

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Carol Elizabeth May  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name H. R. McCall Elementary School  
(As it should appear in the official records)

School Mailing Address 3215 North McAree Road  
(If address is P.O. Box, also include street address.)

City Waukegan State IL Zip Code+4 (9 digits total) 60087-2099

County Lake County

Telephone (224) 303-1770 Fax \_\_\_\_\_

Web site/URL https://mccall.wps60.org/ E-mail cmay@wps60.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Ms. Theresa Plascencia E-mail tplascencia@wps60.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Waukegan Cusd 60 Tel. (224) 303-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Brandon Ewing  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 15 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 21 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 12         | 16           | 28          |
| K                     | 31         | 35           | 66          |
| 1                     | 30         | 39           | 69          |
| 2                     | 40         | 25           | 65          |
| 3                     | 39         | 31           | 70          |
| 4                     | 50         | 29           | 79          |
| 5                     | 35         | 43           | 78          |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12 or higher          | 0          | 0            | 0           |
| <b>Total Students</b> | 237        | 218          | 455         |

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.9 % American Indian or Alaska Native
  - 1.5 % Asian
  - 14.3 % Black or African American
  - 72.3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 7.5 % White
  - 3.5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 16%

If the mobility rate is above 15%, please explain:

We have Pre- Kindergarten students with rolling enrollment. As students are screened through the year, students move into the district and are placed at H.R. McCall. McCall is one of the district's low incidence sites for diverse learners. We have four self-contained classrooms that serve students with autism. Many of the families that attend the school rent and families move based on their financial stability.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year   | 37            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 34            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 71            |
| (4) Total number of students in the school as of October 1, 2018   | 452           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.16          |
| (6) Amount in row (5) multiplied by 100  | 16            |

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 43 %  
195 Total number ELL

7. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 302

8. Students receiving special education services: 22 %

102 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>32</u> Autism                 | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>12</u> Developmental Delay    | <u>21</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>31</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

|  | <b>Number of Staff</b> |
|--|------------------------|
| Administrators   | 2                      |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.  | 23                     |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.  | 8                      |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.   | 22                     |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 8                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| <b>Required Information</b> | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 94%       | 95%       | 93%       | 95%       | 95%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| Graduating class size                         | 0  |
| Enrolled in a 4-year college or university    | 0% |
| Enrolled in a community college               | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment                              | 0% |
| Joined the military or other public service   | 0% |
| Other   | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Together we succeed, with integrity.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Our McCall School mission statement articulates our core beliefs regarding academic success, “Together We Succeed, With Integrity.” We work collaboratively as a team; including students, staff, parents, and community members. Character building is essential for all of our students and is equally as valuable to us. Here at McCall School, we believe in high expectations for all. We have extensive experience and a proven track record of guiding students to academic success. All students deserve the opportunity to have a high-quality education. Strong instructional leaders are the foundational building blocks that create a positive culture where students, teachers, and staff feel comfortable to take risks. Our McCall team develops the mindset to try new things, which fosters an environment of success. This dynamic allows one to learn and grow from their mistakes while addressing students' misconceptions and allowing students to think critically. Students are encouraged to learn and communicate about their own and others' thinking.

Waukegan is a very diverse community. Eighteen percent of our residents live below the poverty line. Forty-seven percent of residents own homes. We are one of fifteen Title 1 school in our district. With that, we work diligently to overcome day to day challenges, while meeting the needs of all students. Additionally, there are 20% of our students receiving special education services. The percentage of English-language learners (ELLs) in school is 41%. Sixty-three percent of our students are eligible for free/reduced-priced meals. Our racial/ethnic composition consists of 0.9% American Indian or Alaska Native, 1.5% Asian, 14.3% Black or African American, 72.3% Hispanic or Latino, 0% Native Hawaiian or other Pacific Islander, 7.5% White, and 3.5% two or more races.

McCall School has adopted a Positive Behavior Intervention and Supports (PBIS) system where we expect all to: Respect yourself, Respect others, Respect place/property. Through the use of PBIS “cool tools,” character education is integrated throughout the entire school day. Students are strongly encouraged to discuss and solve any problems. Teachers intervene when necessary and appropriately address the situation (i.e. teacher/student conference). Our Matrix outlines the school-wide expectations for students in all areas of the school including bus, playground, lunchroom, and more.

We welcome strong partnerships with parents and guardians. Parental involvement is important and has contributed greatly to students' success. Our parents are active and dedicated to school activities and support school programs. Parents and staff collaborate to foster future productive members of the 21st century. Teachers and staff communicate with parents through Class Dojo, parent-teacher conferences, and special parent events such as “Muffins with Moms” or “Donuts with Dads.” Parents enjoy receiving photos, messages, and daily contact on Class Dojo. Additionally, we post current school events on our Facebook page and send out monthly parent newsletters.

Our school is situated in a unique location, adjacent to the Waukegan National Airport. Over the years the staff of McCall has worked diligently to develop a partnership with the airport, including changing our mascot to the “McCall Aviators”. Annually, the staff volunteers at the Waukegan Airshow and many of our families attend the event. Our school has created an Aviation Club that meets in the mornings to foster interest in aviation and develop future aviators through engaging, hands-on STEM (science, technology, engineering, & math) activities.

McCall teachers and support staff work hard to develop the overall well-being of our students. For that reason, we ensure all classrooms implement research-based pedagogical and content practices. To support the emotional well being of students, teachers teach these skills explicitly using curriculums such as Second Step and Calm Classroom and encourage students to use them throughout the school day. We believe in providing endless opportunities for students to be successful on both academic and emotional levels.

We prioritize the use of data to set goals and develop a shared vision for the organization. We have turned McCall around by developing and implementing strong school-wide systems. All stakeholders work together to make data-driven decisions. We ensure follow-through with engaging and sustained staff development opportunities, frequent walkthroughs, and data-driven checkpoints. We believe in guiding our team by staying highly visible to ensure all are fully invested, resulting in increased student achievement.

Teachers and staff empower and take ownership by leading new initiatives that align with our goals. The culture and climate of our organization are filled with passion and ambitious endeavors. Students feel that the McCall community supports them academically allowing them to grow and become well-equipped citizens. The skills fostered at McCall will follow students into adulthood, creating thriving members of the 21st century.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Educators at McCall School believe in making learning “come alive” for students. We try to connect learning pieces to students personally. Students need to know how it relates to the real world. We help students build on their experiences and help to build connections. Teachers at McCall School implement different instructional techniques and instructional practices to guide learning. During our school-wide staff development sessions, we have a strong focus on differentiation for students based on data. Our Professional Learning Communities (PLCs) work together to constantly analyze student data, and use that data to effectively plan the next steps for reteaching and/or enrichment. Collaborative learning and establishing strong teacher-student relationships are major themes in our overarching philosophy for teaching and learning. It is important for our teachers to be clear about what success means, with a strong awareness of the learning strategies to develop conceptual understandings. Staff work hard to communicate goals and the steps to achieve them to their teams, administration, and most importantly, to the students themselves. Our team demonstrates a unique quality of support that goes well beyond the school building. We branch out to connect parents to necessary resources to help with daily needs allowing them the opportunity to focus closely on their children's educational needs. We believe when parents engage in their children's education, students have a greater chance of being successful. This creates the likelihood for our students to reach their goal of graduating from high school and college.

**1b.** Reading/English language arts

Literacy impacts all subjects, and for this reason, we spend most of our instructional minutes in this area. Teachers work together to make sure objectives and lessons align with Illinois Learning Standards. McCall provides services and interventions tailored to students' needs. Multi-tiered System of Support (MTSS) is a systematic approach designed to maximize student achievement through data-based behavioral and academic interventions. We have a structured universal screening process and targeted interventions that are regularly monitored and support our literacy instruction. We focus on helping educators deliver these interventions with fidelity in order to help close academic achievement gaps. The balance of creating academic success through support has helped students thrive in our community, and will continue to help them lead a successful life.

McCall has a school-wide What I Need (W.I.N.) time block designated for the implementation of literacy interventions. All hands are on deck to help during this time. Reading support teachers, classroom teachers, encore teachers (P.E., Art, Music, STEM teachers), and support staff collaborate to implement research-based interventions such as Lexia, Burst, Boost, Read Naturally, Focused Reading, and ReadyUP!. Our Data-Driven Decision Team (DDD Team) makes sure all students are receiving interventions or enrichment appropriate to their individualized needs. Additionally, our team problem solves regarding any student not making adequate growth. Students below the 10th percentile are progress monitored weekly, students below the 25th percentile are progress monitored every other week. The data is reviewed monthly at PLCs and DDD Team meetings. Our kindergarten through second-grade classrooms use Text Reading and Comprehension (TRC) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess students' fluency and comprehension skills. Importantly, these classrooms also guarantee a strong foundation of phonemic awareness and phonics skills to ensure future reading success, while also providing instruction regarding essential comprehension strategies. To diagnostically assess the literacy skills of students in grades three through five, the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test is administered three times yearly. Students falling below the 25th percentile on this assessment are progress monitored for either comprehension or fluency, based on need using the Amplify assessment system.

At McCall, our teachers believe in ensuring students receive strong literacy instruction. Though many schools focus on implementing evidenced-based curriculums and resources, the educators at McCall also

ensure the implementation of best pedagogical practices. All teachers are required to build strong reading blocks where the gradual release model is utilized during whole group instruction. This model stresses the importance of effective modeling by the educator, peer practice, and support before students engage in independent practice opportunities. Using formative assessment techniques throughout all stages of the gradual release model such as Peardeck, think, pair, share, and exit slips help educators to evaluate students' learning, and make instructional changes as needed.

### **1c. Mathematics**

At McCall Elementary, every student is a focused mathematician, which is why clarity is our clarion call. Each day teachers know the success criteria expected to use it to measure daily progress against that expectation. Teachers evaluate each student each day using assessment check-ins (ACI) based on that clearly defined degree of mastery. This allows teachers to provide on-the-fly misconception interventions and enrichment while the students are doing the math. The ACI is also used heavily to create focused intervention groups.

We strive to develop teachers and students as assessment-capable learners. Each year begins with teachers and students immersed in the NCTM process standards (CCSS math practices). We welcome error in order to overcome an answer-getting bias and bring out misconceptions which we address in our core curriculum resource Everyday Mathematics (EM4). EM4 has a strong CCSS grade to grade articulation based recurring misconceptions. It is a hands-on, science-based stem curriculum where our mathematicians “do” the math. We are a 100% diverse Title 1 school and we found that this carefully chosen resource develops conceptual understanding in students with language barriers through hands-on constructivist learning. Teachers intentionally guide students to develop agency, authority, and identity to counteract the learned-helplessness of our very low SES population and develop perseverance in solving unexpected problems.

Our math classrooms are double block in length (90 minutes) so that significant small group tiered intervention can happen each and every day. In addition, we implement a weekly “flex” day for data-driven targeted intervention requiring personal teacher time, strictly monitored for growth. Intervention groups are formed from triangulated data points using multi-teacher collaboration across all grade levels and progress monitored minimum twice per week. Teacher-led fluency kits target tier 3 student practice of math strategies as opposed to rote memorization.

We address student misconceptions as they happen in mathematics as a key lever of change. While the mathematicians are engaged in mathematics, we uncover and address misconceptions “on the fly” using high yield strategies such as “think, turn, and talk,” “mini-whiteboards,” “classroom discourse,” etc. to make those misconceptions visible both to the teacher and the student. Mathematicians demonstrate proficiency in unit pre and post common formative assessments. This data is analyzed weekly so that tweaks to upcoming lessons or readdressing standards can be added that enhance student understanding.

Since a spaced curriculum can have a doubling effect on learning, we put the CCSS in practice with students in degrees of ever-increasing productive struggle and mastery throughout the year. Embedded spaced retrieval practice assessments provide formative learning opportunities to enhance long term transfer of learning.

Finally, we are very deliberate in developing teacher capacity for lasting systemic change. We are very excited that we are now in year two of five in creating a research-based Japanese model lesson study school with the direct assistance of Dr. Akihiko Takahashi. Teachers are learning to sharpen each other through protocol-based lesson study in ways typical PD can't match.

### **1d. Science**

We closely follow the Next Generation Science Standards while providing our students with opportunities to develop reasoning, investigation, teamwork, and creative skills by beginning with a hypothesis in science. Our curriculum is a district created and spirals as we scaffold learning pieces. Students experience hands-on lessons that incorporate life science, earth science, and physical science. Formative and summative

assessments are included to measure components of our science instruction.

Students build deep mathematical and scientific skills through STEM at our school. We want to ensure our students are prepared for the competitive 21st-century workforce. McCall students as young as Kindergarten participate in learning the engineering and design process. During quarter #1 all students learn coding, quarter #2 Lego Robotics, quarter #3 project-based STEM, and quarter #4 Makerspace. Not only do we provide students with these wonderful opportunities we have extended this piece through the lens of aviation and a unique partnership with the Waukegan National Airport (UGN). McCall School Aviators will engineer, construct, invent, problem solve, and code our way into the future.

**1e. Social studies/history/civic learning and engagement**

McCall embeds Illinois Learning Standards for Social Science into the content area of reading in multiple ways. Grades K-5 integrates themes such as communities, me on the map, goods, and services, and researching historical figures within literacy instruction. We welcome community helpers into our classrooms such as firefighters, police officers, and other professional volunteers to instill the importance of individuals living and working together as a community.

Additionally, McCall celebrates diversity by engaging in hands-on learning opportunities. Our school invites parents and community members to celebrate Black History Month. This celebration involves classrooms participating in shared research projects and studying important historical figures and their impact on our world today. Students are encouraged to dress up, record videos, create artifacts, and share their discoveries with the Waukegan community in classroom museums.

Another unique school-wide event is Hispanic Heritage Month where classrooms choose a country to research. Students research music, famous individuals, food, activities, and traditions of that country. Students can dress up and families are invited to participate by bringing food from that country to share with the classrooms during the presentations. Using best practices and engaging social study activities, H.R McCall is creating life-long learners and responsible citizens who will be instrumental in the community.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

McCall School intentionally aligns our preschool instruction with our kindergarten/early primary instruction so we have a clear focus on early literacy, early math, and social-emotional learning. Teachers must take observational data on the thirty-eight objective, standards-based student portfolio (Teaching Strategies GOLD). The areas for observational data include Language, Literacy, Cognitive, Math, Physical, Social-Emotional. Dual Language also has Spanish Literacy, Spanish Language, ESL.

The current preschool curriculum (Creative Curriculum) supports the Illinois Early Learning Development Standards and reinforces the skills within the standards in daily instruction through teacher modeling, scaffolding and self-guided, play-based learning centers (blocks, dramatic play, toys/games, art, library, discovery sand/water, music/movement, cooking & computers). During small group and guided learning centers, teachers utilize anecdotal notes to capture formative assessment data on students. This formative data is used to determine student progress towards mastery of developmental milestones aligned to standards. The anecdotal notes are a teaching tool that helps the teacher immediately capture authentic assessment data and use this for intentional planning and reteaching. There is a requirement of five focus students per week for this purpose. The practice of anecdotal notes focused on early math and pre-literacy development aligns with the elementary grades practices of guided reading and small group math instruction. In addition to pre-academic content, our preschool classrooms impact school readiness by focusing on the development of the whole child in a play-based environment. Social-emotional learning, peer relationships, social interactions, self-management, and self-regulation are lifelong skills that begin in early childhood and are the foundation for success throughout all grade levels. These skills are reinforced daily to help our preschoolers increase their school readiness.

## **2. Other Curriculum Areas:**

McCall Elementary believes in a holistic approach to education. In addition to all the fabulous academic offerings and achievements, our staff and students participate in health and wellness initiatives as well as volunteer and fundraising opportunities.

During encore periods, all students in Kindergarten through 5th grade receive quality learning during Art, Music, and P.E. Our McCall students attend 45 minutes of an encore with school-wide inclusion classes. We integrate all of our monolingual, bilingual, and diverse learners during this time. Students build relationships with each other. We want them to understand the importance of acceptance at an early age.

Our students enjoy hands-on activities and develop unique projects while learning about art standards and supported by the elements and principles of art. Music classes provide students with the opportunity to listen to different genres of music. The curriculum we use is structured around nine 3-week units that cover all national standards for music education. Each lesson involves introduction activities, visual interactives, and songs that go with the learning objective and promotes literacy. The K-2 grades focus on building a fundamental understanding of musical concepts while moving through Bloom's Taxonomy. The 3-5th grades get into more advanced skills like note reading and develop those skills through performance and composition project-based learning.

Our Music educator implements/models music composers that are developed from literary, societal, and historical themes that provide the historical and cultural context of music. Students learn to build a healthy lifestyle during P.E. Our Physical Educator utilizes the Sparks program, but finds many opportunities during the school day to get students moving and eating healthy. We ensure Recess time is protected. We understand children need to have many opportunities to move. In the classroom, we conduct movement breaks with, "GoNoodle." We received the "Healthy Food Grant," which allows students the opportunity to sample different types of healthy fruits and vegetables. Students love this!

Our staff makes several trips to a local Feed My Starving Children food packing center each year, and last year even brought a group of student leaders. We receive a fresh fruit or vegetable snack with nutrition education twice a week from the USDA's Fresh Fruit and Vegetable Program grant and participate in the NFL/National Dairy Council/USDA Fuel Up to Play 60 program. Our staff and students raise money for the Leukemia and Lymphoma Society through their Student Series fundraiser, the American Heart Association through their Jump Rope for Heart program, cancer research through our district Pink-Out t-shirt sales, and the Down Syndrome Diagnosis Network through a schoolwide t-shirt campaign during Down Syndrome Awareness Month. This year, our fifth graders have the opportunity to partner with employees from Abbott Laboratories in learning about health and wellness through their Future Well Kids program.

## **3. Academic Supports:**

### **3a. Students performing below grade level**

McCall strives to meet the needs of all its learners through the implementation of Multi-Tiered Systems of Support (MTSS). MTSS provides a framework to match instruction, intervention, and accommodations to individual student needs. At McCall, all students are assessed (benchmarked) three times per year to determine which students are "at-risk" for not meeting grade-level expectations in math, reading, or social-emotional learning. Performance on these universal assessments falls into tiers designed to describe the intensity of support required for groups and individuals. Performance below the 10th percentile is considered T3 (most support), between 11 and 24th percentile is considered Tier 2 (some support) and the remaining students fall into Tier 1 (enrichment support). Intervention groups and enrichment groups are formed to address this continuum of needs. In order to preserve common core instruction time for all students, McCall has made space on its master schedule for a daily 45 minute period called W.I.N. During this time, teachers design instruction uniquely targeted to reteach or enrich, based on each student's specific needs. The interventions used are structured and research-based in order to ensure fidelity of delivery. Interventions include but are not limited to Amplify Burst, Read Naturally, Boost, Lexia, Focused Reading, and Haggerty. Fidelity is of great importance at McCall since performance is rigorously monitored

and evaluated. Teachers progress monitor Tier 3 students, weekly, Tier 2 students every two weeks, and other students monthly. Teachers report progress monitoring data on a google tracking document that summarizes benchmark data, attendance history, and behavior data. In this way, McCall's Data-Driven Decision (DDD) Team can review the progress of the child as a whole (academic, social, emotional) via the tracking document as these all work together to secure the success of the student. DDD reviews occur weekly to inform decisions regarding programming for individual students and intervention groups. Outcomes are shared with the teachers in order to collaborate on implementing the recommended changes. This cycle of identifying, analyzing, addressing, and monitoring allows our staff to effectively respond to student needs.

### **3b. Students performing above grade level**

Our school provides students with many enrichment opportunities to extend their learning in both Literacy and Math. W.I.N. blocks are embedded within daily schedules for each classroom. During this time, teachers can challenge students performing above grade level. In literacy, teachers work in small guided reading groups and provide at level text and challenge their comprehension skills using DOK leveled questioning and NWEA RIT bands. 3-5th grade high achieving students participate in the Battle of the Books program. Battle of the Books is a reading incentive program where students come together and test their knowledge in the books they are reading. Teams then battle one another in a friendly competition.

In mathematics, we enrich our students using Flex Fridays and the Dreambox Learning program. During Flex Fridays, teachers conduct small group instruction and meet the various needs of all students. Students performing above grade level in this content area have the opportunity to work on mathematical skills above their grade level and focus on NWEA RIT band goals. In addition, classrooms encourage students to practice math skills at home and in the classroom using Dreambox Learning. Dreambox Learning is adaptive and provides personalized instruction aligned to Common Core State Standards.

### **3c. Special education**

Students with sufficient data to indicate that they have not responded to multiple attempts at intervention (delivered with fidelity) are evaluated for special education in compliance with IDEA legislation. McCall services students with a diverse range of disabilities including but not limited to specific learning, intellectual, medical, other health impairment, and autism. Given the spectrum of needs, the level of support provided varies significantly. For some students, special education teachers push into the general education classroom to provide clarification and to reteach common core concepts. Other students are pulled out for small group instruction for targeted skills that are no longer taught at their grade level as part of the common core curriculum. Additionally, McCall is home to four self-contained autism classrooms providing support to the full continuum of autism needs for grades kindergarten through fifth. These classrooms follow the structured teaching model. The physical organization of the classroom is designed to encourage independence as well as limit distractions. Classroom routines are practiced rigorously to increase predictability and facilitate transitions. Visuals play a prominent role in addressing the language delays core to this disability. Work systems encourage autonomy and increase productivity. For those students who develop the independence and grade-level skills to participate in the general education classroom, this support may come with them. At McCall, our students with autism are a great source of pride. The growth they achieve between kindergarten and elementary graduation is an inspiration to all of us.

### **3d. ELLs, if a special program or intervention is offered**

At McCall, each grade level, kindergarten through fifth grade has one dual language classroom in place to promote biliteracy development. The program is founded on the belief that a strong background in one's first language, including literacy, provides a solid base for language and literacy development in English. Native language instruction is the primary focus in grades K-2 as children are emerging in literacy development. At the same time, students are immersed in rich and appropriate literacy experiences in English, right from the start. The curriculum is organized around themes that connect to students' lives. This approach engenders the sense that language is used for real purposes and allows students to connect language to the bigger picture. The acquisition of language skills is enhanced through the use of visuals

(e.g. graphic organizers), gestures, and body language. Opportunities for student interaction plays a large part in developing language. Students are partnered strategically and cooperative activities are emphasized over teacher lectures. Throughout these strategies, a high level of academic achievement is promoted for all students.

**3e.** Other populations (e.g., migrant), if a special program or intervention is offered

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At McCall School, we realize that keeping children engaged in learning means focusing on the whole child. To this end, we teach social-emotional skills and provide many opportunities for children to find their passions and excel in areas beyond academics.

To promote a positive, predictable, safe environment for all our students, McCall School has implemented Positive Behavioral Interventions and Supports (PBIS) school-wide. McCall's three core values express to others what is important to us and what we expect of one another: respect yourself, respect others, and respect place/property.

We believe that social-emotional skills should be taught explicitly. Each quarter the school has a PBIS refresher and each month we teach a PBIS Cool Tool. The PBIS refreshers and Cool Tools are used to model appropriate behaviors and reinforce safe and healthy choices. Every month, we recognize students with a special VIP lunch. The students are acknowledged during the morning announcement and wear a special VIP badge the entire day. Every week, student names are pulled from each classroom to participate in our weekly PBIS punch wall. Selected students punch a cup and win prizes donated by the community. We also hold the High Flyer's breakfast, named for our "McCall Aviator" mascot. Students who receive this prestigious award are invited to eat a special breakfast with their families.

McCall was one of a handful of schools in the district to pilot the Second Step social-emotional curriculum. Classroom lessons are taught weekly, focusing on topics such as: how to focus, manage our emotions, problem-solve, make friends, and practice empathy. More recently, we've added Calm Classroom to our teachers' toolkit. This program teaches mindfulness practices designed to increase self-awareness, mental focus, and emotional resilience in our children.

We also believe it's crucial that each child feel a sense of belonging at McCall and realize they make an important contribution to our school. To accomplish this, we have a variety of extracurriculars that allow children to explore their interests and develop their talents. Many students participate in drama club, chorus club, good news club, campus ambassador club, girls on the run, basketball, cheerleading, soccer, aviation club, and flag football.

Extending academic support through our afterschool Homework Club allows students to build stronger relationships with their teachers and their classmates. Students in our bilingual program receive additional after-school tutoring in their native language. This helps to build confidence for our EL students.

### **2. Engaging Families and Community:**

Interscholastic sports are popular with students and parents, promoting exercise, teamwork, and school spirit. Our Aviation Club volunteers annually at the Waukegan Air Show and introduces students to pilots, flight mechanics, and attendants to encourage aerospace as a future career option. Our Autism team plans activities throughout Autism Acceptance month including classroom competitions, trivia announcements, and a whole school interactive assembly. At year-end, a special 5th graduation ceremony is hosted where families of our 5th grader students with autism enjoy a photo montage and share a potluck dinner together. McCall creates opportunities for students, staff, and the community to be involved in the work at the school. Stakeholders are encouraged to take an active role in planning academics, extra-curricular, and other activities that will benefit the families at McCall.

At McCall School, we engage families in multiple ways. The school utilizes verbal systems, paper communication, social media, and Class Dojo/Tag to communicate and engage families. We also have a FACE liaison that actively communicates with parents with information from the district. We have parent and community volunteers who help in our classroom. Community involvement is reflected through participating in city-wide spelling bees as well as the Young Author's Contest. As our mascot is an aviator,

which is an aircraft pilot, we've partnered with the Waukegan Airport. Each year teachers and families volunteer at the annual air show. We have an Aviation club that meets once per week. We've worked with different agencies and entities such as the United Way, Jump Rope for the Heart (American Heart Association), and Pennies for Patients (Leukemia & Lymphoma Society). We also collaborated with the Read Across America and beautification projects (United Way). We partner with Abbott Laboratories, Abbvie, Baxter, Nicor, local first responders, and other professional volunteers to support our students and expose them to career opportunities. Through these opportunities, students learned how to be scholars as well as give back to others. Positive relationships contribute to a sense of belonging and academic achievement. Shop with a Cop for and the Waukegan Mayor's Office provide clothing, school supplies, and Christmas gifts. These donations help students maintain positive relationships with the school and community.

Our school participated in the 3-5th grade Girls on the Run Program. The lessons focus on building social, emotional, and physical skills. The organization is dedicated to building self-esteem in every girl. Girls on the Run believes in bringing communities and families together to support building confidence in young girls. The team of girls collaborate and participate in a community project. Last year, the girls on the team reached out to teach the community and showed their appreciation by writing kind words onto a thank you banner. At the end of the season, families are encouraged to participate in a 5k to celebrate all their accomplishments during the season.

### **3. Creating Professional Culture:**

Our school's approach to creating a professional structure is built on empowering teachers. Teachers collaborate with the administration on developing the school improvement plan that serves as our map for the academic year. Each week we have ongoing professional development that is frequently led by members of the instructional leadership team and the instructional coach. We also complete one to two book studies each year. Using "Get Better Faster" and "Engaging Teachers in Classroom Walkthroughs" we have well-built systems in place for rigor and management in the classrooms.

Knowing that teachers have to be equipped with the essentials, the principal makes time for teachers to collaborate by providing substitute teachers. During this time, the administration is there with the staff to collaborate and have conversations about the data tracker, student goal setting, and making sure what we teach in the classroom aligns.

Staff and administration also participate in professional development through the district such as MTSS training with Judy Elliot, instructional coach training, and technology training. Administration supports teachers by being flexible in what teachers need. When a need is identified by the teacher, the principal immediately looks for resources to support the teachers.

Two cohorts in the past two years have completed math lesson study training with Dr. Akihiko Takahashi, a world-renowned mathematics associate professor at DePaul University. This allowed teachers to learn valuable math pedagogy. The teachers in the cohort train their colleagues on what they learn so that we all learn together as a team.

Weekly professional development equips teachers with what they need to build their capacity for instruction and data assessment. Teachers use what they learn to guide them in their weekly professional learning communities (PLCs). PLCs are powerful because during this time teachers make action plans. Common assessments are developed, data is analyzed, and teachers plan for the next steps for reteaching. As teachers plan, they discuss how small groups would look, interventions, and resources they need to make learning more effective. To keep learning transparent and student-centered, teachers collaborate with students to set goals. These goals are sent home and shared with parents so that we all work together to achieve academic success.

To ensure continued professional growth we partake in peer learning walks, lesson studies, and differentiated professional development opportunities so that educators can learn and grow from each other.

#### **4. School Leadership:**

McCall operates with a strong philosophy of team leadership. Our vision is, “Together We Succeed, with Integrity”. The principal of the school collaborates with the instructional leadership team (ILT), instructional coach, core team, and campus ambassadors to make decisions for the building. This expresses that our commitment is that all stakeholders come together to use their voice for our students to succeed. In recognizing that each student comes with a unique set of needs, we are committed to holding high standards of integrity in all we do.

The principal works diligently with the ILT to develop and implement the school improvement plan. The ILT is made up of one teacher from each grade level, instructional coach, psychologist, MTSS specialist, assistant principal, and principal. The team meets biweekly to check the progress of achieving the goals outlined in the School Improvement Plan and the alignment of professional development with the School Improvement Plan. The Instructional coach takes the focus areas from the School Improvement Plan to create action plans with teachers. The action plans consist of instructional practices and strategies that contribute to academic growth.

The DDD team meets weekly to analyze academic data to guide the development of intervention groups for students. Teachers report progress monitoring data on a google tracking document that summarizes benchmark data, attendance history, and behavior data. In addition, teachers indicate whether they feel the student is making adequate progress more generally, beyond what the progress monitoring data tells them. Once per month, the team meets to analyze the behavioral data. The team collects data on office disciplinary referrals, suspensions, and the social-emotional screener DESSA to identify students who need support. Each member of the core team is assigned a grade level and is responsible for sharing with their colleagues any changes and to receive their feedback.

The ILT team and the DDD Team are two examples of how we utilize team leadership to make decisions that push academic and social-emotional success at McCall. At each level, the teachers are essentially the key to the decisions made in the school.

Recently, we adopted the Second Step and Calm Classroom curriculum. Four teachers from various grade levels are committed to ensuring that this curriculum is aligned to PBIS and is implemented with fidelity. These programs are used for school-wide social-emotional learning and help create a learning environment where students feel safe and accepted. As a result, students are able to achieve both academic and social-emotional learning success.

Campus ambassadors are fourth and fifth-grade students that have been selected by their teachers as students who are leaders. The group of students is vital to how the school operates each day to develop positive school culture. At the beginning of the year, ambassadors teach the primary students how to navigate the cafeteria. Ambassadors catch primary students in the act of meeting school expectations during lunch and recess and provide them with positive reinforcement. In addition, the students assist with anti-bullying and PBIS assemblies. They fully support our social-emotional curriculum and provide feedback to the administration on changes that they see need to be made.

The principal is committed to collaborating with teachers and students so that they have a daily influence on the decisions that are made for McCall. We believe in empowering students and teachers as part of shared team leadership. Students and teachers have the ability to take risks in a safe environment in order for us to learn and grow together. Building the capacity of students and teachers are vital for McCall to continue with high-quality education and maintain the student achievement we are known for.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Teachers and staff work hard building positive relationships with all students. Students work hard because they know teachers are caring and dedicated to their success. These relationships are extremely valuable as students begin their lives and journey through the educational system. Past students always return asking to visit their previous teachers due to the strong relationships and pleasant experience during their elementary schooling. We build a sense of community balanced with providing academic support. Creating this level of academic success involves all stakeholders. Many students take ownership of their learning because we ensure to include them in goal setting meetings and sharing how we will implement data-driven instruction.

To create academic success at McCall School, we have implemented data-driven instruction. Data-driven instruction has been the greatest asset to building student growth and academic achievement. The team uses a systematic approach to analyze academic data. An academic tracker was created to track assessment scores at each grade level. The tracker has a column that teachers may add comments about student progress and additional information that is pertinent to their scores. The tracker assists with ensuring all grade levels are accountable for completing the tracker and assessments are completed with fidelity school-wide. This also helps with the consistency of using assessments across grade levels to maintain the culture of data-driven instruction. Through staff development, the DDD team works with grade-level teams to determine interventions. Individual teachers use the data to examine the instructional needs of individuals and groups of students. School-wide teachers use the district resources to design individualized instruction to complete during W.I.N. time. Teachers can hone in on the necessary skills to help students reach academic success using best practices and data-driven small group instruction. The instructional coach and reading specialist help develop the toolbox of the teachers in the building. They provide diagnostic support, model W.I.N. group lessons, and supply resources that may be utilized to differentiate and enhance instruction.

The principal has created a leadership team that is composed of many individuals. The core team is the Instructional Leadership Team, however, the entire staff plays a role in the daily drive to meet all of the goals outlined in the School Improvement Plan. Each teacher takes an active role in the academic achievement of their students. They work with their students to set goals for learning, interpret assessment results with self-reflection, review data trends, and plan instruction based on that. The school as a whole is a cohesive unit that operates together so that students continue to grow academically as they move across grade levels.