

**Academic Plan**  
**School: McHarg Elementary**  
**Year: 2018-2019**  
**Accreditation Status This Year: Accredited**



**Accreditation Status 2018-2019 (Based on data from the 2017-2018 school year)**

Performance on each school-quality indicator is rated at one of three levels:

- **LEVEL ONE:** Meets or exceeds standard or sufficient improvement
- **LEVEL TWO:** Near standard or making sufficient improvement
- **LEVEL THREE:** Below standard

**ACCREDITATION BENCHMARKS (Adjusted Pass Rates)**

**English 75%   Mathematics 70%   Science 70%   History 70%**

**English Level One: At or Above Standard (Green)**

**Achievement Gap - English Level Three: Below Standard (Red)**

**Academic Achievement - Math Level One: At or Above Standard (Green)**

**Achievement Gap - Math Level Three: Below Standard (Red)**

**Academic Achievement - Science Level One: At or Above Standard (Green)**

**Chronic Absenteeism Level One: At or Above Standard (Green)**

**English:** Areas in need of improvement in red, areas in need of "Watch" in yellow:

Academic Achievement-English	All Students	Level One	Rate: 88.67
Achievement Gap-English	Black Students	Level Two	Rate: 72.90 Cum. 3 Yr. Rate
Achievement Gap – English	Economically Disadvantaged Students	Level One	Rate: 82.49
Achievement Gap – English	English Learners	Level One	Rate: 76.92 Too Small to qualify
Achievement Gap – English	Hispanic Students	Level One	Rate: 91.30
Achievement Gap-English	Students with Disabilities	Level One	Rate: 76.81
Achievement Gap – English	White Students	Level One	Rate: 91.10

**Math:** Areas in need of improvements in red, areas in need of “Watch” in yellow:

Academic Achievement-Math	All Students	Level One	Rate: 89.88
Achievement Gap - Math	Asians	Level One	Too small to qualify
Achievement Gap-Math	Black Students	Level One	Rate: 76.47 Cum. 3 Yr.
Achievement Gap – Math	Economically Disadvantaged Students	Level One	Rate: 83.77
Achievement Gap – Math	English Learners	Level One	Too Small to qualify
Achievement Gap – Math	Hispanic Students	Level One	Rate: 95.65
Achievement Gap-Math	Students with Disabilities	Level One	Rate: 71.01
Achievement Gap – Math	White Students	Level One	Rate: 91.62

**Science:** Areas in need of improvement in red, areas in need of “Watch” in yellow:

Academic Achievement-Science	All Students	Level One	Rate: 85.83
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## IMPROVEMENT PLAN: ENGLISH

English Essential Actions				
Area of Improvement	Rate/Level:72.90 % (Cumulative 3 Yr.)	Goal(s):	Action Steps to meet goal:	Evidence of Progress:
Black Students	3rd(14 students) 50%	(1)Grade levels will create a Watch Group list of black students in tier 2 or tier 3	<ul style="list-style-type: none"> <li>Teachers will create a list of students and monitor their progress closely</li> </ul>	-List of Watchlist Students matched with Teacher Mentors and published for administration at the school level and district level. <b>Discussion of watchlist students during IDM (K-2)</b>
	4th(10 students) 60%			
	5th(13 students) 46.15%	(2) Teachers will meet to review data after each benchmark (quarterly) (iStation, PALS, CIP benchmark, running records, sight word assessments)	<ul style="list-style-type: none"> <li>Grade Level teachers will update data wall quarterly</li> <li>Grade Level teachers will analyze patterns in the data</li> <li>Teachers will create small intervention groups based on the data</li> </ul>	Data from: -Benchmark Results-2nd grade -iStation, Running Records, PALS-K and 1st  Documentation of Data Wall changes <b>Data Wall updated</b> <b>Quarter 1: 10/17/18</b> <b>Quarter 2: 1/9/19</b> <b>Quarter 3:</b> <b>Quarter 4:</b>  Assignment of small group intervention,(duration and frequency)
	6th-(14 students) 64.29%			

		(3) Teachers will review instructional practices addressing phonemic awareness	Teachers will research and create engaging lessons that address <ul style="list-style-type: none"> <li>• phonemic awareness (specifically but not limited to.... <ul style="list-style-type: none"> <li>○ phonemes, phoneme manipulation</li> <li>○ segmenting, blending</li> <li>○ syllables</li> </ul> </li> </ul>	Data from: <ul style="list-style-type: none"> <li>-Benchmark Results-2nd grade</li> </ul> <a href="#">See McHarg 2nd grade data doc</a> <ul style="list-style-type: none"> <li>-iStation, Running Records, PALS-K, 1st, and 2nd</li> </ul> <a href="#">See McHarg grade level data docs</a> <p><b>PAST assessment was administered to all 1st grade students</b></p>
		(4) Teachers will provide opportunities for students to manipulate computer generated TEI activities	<ul style="list-style-type: none"> <li>• Seesaw TEI activities</li> <li>• Students will participate in iStation at least twice a week to practice academic skills and computer/mousing/keyboard skills <b>1st and 2nd grade teachers are implementing google classroom</b></li> </ul>	Data from: <ul style="list-style-type: none"> <li>-Benchmark Results-2nd grade</li> </ul> <a href="#">Discussed during IDM</a> <ul style="list-style-type: none"> <li>-iStation, Running Records, PALS-K and 1st</li> </ul> <a href="#">Discussed during IDM</a>

**English Essential Actions**

<b>Area of Improvement</b>	<b>Rate/Level:76.81 %</b>	<b>Goal(s)</b>	<b>Action Steps</b>	<b>Evidence of Progress</b>
Students with Disabilities	3rd(14 students) 57.14%	(1)Grade levels will create a Watch Group list of black students in tier 2 or tier 3	<ul style="list-style-type: none"> <li>• Teachers will create a list of students and monitor their progress closely</li> </ul>	-List of Watchlist Students matched with Teacher Mentors and published for administration at the school level and district level.

<p>4th(13 students) 53.85%</p>			<p><b>Discussion of watchlist students during IDM (K-2)</b></p>
<p>5th(13 students) 38.46%</p>	<p>(2) Teachers will meet to review data after each benchmark (quarterly) (iStation, CIP benchmark, running records)</p>	<ul style="list-style-type: none"> <li>● Grade Level teachers will update data wall quarterly</li> <li>● Grade Level teachers will analyze patterns in the data</li> <li>● Teachers will create small intervention groups based on the data</li> </ul>	<p>Data from: -Benchmark Results-2nd grade -iStation, Running Records, PALS-K and 1st</p> <p><b>Data Wall updated</b> <b>Quarter 1: 10/17/18</b> <b>Quarter 2: 1/9/19</b> <b>Quarter 3:</b> <b>Quarter 4:</b></p> <p>Assignment of small group intervention,(duration and frequency)</p>
<p>6th-(20 students) 65%</p>			<p>(3) Teachers will review instructional practices addressing phonemic awareness</p>



Students with Disabilities	Rate: 76.81		67 %	91 %			28 %	74 %										
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### IMPROVEMENT PLAN: MATH

#### Math Essential Actions

Area of Improvement	Rate:76.47 (Cumulative 3 Yr.)	Goal(s)	Action Steps	Evidence of Progress
Black Students	3rd(14 students) 42.86%	(1)Grade levels will create a Watch Group list of students with disabilities in tier 2 or tier 3	<ul style="list-style-type: none"> <li>Teachers will create a list of students and monitor their progress closely</li> </ul>	-List of Watchlist Students matched with Teacher Mentors and published for administration at the school level and district level. <b>Discussion of watchlist students during IDM (K-2)</b>
	4th(10 students) 80%			
	5th(12 students) 50%	(2) Teachers will meet to review data after each benchmark (quarterly) (iStation, CIP benchmark)	<ul style="list-style-type: none"> <li>Grade Level teachers will update data wall quarterly</li> <li>Grade Level teachers will analyze patterns in the data</li> <li>Teachers will create small intervention groups based on the data</li> </ul>	Data from: -Benchmark Results-2nd grade -Quarterly math assessment results-K and 1st grade  Documentation of Data Wall changes and data patterns <b>Data Wall updated</b> <b>Quarter 1: 10/17/18</b> <b>Quarter 2: 1/9/19</b> <b>Quarter 3:</b> <b>Quarter 4:</b>
	6th-(14 students) 78.57%			

				Assignment of small group intervention,(duration and frequency) <b>Discussed during IDM</b>
		(3) Teachers will review instructional practices in the subject of math	Teachers will research and create engaging lessons that address <ul style="list-style-type: none"> <li>counting money</li> </ul>	Data from: -Benchmark Results-2nd grade <b>See McHarg 2nd grade data doc</b> -Quarterly math assessment results-K and 1st grade <b>See McHarg 2nd grade data doc</b>
		(4) Teachers will provide opportunities for students to to practice academic skills and computer/ mousing/keyboard skills as well as computer generated TEI activities	<ul style="list-style-type: none"> <li>Seesaw TEI activities</li> <li>iStation at least twice a week</li> <li>IXL</li> </ul> <b>1st and 2nd grade teachers are implementing google classroom</b>	Data from: -Benchmark Results-2nd grade <b>Discussed during IDM</b> -iStation, Running Records, PALS-K and 1st <b>Discussed during IDM</b>
<b>Math Essential Actions</b>				
Area of Improvement	Rate:71.01	Goal(s)	Action Steps	Evidence of Progress



Students with Disabilities	3rd(14 students) 64.29%	(1)Grade levels will create a Watch Group list of students with disabilities in tier 2 or tier 3	<ul style="list-style-type: none"> <li>Teachers will create a list of students and monitor their progress closely</li> </ul>	-List of Watchlist Students matched with Teacher Mentors and published for administration at the school level and district level. <b>Discussion of watchlist students during IDM (K-2)</b>
	4th(13 students) 61.54%	(2) Teachers will meet to review data after each benchmark (quarterly) (iStation, CIP benchmark)	<ul style="list-style-type: none"> <li>Grade Level teachers will update data wall quarterly</li> <li>Grade Level teachers will analyze patterns in the data</li> <li>Teachers will create small intervention groups based on the data</li> </ul>	Data from: -Benchmark Results-2nd grade -Quarterly math assessment results-K and 1st grade  Documentation of Data Wall changes and data patterns <b>Data Wall updated</b> <b>Quarter 1: 10/17/18</b> <b>Quarter 2: 1/9/19</b> <b>Quarter 3:</b> <b>Quarter 4:</b>  Assignment of small group intervention,(duration and frequency) <b>Discussed during IDM</b>
	5th(13 students) 38.46%			6th-(20 students) 45%



