the next grade level teacher team to develop a plan to continue the increase of student success. 	
Benchmark #2 (Annual Performance Targets)	Dates
	2019-2020
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
	2020-2021
<u>Strategies</u>	

TARGET (GOAL) #2: By the Spring of 2021, all Bryant students will improve their math problem solving skills. At least 70% of all students will make expected yearly growth in math proficiency as determined by NWEA MAP.	
Benchmark #1 (Annual Performance Targets)	Dates
30% of Bryant students will meet / exceed on PARCC Math assessment.	2018 – 2019
<u>Strategies</u>	
<ul style="list-style-type: none"> • Compile student work samples and assessments to collaborate during grade level meetings, through teacher led discussions. • Teacher will administer common assessments, bi-weekly • Provide professional development on data driven instruction 	

<ul style="list-style-type: none"> ● Provide teacher professional development on math block, guided math instruction and Eureka math books ● Implement differentiated guided math groups at least 4 times per week ● Teachers will provide student with opportunities to respond to math in verbal and written form ● Teachers will hold daily math talks with their students ● Students will form math goals with teachers at the start of the school year and be revisited at each benchmark. ● Vertical grade meetings to allow teachers the opportunity to discover what is needed at the next grade level, therefore making it possible for the next grade level teacher team to develop a plan to continue the increase of student success. 	
Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
<u>Strategies</u>	

TARGET (GOAL) #3: By the Spring of 2021 Bryant Elementary will maintain a safe and positive learning environment for all students through clearly outlined guidelines of PBIS.	
Benchmark #1 (Annual Performance Targets)	Dates
20% decrease in behavior referrals and out of school suspensions	2018-2019
<u>Strategies</u>	
<ul style="list-style-type: none"> ● Implement PBIS with fidelity, adopt SWISS ● Provide teacher professional development on classroom management strategies and procedures ● 5-10 min. peace circles at the end of each school day to allow students time talk about positives and negatives 	
Benchmark #2 (Annual Performance Targets)	Dates

<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
<u>Strategies</u>	

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.

At Bryant School we provide opportunities for students to become involved in activities to help accomplish the goal improving academic performance, boosting self-esteem, providing social opportunities and assist with development of essential life and social emotional skills. Amongst the programs that are offered at Bryant are the following:

- Boyz II Men mentoring- Dr. Hunt (principal) meet with a group of young men, after school on a weekly basis, to engage in dialogue and activities to bring awareness to how young boys should behave, dress and speak.
- Student council- Ms. Welsh (3rd grade teacher) worked with students in grades____ to provide assistance around Bryant as needed. Student council helped with fundraisers, set up and break down of after school programs and events etc.
- Track- Mr. Clark (2nd grade teacher) coached 5th and 6th grade students on the fundamental skills to be successful in track. Students competed with other schools within the district.
- Basketball- Mr. Clark (2nd grade teacher) coached 5th and 6th grade students on the fundamental skills to be successful in basketball. Students competed with other schools within the district.
- Band- Students participated in the district's band program. Students met at Brooks and were transported to Bryant at the start of the school day.
- Parent Café- Led by Mrs. Owens (parent coordinator), parents attended workshops on leadership, how to improve home-school relationships, understanding map testing and how to help students become better learners

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).

Bryant works to develop postsecondary awareness and knowledge to not only lay the foundation for academic rigor, but to also help boost their confidence as they begin to formulate ideas, dreams and aspirations of their educational or workforce goals. We offer the following programs throughout the school year:

- Career Day- Professionals were invited in to speak to classrooms about their field
- National Honor Society partnership with Thornton High School- High School students volunteered to help students with activities at school
- Student Council- Students perform service learning duties

Accelerated Placement Program-provides educational programs with opportunities for each student to develop to his or her maximum potential in a single subject, other grade-level acceleration or early entrance into kindergarten or first grade

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.).

At Bryant, we collect data from the MAP assessment given in the fall (first benchmark) to determine students who scored amongst the lowest 20%. The MTSS team then meets on a bi-weekly basis to develop a plan and monitor the progress of each individual student. If a student shows success with the interventions that were put in place, this student will be classified as Tier 1. If a student proves interventions are unsuccessful, the team determines the next course of action and this student either remains Tier 2 or moves to Tier 3 where more intensified interventions occur. The same is done for students who exhibit behavior challenges. These students are referred by the teacher with substantial evidence to accompany the referral form

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.

At Bryant, teacher and staff participate in professional development geared towards academic achievement. There are school improvement days embedded in the district calendar where the principal and leadership team develop an agenda that covers topics to meet the needs of our students. Teachers have continuous conversations during their bi-weekly team meetings in which they discuss student needs and teaching strategies when looking at student work and assessment results. Teachers are also able to participate in individual professional development, with administration approval, based on their needs.

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

Each year, we set up a designated time at the end of the school year for Riley's pre-k students to visit our school. During this visit, pre-k students get the opportunity to meet our kindergarten teachers and students and to tour the kindergarten classrooms as well as the entire building. We are also welcoming to our neighboring daycares and pre-k programs to take a tour as well.