

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:

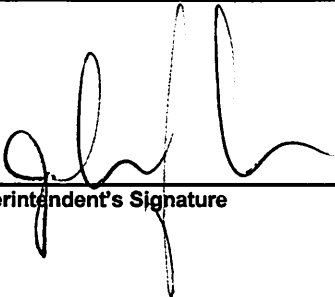
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	MAYA ANGELOU ELEMENTARY SCHOOL		
RCDT:			
Principal:	Ms. Iretha G. Brown		
Address:	15748 Page Ave.		
City, ZIP code:	Harvey, IL		
Telephone:	708-333-0740		
Email address:	ibrown@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 Public Schools District 152
Superintendent:	Mr. John F. Thomas
Telephone:	708-333-0740
Email address:	jthomas@harvey152.org



 Superintendent's Signature

9-12-18

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Iretha G. Brown	Principal
Carnisha Mayze	Assistant Principal
Patricia Jedlicka	Reading Interventionist
Freda Henderson	Social Worker
Jessica Boersma	2 nd Grade Teacher
Amy Woloszyk	2 nd Grade Teacher
Helene Shabazz	3 rd Grade Teacher
Yashonda Boyd	5 th Grade Teacher
Carlene Matthews	5 th Grade Teacher
Cheriff Kemp	Art Teacher
Sara Gonzalez	EL Resource Teacher

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	264	234	311
ELL/LEP	2%	2.6%	6%
Students with Disabilities	9%	10.7%	12%
Male	46%	51%	49%
Female	54%	49%	51%
Ethnicity/Race - Black	88%	84.2%	80%
Ethnicity/Race – Hispanic	6%	11.1%	14%
Ethnicity/Race – White	0%	0%	0
Ethnicity/Race – Asian	0.3%	0.4%	0.3%
Ethnicity/Race – Two or More	5%	4.3%	5%
Attendance Rates	92%	92%	Data not available from iirc
Mobility	24%	14.6%	Data not available from iirc

Student Achievement – Local Assessments in gray = not administered (NA)

READING	2015-2016		2016-2017		2017-2018	
	<u>NWEA MAP % Met or Exceeded Growth</u>	<u>PARCC % Ready for Next Level</u>	<u>NWEA MAP % Met or Exceeded Growth</u>	<u>PARCC % Ready for Next Level</u>	<u>NWEA MAP % Met or Exceeded Growth</u>	<u>PARCC % Ready for Next Level</u>
Grade K			28%		43%	
Grade 1			46%		36%	
Grade 2			78%		31%	
Grade 3		7%	47%	16%	45%	11%
Grade 4		16%	26%	3%	31%	12%
Grade 5		13%	47%	23%	43%	4%
Grade 6		20%	43%	14%	61%	27%
Grade 7						
Grade 8						
Special Edu.		10%	Data not available from NWEA / MAP	12%	Data not available from NWEA / MAP	12%
LEP		Data not available from iirc or pearsonaccessnext.com	Data not available on NWEA / MAP	Data not available from iirc or pearsonaccessnext.com	Data not Available from NWEA / MAP	6%
Overall		13%	90%	14%	41%	12%

Assessments in gray = not administered (NA)

MATH	2015-2016		2016-2017		2017-2018	
	<u>NWEA</u> <u>MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA</u> <u>MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA</u> <u>MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level
Grade K			48%		51%	
Grade 1			65%		46%	
Grade 2			88%		48%	
Grade 3		19%	50%	19%	34%	11%
Grade 4		5%	23%	3%	14%	3%
Grade 5		5%	69%	20%	32%	0%
Grade 6		11%	70%	7%	46%	20%
Grade 7						
Grade 8						
Special Edu.		10%	Data not available from NWEA / MAP	12%	Data not available from NWEA / MAP	12%
LEP		Data not available from (iirc) or pearsonaccessnext.com	Data not available from NWEA / MAP	Data not Available from iirc or pearsonaccessnext.com	Data not available from NWEA / MAP	13%
Overall		10%	59%	12.2%	39%	9.8%

Process

<p>What is happening (practices) in your school?</p> <p>(Data Sources = Walkthroughs, Teacher Observations, Student Discipline, Assessment Results, Curriculum Documents, Curriculum Materials, etc.)</p> <p>Maya Angelou School uses a variety of data sources to drive instruction and practices within the school. All certified staff are evaluated using the Charlotte Danielson Framework for Teaching in accordance to the guidelines required for PERA. Assessments used for this process for student growth and benchmark assessment include NWEA/MAP for Type I and teacher created assessments for Type</p>
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Ill assessments. Grade level teams collaborate to review NWEA/MAP, PARCC, ELA curriculum, and classroom assessment/observations to provide instruction to meet students' needs. Students are strongly encouraged through goal setting and building/classroom level incentives to identify their NWEA/MAP growth from the first benchmark assessment results to achieve RIT mastery during the Winter and Spring benchmarks.

Other practices and supports provided at Maya Angelou School include: an isolated time scheduled each day for PBIS Advisory, interventions, ninety minute reading block, and a majority of the classes have a sixty-minute math block. Data Days, MTSS meetings, Institute Days, School Improvement Days, and the After-School Tutoring Program are all geared toward providing professional collaboration and development of staff for improving instruction.

Academic and social/emotional initiatives, incentives, and celebrations are provided to enhance student motivation and achievement throughout the year. Parents are encouraged to become involved with the school through Family Nights and parent workshops offered by the school parent coordinator. Volunteer opportunities and family related resources are shared by the social worker and/or parent coordinator.

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.)

An electronic survey was developed for parents and issued during Open House on September 4, 2018. A survey for staff and students will be created. All surveys will be done during the beginning and end of the school year to measure the efforts of the school. Seventeen parents completed the survey during Open House and it will be offered to parents online and during Quarter 1 Parent Teacher Conference to generate more responses.

Current parent responses are based on 82.4% of the returning families surveyed:

- 94.1% feel welcome when they enter Angelou
- 87.5% feel that the staff provides a safe environment for their child
- 93.8% agree that the rules for student behavior at Angelou are fair
- 93.8% are satisfied with the education their child receives at Angelou
- 93.8% think that communication with families occurs in an open and respectful manner
- 81.3% believe that the academic needs of their child are met at Angelou. 18.8% had no opinion
- 93.8% agree that the rules for student conduct are consistently enforced at Angelou
- 100% agree that Angelou School tries to get family members to take part in school activities
- 100% agree that they feel comfortable talking to their child's teachers
- 100% agree that they are well-informed about how their child is doing in school
- 68.8% are satisfied with the extra-curricular activities at Angelou. 31.3 % had no opinion
- 81.3% believe that extra help is available at Angelou when their child needs it. 18.8% had no opinion.
- When asked what suggestions would improve overall climate and instructional programs at Angelou:
 - More bilingual support for the Hispanic growing community in the area
 - Persuade and motivate students/parents more
 - Inform parents about extracurricular activities
- When asked how the school could assist parents in attending school meetings more often:

- Write it in students' planner
- Host after school meetings, preferably around 6:00 pm
- Phone calls or reminders sent home by students
- The top three activities parents would like to be more involved in at the school:
 - Volunteering
 - PTA
 - Chaperoning field trips
- When asked what obstacles prevent parents from participating in their child's school activities, 60% selected their work/school schedule and 26.7% selected the lack of childcare.

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 period 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.

NWEA/MAP ASSESSMENT

Harvey Public Schools District #152 implemented the NWEA/MAP Assessment for reading and math during the 2016-2017 school year. Data trends for the past two years (2017-2018) reflect growth in reading for students in Kindergarten, 4th, and 5th grade, but a decline in growth for grades 1st, 2nd, and 3rd. In math, students in 4th grade during 2016 showed growth from 23% to 32% as 5th grade students in 2018. A decline in grades 2nd, 3rd, and 5th was observed over the two years. Data results for students with disabilities and students classified as LEP could not be found for NWEA/MAP.

PARCC ASSESSMENT

The PARCC Assessment was first administered to students in the district during the 2015-2016 school year. Students have taken the assessment electronically all three years. Data trends for the three years of PARCC show that grades 4th through 6th demonstrated an increase in the percentage of students ready for the next level in ELA. However, there was a significant drop in performance from students from 3rd grade in 2016 at 7% to 4% as 5th grade students in 2018. In math, 4th grade students in 2016 demonstrated an increase in percentage of ready for the next level from 5% to 20% in 2018. According to the available data from PARCC, students with disabilities displayed an increase from 2016 to 2018 in the percentage ready for the next level for both ELA and math. Data results for students classified as LEP could not be found for PARCC.

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.

Root causes for performance challenges as identified by Angelou's School Leadership Team include:

- During 2017-2018 Maya Angelou School's student population increased due to the closing of another district school. Observable increase in student disciplinary issues occurred during this year.
- Excessive testing of students and limited instructional time.
- Frequent test interruptions due to issues with technology within the last three years.
- First year of using chrome books for testing in 2017-2018. Again, technology issues resulted in test interruption.
- Test accommodations for students with disabilities during NWEA/MAP Fall 2017 testing were not available. This may have been a factor in students' initial goal setting and growth results.
- Test accommodations for students with disabilities have been inconsistent for MAP and PARCC between 2016-2018.
- Students with disabilities are provided modified instruction and grades; however, they are assessed at grade level.
- The district and school did not have an aligned ELA curriculum.
- The district did not have an established EL Program for students prior to this school year.
- The school's MTSS process, progress monitoring of Tier 2 and Tier 3 students, academic and social/emotional interventions were inconsistent and require more monitoring to be done with fidelity.
- Insufficient collaboration between general education teachers and special education teachers/reading coaches to observe improvement in student academic performance. Angelou did not have a reading coach during the 2017-2018 school year to support teachers in providing instruction.
- New online math curriculum (Engage NY) was implemented in the district in 2015-2016. Professional development/training was not provided for teachers. Without textbooks, parents without access to the internet found it difficult to support their child at home.
- Extended training for teachers and administrators is needed for Wonders reading, AIMSWeb, MAP, and KIDS.

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, the percentage of students ready for the next grade level on the PARCC ELA assessment will increase to 30%.

Benchmark #1 (Annual Performance Targets)	Dates
By the Spring of 2019, the percentage of students ready for the next grade level on PARCC ELA will increase by a minimum of 20%.	9/2018 to 5/2019

Strategies

- The newly developed ELA curriculum will be implemented and monitored with fidelity.
- Increase opportunities for collaboration and professional development among administrators, classroom teachers, reading interventionist, district reading coach, EL resource teacher, and SPED resource teacher for student improvement.
- Provide strategic professional development/training for teachers based on need, but not limited to guided reading, differentiation, small group instruction, and providing/documenting/monitoring reading interventions.
- Identify Tier 2 and Tier 3 students for additional instructional support from the school reading interventionist, progress monitoring through AIMSWeb, and monitoring through the MTSS process.
- Teachers/reading interventionist will provide ELA interventions during their allotted intervention block of 30 minutes daily.
- Tier 2 and Tier 3 students will receive extended instruction for ELA in after-school tutoring program.
- NWEA/MAP Learning Continuum and PARCC Evidence Statements will be used to improve instruction.
- Increase independent reading time and motivate students to read more (i.e. 25 Book Campaign – incentives for meeting monthly reading goals, class competition for most books read, and more).

Benchmark #2 (Annual Performance Targets)	Dates

Strategies

Benchmark #3 (Annual Performance Targets)	Dates

Strategies

TARGET (GOAL) #2: By the Spring of 2021, the percentage of students ready for the next grade level on the PARCC Math assessment will increase to 25%.	
Benchmark #1 (Annual Performance Targets)	Dates
By the Spring of 2019, the percentage of students ready for the next grade level on PARCC Math will increase by a minimum of 15%.	9/2018 to 5/2019
<u>Strategies</u> <ul style="list-style-type: none"> • Eureka math will be implemented and monitored with fidelity. • Improvement is expected in student performance and parental support with the implementation of consumable Eureka math materials. • Increase opportunities for collaboration and professional development among administrators, classroom teachers, reading interventionist, district reading coach, EL resource teacher, and SPED resource teacher for student improvement. • Provide strategic professional development/training for teachers based on need, but not limited to guided math/small group instruction, math talks, differentiation, and providing/documenting/monitoring math interventions. • Identify Tier 2 and Tier 3 students for additional instructional support and monitoring through the MTSS process. • Teachers will provide math interventions during their allotted intervention block of 30 minutes daily. • Tier 2 and Tier 3 students will receive extended instruction for math in after-school tutoring program. • NWEA/MAP Learning Continuum and PARCC Evidence Statements will be used to improve instruction. • Lead teachers for primary and intermediate grades will collaborate with the district math coach to provide internal support to teachers in math. • Teachers will participate in math professional development provided by the district. 	
Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
<u>Strategies</u>	

TARGET (GOAL) #3: By the end of the 2021 school year, the number of out-of-school suspensions will decrease by 30%.	
Benchmark #1 (Annual Performance Targets)	Dates
By the end of the 2019 school year, out-of-school suspensions will decrease by 15%.	9/2018 to 5/2019
<u>Strategies</u> <ul style="list-style-type: none"> • School administration will continue to follow the Harvey Public Schools Discipline Plan for addressing student behavior. • Teachers will provide and document social/emotional interventions including communication with parents through use of the 5 Step Form before issuing a disciplinary referral for student misbehaviors. • The principal and assistant principal will attempt to conference with parents prior to issuing an out-of-school suspension to students for repeated minor behaviors. • Lunch/after-school detention, In-School Suspension, and parent conference will be implemented for students with repeated minor behaviors to avoid out-of-school suspension. • The school social worker will continue to rotate among classes to provide group sessions and pull general education/students with special education for individual support. • Teachers/social worker will provide social/emotional interventions during the allotted intervention block of 30 minutes daily. • School administration will continue to provide student incentives and rewards/celebrations for positive behavior (i.e. PBIS Cool Tools, Soar Bucks, Soar Store, Peace Pledge, Student of the Month, Field Day, and more). • The social worker will provide parents with a list of local resources/agencies available for outside counseling, including family counseling if needed. • The administration, teachers, and special education teacher will collaborate to ensure that the Behavior Intervention Plan (BIP) is followed for students with disabilities. • The school nurse will collaborate with parents of students who receive medication to maintain and monitor their supply and the affects it has on their academics/behavior during school. • School administration will seek opportunities for implementing a boys/girls mentoring program. • The MTSS Team will identify students in need of social/emotional support at the Tier 2 and Tier 3 level and implement interventions to improve their behavior. 	
Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates

Strategies

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.

- The school social worker will continue to rotate among classes to provide group sessions and pull general education/students with special education for individual support.
- The social worker will provide parents with a list of local resources/agencies available for outside counseling, including family counseling if needed.
- The administration, teachers, and special education teacher will collaborate to ensure that the Behavior Intervention Plan (BIP) is followed for students with disabilities.
- The school nurse will collaborate with parents of students who receive medication to maintain and monitor their supply and the affects it has on their academics/behavior during school.
- School administration will seek opportunities for implementing a boys/girls mentoring program.
- The MTSS Team will identify students in need of social/emotional support at the Tier 2 and Tier 3 level and implement interventions to improve their behavior.

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).

Not applicable.

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.).

- School administration will continue to follow the Harvey Public Schools Discipline Plan for addressing student behavior.
- Teachers will provide and document social/emotional interventions including communication with parents through use of the 5 Step Form before issuing a disciplinary referral for student misbehaviors.
- The principal and assistant principal will attempt to conference with parents prior to issuing an out-of-school suspension to students for repeated minor behaviors.
- Lunch/after-school detention, In-School Suspension, and parent conference will be implemented for students with repeated minor behaviors to avoid out-of-school suspension.
- The school social worker will continue to rotate among classes to provide group sessions and pull general education/students with special education for individual support.
- School administration will continue to provide student incentives and rewards/celebrations for positive behavior (i.e. PBIS Cool Tools, Soar Bucks, Soar Store, Peace Pledge, Student of the Month, Field Day, and more).
- The social worker will provide parents with a list of local resources/agencies available for outside counseling, including family counseling if needed.
- The administration, teachers, and special education teacher will collaborate to ensure that the Behavior Intervention Plan (BIP) is followed for students with disabilities.
- The school nurse will collaborate with parents of students who receive medication to maintain and monitor their supply and the affects it has on their academics/behavior during school.
- School administration will seek opportunities for implementing a boys/girls mentoring program.
- The MTSS Team will identify students in need of social/emotional support at the Tier 2 and Tier 3 level and implement interventions to improve their behavior.

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.

Professional development will be provided at the district and building level. Workshops and training sessions will be available to staff during district Institute Days, School Improvement Days, district designed training sessions. Teachers are also encouraged to attend external professional development opportunities for their personal professional growth.

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

Harvey Public Schools District #152 includes Riley Pre-K Program that many students attend prior to transitioning into the elementary schools. Each spring, students and parents are invited to visit and tour the elementary school in the student's residing area for an orientation from the Kindergarten staff. In past years, students' exit assessment results were shared with the elementary school in preparation for instructional plans for their Kindergarten year. When assessment results are not available, the Kindergarten teachers screen students during the first week of school. To assist with the change of school setting, parents are welcome to sit with their child during breakfast and walk them to class during the first few days of school.