

**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:

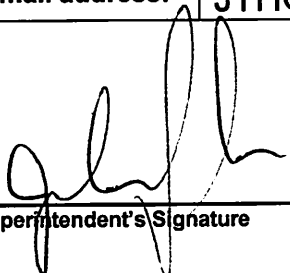
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	HOLMES ELEMENTARY SCHOOL		
<b>RCDT:</b>	140161520022004		
<b>Principal:</b>	DOELYNN STRONG		
<b>Address:</b>	16000 N. CARSE		
<b>City, ZIP code:</b>	HARVEY, 60426		
<b>Telephone:</b>	708-333-0440		
<b>Email address:</b>	DSTRONG@HARVEY152.ORG		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2018			

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	HARVEY SD 152
<b>Superintendent:</b>	JOHN THOMAS
<b>Telephone:</b>	708-333-0300
<b>Email address:</b>	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
DOELYNN STRONG	PRINCIPAL
JULI MAHORNEY	ASST. PRINCIPAL
KIAH DUNCAN	INSTRUCTIONAL INTERVENTIONIST
ERIN JONES	KDG TEACHER
KATHERINE PINTOZZI	ELL RESOURCE
TERESA MEZZICH	ELL RESOURCE
KERRY BESBEKOS	3RD GRADE TEACHER
LAURA GONZALEZ	PARAPROFESSIONAL
JENI KYSIK	PARENT

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
<b>Total Enrollment</b>	346	347	348
<b>ELL/LEP</b>	36%	38%	52.3%
<b>Students with Disabilities</b>	6%	6%	8%
<b>Male</b>			
<b>Female</b>			
<b>Ethnicity/Race - Black</b>	23%	22.8%	23%
<b>Ethnicity/Race - Hispanic</b>	76%	76.7%	76%
<b>Ethnicity/Race - White</b>	1%	0	0
<b>Ethnicity/Race – Two or More</b>	0	0.6%	0.6%
<b>Attendance Rates</b>	94%	92%	93%
<b>Mobility</b>	12%	10%	

**Student Achievement – Local**

READING	2015-2016		2016-2017		2017-2018	
	<b>NWEA MAP</b> <i>% Met or Exceeded Growth</i>	<b>PARCC</b> <i>Ready for Next Level</i>	<b>NWEA MAP</b> <i>% Met or Exceeded Growth</i>	<b>PARCC</b> <i>Ready for Next Level</i>	<b>NWEA MAP</b> <i>% Met or Exceeded Growth</i>	<b>PARCC</b> <i>Ready for Next Level</i>
Grade K			56.25%		51.61%	
Grade 1			20.93%		39.47%	
Grade 2			47.83%		60%	
Grade 3		16%	43.33%	9%	52.38%	7.5%
Grade 4		14%	31.37%	11%	62.07%	7.5%
Grade 5		8%	64.81%	20%	60.38%	16%
Grade 6		2%	51.11%	13%	62.96%	10.2%
Grade 7						
Grade 8						
Special Edu.		8%	42.11%	9%	30%	6.3%
LEP		0%	42.52%	3%	55.74%	3.2%
Overall		10%	45.02%	13%	56.75%	11%

MATH	2015-2016		2016-2017		2017-2018	
	<b>NWEA MAP</b> <i>% Met or Exceeded Growth</i>	<b>PARCC</b> <i>Ready for Next Level</i>	<b>NWEA MAP</b> <i>% Met or Exceeded Growth</i>	<b>PARCC</b> <i>% Ready for Next Level</i>	<b>NWEA MAP</b> <i>% Met or Exceeded Growth</i>	<b>PARCC</b> <i>% Ready for Next Level</i>
Grade K			70%		62.5%	
Grade 1			45.45%		37.84%	
Grade 2			46.67%		46%	
Grade 3		18%	38.98%	11%	65.12%	7.5%
Grade 4		16%	42.86%	7%	45.76%	0%
Grade 5		6%	72.22%	13%	56.60%	16.3%

HARVEY SCHOOL DISTRICT 152 SCHOOLWIDE PROGRAM TEMPLATE

Grade 6		2%	61.9%	6%	62.26%	8.2%
Special Edu.		5%	55.56%	4.2%	33.33%	6.3%
LEP		No data	45.97%	11%	54.35%	5.6%
Overall		10%	52.94%	9%	53.52%	8%

**Process**

What is happening (practices) in your school?

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

- Teachers receive formal walkthroughs monthly at minimum, which includes written feedback, generally centered around students actively engaged in the lesson or the level of questioning. Walkthrough info is factored into teacher evaluations and creates the focus for building PD.
- All teachers grades K-6 have a 90 min. Literacy block daily, which includes a 60 min. rotation time for guided reading & literacy centers.
- 60 min. guided reading time & literacy centers are grouped by ability level (based on MAP scores & identified areas of need), but learning activities & reading materials are not consistently differentiated to match the students' ability levels.
- *Wonders* provided reading materials were used with an observed shortage of non-fiction reading material. Some teachers (grades 5 & 6) supplemented by NewsELA articles or non-fiction novels. Consistent, supplemental reading materials were not used by all classes in all grade levels.
- Math is a 60 min. block for K-2<sup>nd</sup> grade and a 75 min. block for 3<sup>rd</sup>-6<sup>th</sup> grade. The EngageNY curriculum daily lessons are followed precisely as outlined and conducted in whole group for the duration of the lesson, except for 1 5<sup>th</sup> grade class, which utilized math centers at least 3 times weekly.
- Interventions were not available for Math for Tier 2 or Tier 3 students, except for after-school tutoring, which occurred on Tuesdays & Thursdays for 1 hour from October to March.
- There were 3 self-contained, multi-grade Bilingual classes (K-2<sup>nd</sup>, 3<sup>rd</sup>-4<sup>th</sup>, 5<sup>th</sup>-6<sup>th</sup>), with an average of 18 students in each class. Other non-identified or improperly identified LEP students were in general, monolingual classes at all grades. LEP students had no instructional materials in their native language if they were in the general monolingual class, and if in the self-contained bilingual class, there was little to none instructional materials for each grade level
- PBIS drives our student behavior management and is consistently utilized schoolwide. ClassDojo serves as a communication tool with parents and a behavior monitoring tool. Expectations are taught bimonthly and students are rewarded at the end of each month.
- NWEA MAP is our benchmark assessment tool and our primary data source for student learning, in addition to classroom performance data. In the 2017-2018 school year, data meetings between teachers & the Reading Coach were held after each MAP testing window to review data & adjust classroom instruction. As a building staff, the data was used to develop our curriculum focus area for the month in Reading & Math.
- EngageNY is our Math program and does not utilize any textbooks or consumable materials. Students follow the prescribed program & lessons. *Wonders* serves as our main Reading resource, but teachers heavily supplement for non-fiction reading materials, longer passages, and writing units. In the absence of a formal, District ELA or Math curriculum, grade level teams created their own units of instruction based on MAP data. New Jersey Center for Teaching & Learning (NJCTL) is used for our Science curriculum & is entirely online & NGSS-based. There is no formal Social Studies curriculum or materials, and we use Scholastic magazines for our Social Studies curriculum.
- The school observes all cultural months (Hispanic Heritage, Black History, Women's History, etc.) with instructional programs, assemblies, & activities, and students demonstrate their learning with performance tasks or at schoolwide events.

**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.)

- 2015 5 Essentials Survey data reveals that Ambitious Instruction was considered Most Implemented, with Effective Leaders, Collaborative Teachers, Involved Families, & Supportive Environment rated as Averagely Implemented as rated by 98.3% of students & 58.3% of teachers.
- 2017 5 Essentials Survey data, in contrast, showed Ambitious Instruction, Involved Families, & Supportive Environment remaining as Averagely Implemented and Effective Leaders & Collaborative Teachers as Less Implemented as rated by 95.6% of students & 79.3% of teachers.
- A survey of parents conducted in the 2017-2018 school year reveals that 60% of families believe that Holmes does a good job and they are satisfied with motivating & encouraging children, having a positive & welcoming environment, keeping students safe & motivated, communicating with parents, and a selection of very good teachers.

40% of the parent respondents believe Holmes can improve by controlling traffic & having speed bumps during afternoon dismissal, working with students having problems in class, having children be more active in PE & have uniforms for PE, and offer more parent volunteer opportunities.

- Surveying intermediate students in grades 4-6 showed that they believe most teachers are good & try to help, though there are some that are “mean” and do not help them when they need it. Students said they felt safe and enjoyed the programs, activities, and extracurricular activities that are offered. They think Holmes could improve by forming a soccer team, having better lunches, and getting more help with homework.
- 79% of teachers responded to the 2017 5 Essentials survey, sharing that more than 50% teachers believe that programs tend to come & go at this school, we follow up to make sure programs are working once they come to the school, curricular & learning materials are well-coordinated across different grade levels, and there is consistency in instruction & learning materials among teachers at the same grade level. More than 75% of teachers believe the Principal looks out for the personal welfare of teachers, can be trusted at his/her word and takes a personal interest in the professional development of teachers. In contrast, less than 50% of responding teachers feel they determine the content of in-service programs, determine which instructional materials are used in classrooms, or have influence in establishing the curriculum & instructional programs. They also have few opportunities to observe another teacher’s classroom to offer feedback or get ideas for their own rooms.

**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.*

Grades Kdg-3 & 5 show between 5 pts & 12 pts growth in Reading in 2016 MAP results from Fall to Spring. In 2017, this growth was 7 pts to 17 pts from Fall to Spring, with Foundational Skills being an area of strength for KDG. 4th & 6th grade gained an average of 2 & 9 points, respectively, from Fall to Winter but then lost 1 pt & 5 pts from Winter to

Spring in 2016. In 2017, 4th grade increased by 8.9 points from Fall to Spring, & 6th grade experienced a 1.5 RIT score drop from the Winter to the Spring, with vocabulary acquisition being an area of strength.

For Math, MAP data reveals all grades KDG-6 grew between 4 & 20 RIT points from Fall to Spring in 2016, with Operations & Algebraic Thinking being areas of strength in grades 1 & 2 and Numbers & Operations being a strength in grades 2 & 5. Geometry was the areas of weakness for grades 1, 2, 5, & 6. In 2017, the growth ranged from 7 to 17 for all grade levels, with few to no areas indicated as strengths or weaknesses.

Language Usage showed consistent growth from Fall to Spring for grades 3-6 in 2016, but growth was limited to an average of only 5 RIT points, with no areas of strength or weakness indicated. In 2017, all grades 3-6 grew between 5 & 11 RIT points from Fall to Spring, with no areas indicated as strength or weakness.

PARCC trends:

- Very few students achieve performance level at any grade level
- The highest percentage of students are at performance levels of "Partially Meet"
- From 2015-2017, the number of students that are not meeting and exceeding performance level is decreasing, as students move across grade levels
- Students with IEPs have fluctuated in the percentage of those meeting/exceeding standards in Reading & Math, never exceeding 6%.
- LEP students have been more greatly identified from 36% to 52.3% and have experienced a minimal increase of students meeting/exceeding in Reading from 0% to 3.2% since 2015. Math shows almost a 50% decline from 11% to 5.6% since 2016.

Since 2015, 3rd grade has had 65% or more increase of students failing to meet/exceed standards and being ready for the next level in Reading. It is similar for math. 4th grade has experienced the same trend, falling from 14% to 7.5% students being ready for the next level in Reading and in Math, 16% to 0% students ready for the next level.

## 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.

Reading deficiencies, as indicated on MAP are attributed to:

- Multi-grade leveling of LEP students in a class makes it difficult to continue instruction.
- Larger class sizes for a cohort of students.
- Previous lack of a concise curriculum, leaving teachers to piece-meal instruction based on the Wonders resource instead of the standards
- Gaps in the curriculum & instruction
- Large numbers of unidentified EL students

Possible Reasons for higher growth in 2017-2018 compared to the previous year:

- Teacher attendance rate was lower 2016-2017
- It was the first year of MAP testing
- Many teachers changed grade levels in 2016-2017 (learning curve)
- In 2017-2018, every teacher had a better idea of how to teach the new concepts and use the MAP tests

Math Possible Root Causes:

- Students are coming into each grade level with higher scores, but still lower than grade-level expectations
- Using Engage NY for a longer period with consistency
- Lack of sufficient math interventions for struggling students

Language/Writing Possible Root Causes:

- Writing is not always being taught across grade levels or is inconsistent
- No writing curriculum or focus
- Wonders resources lacking sufficient, explicit writing instruction

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%.*

<b>TARGET (GOAL) #1:</b>	
MAP Reading: By spring of 2021, student average RIT scores will grow by 10 points or more in Reading on MAP for all grade levels, as assessed from Fall to Spring.	
<b>Benchmark #1 (Annual Performance Targets)</b>	<b>Dates</b>
By spring of 2019, increase student average RIT score growth by 5 points or more in Reading on MAP for all grade levels.	Fall 2018 - Spring 2019
<b><u>Strategies</u></b>	
<ul style="list-style-type: none"> <li>• Meet monthly as building curriculum team to establish Reading focuses for all grade levels.</li> <li>• Implement school-wide reading standards for monthly focus.</li> <li>• Consistently expose students to testing standards through morning work assignments.</li> <li>• Build reading stamina through implementing daily scheduled sustained reading time at each student's appropriate reading level. (D.E.A.R.)</li> <li>• Structure the 90 min. Reading block to include Guided Reading with fidelity &amp; differentiated learning centers</li> <li>• Use Heggerty as part of the core instruction at Kdg-2<sup>nd</sup> grade</li> <li>• Identify Tier 2 &amp; 3 students in need of increased support &amp; intervention and provide the necessary interventions with fidelity</li> </ul>	

Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
<u>Strategies</u>	

**TARGET (GOAL) #2:**  
 MAP Math: By spring of 2021, student average RIT scores will grow by 10 points or more in Math on MAP for all grade levels, as assessed from Fall to Spring

Benchmark #1 (Annual Performance Targets)	Dates
By spring of 2019, increase student average RIT score growth by 5 points or more in Math on MAP for all grade levels.	Fall 2018 - Spring 2019

- Strategies
- Increase math vocabulary understanding by incorporating into classroom interactive word walls.
  - Align curriculum units sequence to assessed standards.
  - Use specific graphic organizers to build students understanding of word problems.
  - Increase usage of manipulatives to enhance student understanding of math concepts.
  - Include differentiated time within the Math block, specifically for intervention & differentiated instruction.
  - Incorporate Math Talks into weekly lessons to build math conceptual understanding
  - Use technology programs specific to math during After School tutoring programs.

Benchmark #2 (Annual Performance Targets)	Dates

Strategies

Benchmark #3 (Annual Performance Targets)	Dates

Strategies



**TARGET (GOAL) #3:**  
 By 2021, at least 30% of students in grades 3-5 will demonstrate grade level proficiency in ELA specific to Writing, as measured by PARCC or IAR

Benchmark #1 (Annual Performance Targets)	Dates
For grades 3-5, increase student average RIT score by 7 points or more in Language Usage on Map by Spring of 2019	
	Fall 2018 - Spring 2019

Strategies

- For grades Kdg-2, develop foundational skills in writing in the areas of grammar, punctuation, and sentence structure using shared writing, direct modeling, & explicit teaching.
- Consistently utilize the established writing plan to develop proper usage of grammar and mechanics.
- Schedule a specific writing block for all grade levels for modeling & direct instruction.
- Model multiple genres of writing for different purposes and audiences using anchor texts.
- Develop grade level writing assessments, to be administered at least quarterly.

Benchmark #2 (Annual Performance Targets)	Dates

Strategies

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.**

\*PBIS is implemented consistently throughout the building, explicitly modeling for students' proper behaviors and social emotional skills for school & home environments as a Tier 1 support. Students receive monthly celebrations as incentives for appropriate behavior and social skills. Students and staff participate in bimonthly focus teachings to address social and emotional needs. School starts with a PBIS kickoff to setup behavioral expectations for the year. The year closes with an end of the year celebration to celebrate positive behaviors. Daily announcements are made to address the social skill of the month.

\*The Social Worker provides whole-class interventions and mediation circles to address feelings, emotions, conflict-resolution, and class activities in mindfulness. The Social worker also provides services as outlined in student IEPs. Small group work as needed based on teacher input and student behavior is provided.

\*The Staff's social-emotional well-being is addressed through opportunities to anonymously write professional concerns. There is a building Social Committee that develops activities and recognition of the adults' life events to build school cohesion and maintain social well-being

**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).**

\*School follows College and Career Readiness Anchor standards, using the CCSS in all subject areas.

\*Each year, Junior Achievement presents to students and provides exposure to different job opportunities, careers, community awareness, and civic responsibility.

\*During Black History Month, the committee brings in outside professionals, exposing students to diversity in the workplace & various career opportunities.

**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.).**

\*Through the District-wide MTSS process, the Staff provides interventions and supports for students, based on their individual needs. The building team meets twice a month to discuss specific students, create a plan of action, and monitor any progress with behavior and academics.

\*PBIS is implemented consistently throughout the building, explicitly modeling for students' proper behaviors and social emotional skills for school & home environments as a Tier 1 support. Students receive monthly celebrations as incentives for appropriate behavior and social skills. Students and staff participate in bimonthly focus teachings to address social and emotional needs. School starts with a PBIS kickoff to setup behavioral expectations for the year. The year closes with an end of the year celebration to celebrate positive behaviors. Daily announcements are made to address the social skill of the month.

\* Students identified as Tier 2 receive additional support through the Social Worker, who provides small group interventions and mediation circles to address feelings, emotions, and conflict-resolution, and class activities in mindfulness. Classroom teachers & other school personnel select interventions from the RTI Pre-Referral Interventions Manual for Tier 2 & Tier 3 students, and the selected interventions are implemented for a minimum

of 6 weeks and progress monitored at least biweekly. Interventions are documented on the district MTSS form and reviewed twice monthly by the school MTSS team.

**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 least monthly, staff is presented with various PD information during morning staff meetings. Colleagues are able to present on different topics and share various experiences. All teachers are offered opportunities to participate in PD in their area of specialty or need.

\*Annually, the Bilingual teachers participate in the Statewide Bilingual Conference PD.

\*Staff representing all levels of the school participate in the annual ESSA conference to share ideas with the entire school body.

\*Teachers are allowed to visit other classrooms to observe colleague's instructional techniques to enhance their own practice.

\*Teaching staff has access to the ASCD PD suite, and they regularly utilize the videos on all instructional topics, but particularly on differentiating learning and creating engaging lessons.

\*Teachers participate in data meetings quarterly to review student growth and find areas of differentiation and goal setting.

\* Grade level teams meet weekly in 90 min. Common Planning, participate in 4 District Institute days yearly for PD in district initiatives, and in bimonthly School Improvement Days at the school, with focus on data analysis, creating monthly instructional focus, and student behavior management.

**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 May, incoming Kindergarteners visit the school and become acquainted with the teachers and classrooms.

\*Kindergarten teachers administer the KIDS assessment to all Kindergarten students, and are currently learning to read the reports and analyze the data within.

\*The Kindergarten teachers have created a screener that they use within the first 2 weeks of school to assess students' levels of phonics understanding, letter recognition, basic number identification, and counting. Elements of art, creating groups, and recognizing patterns & basic sight words are also assessed, and the information is used to create differentiated groups and determine instructional focuses.

\*At Open House, the school staff shares with Kindergarten parents the school expectations and helpful resources that are available to them. Parents & their students also receive a full tour of the school, an introduction to the programs & activities that will occur, and information about ongoing communication with their kindergartener's teacher.

\*Teachers build relationships with the kindergarten students by practicing routines & procedures, making their classrooms colorful, bright, & inviting, and by planning activities & field trips early to build the students' excitement for being in school.