

# SCHOOLWIDE PLAN

SCHOOL: Leal Elementary School

SCHOOL YEAR: 2009-2010

**TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS**

SCHOOL NAME:	Leal		
PLAN BEGINNING DATE:	August 2009	PLAN ENDING DATE:	June 2010
DATE SUBMITTED TO DISTRICT LEADERSHIP:	May 18, 2009		
<b>SCHOOL LEADERSHIP TEAM MEMBERS &amp; DISTRICT SIGN-OFF SHEET</b>			
<b>TYPED/PRINTED NAME</b>	<b>POSITION/STAKEHOLDER</b>	<b>SIGNATURE</b>	
Spencer Landsman	Principal		
Jo Perkins	K-2 Title I Interventionist		
Darcy Silver	Title I Kindergarten Transition Teacher		
Debbie Smith	Title I Data Facilitator		
Emily Delanty	Title I Bilingual Teacher		
Linda Zimmerman	Inclusion Facilitator/BD Consultant		
Carol Smith	5 <sup>th</sup> Grade Teacher		
Gail Beck	1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher		
Luz Rios	Bilingual Kindergarten Teacher		
Molly Jones	Social Worker		
Nan Picchietti	Kindergarten Teacher		

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<b>TYPED/PRINTED NAME</b>	<b>POSITION/STAKEHOLDER</b>	<b>SIGNATURE</b>
Katy Plotner	3 <sup>rd</sup> /4 <sup>th</sup> Grade Teacher	

**TITLE I SCHOOL WIDE PLAN: GENERAL INFORMATION**

Full-Time Equivalents of Staff (Record in Tenths, e.g. 1.5)						
Staff	2008-2009		2009-2010		2010-2011	
	Number	FTE	Number	FTE	Number	FTE
Administrators	1	1				
Teachers	33	33				
Teacher Aides	3	2.5				
Support Staff (clerical)	2	2				
Other (please specify)	1	.5				

How long has the current principal held the position at this school?

4 years

What percentages of this year's staff meet the qualifications for Highly Qualified?

97%

Number of Paraprofessionals above who meet the following qualifications:

3

1. Completed two years of study of higher education
2. Obtained an associate's (or higher) degree
3. Met standard of quality through a formal state or local assessment.

Student Participation by Grade Levels or Age						
Type	K	1	2	3	4	5
TA						
SW	76	81	65	64	50	63
NP						
LEP	20	21	20	16	11	19
SWD	12	10	9	11	5	8

**TITLE I SCHOOL WIDE PLAN:  
GENERAL INFORMATION**

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	399		
<b>GENDER:</b>			
Male:	206		
Female:	193		
<b>ETHNICITY:</b>			
White, not of Hispanic Origin	203		
Black, not of Hispanic Origin	37		
Hispanic	112		
American Indian/Alaskan Native	3		
Asian/Pacific Islander	8		
Multi-Racial/Ethnic	34		
<b>SPECIAL NEEDS CATEGORIES</b>			
Students with disabilities	55		
Limited-English proficient students	107		
Migrant students	0		
Students from low-income families	227		
Homeless students	2		

## TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
Given regular practice in the classroom, by June 2010, 80% of students in each classroom in grades K-3 will read aloud at least 90% of the district high frequency words.							
DATA SUPPORTING GOAL:			ASSESSMENTS:				
Dibels Oral Reading Fluency data: 80% mastery level Spring 06 vs Spring 08 1 <sup>st</sup> gr: 46% vs 73%    2 <sup>nd</sup> gr: 51% vs 69% 3 <sup>rd</sup> gr: 68% vs 75%    4 <sup>th</sup> gr: 62% vs 67% 5 <sup>th</sup> gr: 52% vs 77%			DIBELS; ISAT; Houghton-Mifflin unit assessments;				
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The district has established lists of high frequency words which students at each grade level should master. Mastery of these words will have a positive impact on students' oral reading fluency which should equate to higher overall reading achievement.				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:  H-M reading materials, regular benchmark assessments, RtI progress monitoring of identified students; Heggerty Phonemic Awareness lessons			
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Daily Supplemental literacy supports to identified students in both English and Spanish	Title I teachers; LD teachers	Aimsweb; DIBELS	Aug. 2009	Sept. 2010	Title I		
America Reads and other individual tutors will practice with students	Teachers; Principal; Volunteer Coord.	AR and volunteer logs	Sept. 2009	May 2010	U of I; District		

## TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
Given regular, consistent classroom implementation of the H-M Reading Series, by June 2010, 80% of the students in each grade level 3-5 will demonstrate mastery of vocabulary, comprehension skills and strategies, writing organization, literary elements, and grammar as measured by a score of 80% or greater on the Think Link Benchmark.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Think Link Scores for 2009				Think Link			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The district has determined that performance on ThinkLink roughly correlates with student performance on ISAT. Being able to track student performance on these 5 essential components of reading will allow teachers to differentiate instruction and provide supplemental supports for students who need these interventions.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:  H-M reading materials, regular benchmark assessments, RtI progress monitoring of identified students; Heggerty Phonemic Awareness lessons		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Daily Supplemental literacy supports to identified students in both English and Spanish	Title I teachers; LD teachers	Aimsweb; DIBELS	Aug. 2009	Sept. 2010	Title I		
America Reads and other individual tutors will practice with students	Teachers; Principal; Volunteer Coord.	AR and volunteer logs	Sept. 2009	May 2010	U of I; District		
Reading Buddies program: each primary class paired with intermediate class for weekly reading sessions.	Classroom teachers	DIBELS; Benchmark Assessments	Aug. 2009	June 2010	Building; Title I		

## TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL							
Given regular, consistent classroom implementation of the H-M Reading Series at all grades (K-5), by June 2010, 80% of the students at each grade level 1-5 will meet district benchmark goals on Oral Reading Fluency (ORF).							
DATA SUPPORTING GOAL:			ASSESSMENTS:				
Dibels Oral Reading Fluency data: 80% mastery level Spring 06 vs Spring 08 1 <sup>st</sup> gr: 46% vs 73%    2 <sup>nd</sup> gr: 51% vs 69% 3 <sup>rd</sup> gr: 68% vs 75%    4 <sup>th</sup> gr: 62% vs 67% 5 <sup>th</sup> gr: 52% vs 77%			DIBELS, H-M reading materials, regular benchmark assessments, RtI progress monitoring of identified students, Heggerty Phonemic Awareness lessons				
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) When students do not have to struggle to decode each word, overall comprehension of what is being read increases. Tracking oral reading fluency on a regular basis allows teachers to provide supplemental supports for students who need these interventions.				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: H-M reading materials, regular benchmark assessments, RtI progress monitoring of identified students; Heggerty Phonemic Awareness lessons			
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Daily Supplemental literacy supports to identified students in both English and Spanish	Title I teachers; LD teachers	Aimsweb; DIBELS	Aug. 2009	Sept. 2010	Title I		
America Reads and other individual tutors with work with small groups/individual students	Teachers; Principal; Volunteer Coord.	AR and volunteer logs	Sept. 2009	May 2010	U of I; District		
Reading Buddies program: each primary class paired with intermediate class for weekly reading sessions.	Classroom teachers	DIBELS; Benchmark Assessments	Aug. 2009	June 2010	Building; Title I		
Heggerty Phonemic Awareness and Writing lessons at grades K-2	K-2 teachers	DIBELS; Dist. Benchmark assessments	Aug. 2009	June 2010	Building		Heggerty wkshps for new K-2 teachers



## TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
Given a word problem or illustration, 80% of students in grades 1-5 will be able to use grade level appropriate math vocabulary to describe the problem and computation skills to solve it.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
2008-2009 District Benchmark Assessments (K-2); ThinkLink (3 <sup>rd</sup> – 5 <sup>th</sup> ); 2009 ISAT (3 <sup>rd</sup> -5 <sup>th</sup> )				H-M units Assessments; District Benchmark Assessments (K-2); ThinkLink (3 <sup>rd</sup> -5 <sup>th</sup> ); ISAT (3 <sup>rd</sup> -5 <sup>th</sup> )			
<p>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)            The ISAT assessment includes short answer response questions that require students to not only solve a word problem but also explain their solution process. We feel it is necessary to begin building this skill at grades 1 and 2 in order to establish a firm foundation that will allow students in 3<sup>rd</sup> through 5<sup>th</sup> grade (and beyond) to meet ISAT standards in this area.</p>					<p>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:            H-M Core Curriculum; H-M Expressions</p>		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Implement regular supplemental support to students using Saxon Math materials	LD teachers, Title I teachers, Classroom teachers	Benchmark Assessments	Aug. 2009	June 2010	Title I		
America Counts students work with individual/small groups of students	Classroom teachers; AC tutors	Benchmark assessments; unit assessments; AC logs; Volunteer logs	Sept. 2009	May 2009	U of I; District		

## TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL: Math									
Given a grade level appropriate assessment of math facts, by June 2010, 80% of students at grades 1-5 will demonstrate mastery of math facts by scoring 90% or greater on the district math assessments.									
DATA SUPPORTING GOAL:				ASSESSMENTS:					
Grade Level Targets: 1 <sup>st</sup> : Addition through 10; Subtraction through 10 2 <sup>nd</sup> : Addition through 20; Subtraction through 20 3 <sup>rd</sup> : Addition through 20; Subtraction through 20; Multiplication through 5's 4 <sup>th</sup> : Addition through 20; Subtraction through 20; Multiplication through 12; Division through 5's. 5 <sup>th</sup> : Addition through 20; Subtraction through 20; Multiplication through 12; Division through 10's				H-M unit Assessments; District Benchmark Assessments (k-2); Think Link (3 <sup>rd</sup> - 5 <sup>th</sup> ); ISAT (3 <sup>rd</sup> - 5 <sup>th</sup> ); grade level math facts assessments					
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) As with mastery of high frequency words impacting reading fluency and comprehension, so too does mastery of basic math facts facilitate mastery of multi-digit computation. By setting grade level mastery goals we seek to build a strong foundation that will allow students to more easily master more advanced computational activities.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:  H-M Core Curriculum; H-M Expressions				
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs		
			BEGIN	END					
Grades 1 <sup>st</sup> -5 <sup>th</sup> responsible for developmentally appropriate math fact mastery	Classroom teachers	Grade level developed math fact assessments	Aug. 2009	June 2010	Building	grade level fact assessments			
America Counts students work with individual/small groups of students	Classroom teachers; AC tutors	Benchmark assessments; unit assessments; AC logs; Volunteer logs	Sept. 2009	May 2010	U of I; District				
Peer Tutors will work with partner students at same or different grade level	Classroom teachers	Fact assessments	Sept 2009	June 2010	District				

## TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:									
Reduce total number of Office Discipline Referrals by 30% from 2008-2009 levels and reduce the number of students with more than 3 referrals by 30% from 2008-2009 levels.									
DATA SUPPORTING GOAL:				STANDARD INDICATORS					
2008-2009 Discipline data				Office Discipline Referral (ODR) for Big 5 data aggregated by average referrals per day and per month, referrals by problem behavior, referrals by location, referrals by students, and referrals by time; Benchmark of Quality (BoQ); School-Wide Surveys (EBS), School-Wide Tracking Tool, PBIS Unified Action Plan, SEL universal program data, target interventions for behavior and social emotional interventions.					
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Discipline data discloses that referrals for physical aggression between students continue to represent the most frequent reason for referrals particularly at grades K and 1. Overall, the number of office referrals rose to 385 by the end of May for 08-09 from 318 for the same time period in 07-08 which had shown a drastic decline from 447 from 06-07. The number of students involved in those referrals declined to 104 from 108 in 07-08 indicating that more students are receiving multiple referrals.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention Model for 3-tiered blend for support for academic/PBIS/SEL				
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs		
			BEGIN	END					
Participate in PBIS Tertiary Replication Process pilot. Will lead to strengthening Secondary Supports and implementation of Tertiary supports for at risk students.	Principal; PBIS Universal Team; Behavior Intervention Team	2009-2010 Discipline data; BoQ; EBS; SET Survey	Aug 2009	June 2010	State PBIS Network	Release time for training of Intervention and Tertiary Teams;	Tertiary Level training/supports		
Implement standardized lessons (Cool Tools) for classroom instruction of schoolwide expectations	PBIS Committee; Classroom Teachers; Principal	2009-2010 Discipline data; BoQ; EBS; SET Survey	Aug 2009	June 2010	District	Summer Writing Time for PBIS Comm.			
Internal PBIS coach (and other interested PBIS Comm. member) to IL PBIS State Leadership Conference	Internal PBIS Coach	2009-2010 Discipline data; BoQ; EBS; SET Survey	Aug 2009	June 2010	District				

## TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL: PBIS							
Reduce total number of students who are tardy by 30% from 2008-2009 levels.							
DATA SUPPORTING GOAL:				STANDARD INDICATORS			
2008-2009 Attendance data				State/ROE Attendance Policies			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?)					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
Students who are tardy to school, even if just a few minutes, miss valuable instructions about the school day and start the school day already "one down."					Response to Intervention Model		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Use 2008-2009 attendance data to identify students with propensity for excessive tardies (as determined by State/ROE Attendance Policies); initiate early and immediate parent contact	Outreach worker; Principal; Office staff	2009-2010 attendance data	Aug. 2009	June 2010	Outreach-attendance grant; bldg.		
PBIS Committee to explore methods to promote on time attendance.	Principal; PBIS Committee	Attendance Data	Aug 2009	June 2010	District PBIS Funds		

## TITLE I SCHOOL WIDE PLAN: GOAL PARENT INVOLVEMENT

SMART GOAL:							
During the 2009-2010 school year parent involvement participation will increase by 5% for major events from the 2008-2009 school year numbers.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Weekly & Monthly Parent Contact Logs Invitations to Special Events Title I Parent Survey				14 C of the Illinois School Code Title I District/School Policy Statements Title I Parent Needs Survey			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?)					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
Parent involvement in students' school process has been shown to have a direct link to student achievement.					Parent Involvement = Student Achievement (Marzano, Epstein) Response to Intervention for 3-tiered model for academic /behavioral/ social emotional		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Building Staff Development days will be devoted in part to planning monthly parent involvement events	Principal; Staff	Log of events	Aug 2009	May 2010	Building; Title I Parent Involvement funds		
All staff maintain Parent Contact Logs	Principal; Staff	Parent Contact Logs	August 2009	June 2010	None	Printing costs	None
Parent Involvement Survey	Title I Director	Completed Surveys	Aug 09	May 00	None	None	none

## TITLE I SCHOOL WIDE PLAN: TRANSITION/INTEGRATION

TRANSITION FOR PRESCHOOL		
ROLE/ACTIVITY	PERSON(S) ACCOUNTABLE	
Kindergarten Registration	Kindergarten Transition Coordinators, School Secretaries, Principals, and Staff.	
Kindergarten Screening	Kindergarten Transition Coordinators, School Staff	
Kindergarten Reception	Kindergarten Transition Coordinators, School Secretaries, Principals, Staff	
Parent Information Meeting	Kindergarten Transition Coordinators, School Secretaries, Principals, Staff	
Collaboration with Early Childhood Teachers	Kindergarten Transition Coordinators, Early Childhood Teachers, Elementary Teachers	
Parent Information Packets/Activities	Kindergarten Transition Coordinators	
INTEGRATING FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS		
Superintendent and other district offices inform school principals of federal, state and local services. We reach out to the community for business partnerships, grants, donations and volunteers and mentors		
School-based health center	Positive Behavior Interventions and Supports/Illinois (PBIS Network)	National Board Certification/Take One Illinois State University
Nutrition/Wellness programs	Second Step (SEL) Curriculum Materials	Caring Schools Communities (SEL) Curriculum materials
CUSF	University of Illinois at Urbana-Champaign	Regional Office of Education 9
Walk to Intervention	Illinois Aspire	

**TITLE I SCHOOL WIDE PLAN  
HIGHLY QUALIFIED/PARENT ANALYSIS SUMMARY**

<b>PLAN TO RECRUIT AND TRAIN HIGHLY QUALIFIED TEACHERS</b>		
1. Collaborate with District Human Resource office for candidates 2. Provide tuition assistance for graduate work 3. Opportunities to advance in the field of Education 4. Teacher Mentoring 5. Networking with other districts 6. Partnerships with local universities to provide student teacher placements 7. Novice teacher project		
<b>PARENT INVOLVEMENT ANALYSIS TOOL SUMMARY:</b>		
<b>CATEGORIES</b>	<b>SCORE:</b>	<b>AREAS OF STRENGTH</b>
SHARED LEADERSHIP		
COMMUNICATION		
EDUCATION		
CONNECTION		
<b>REQUIRED DOCUMENTS</b>	<b>CHECK</b>	<b>AREAS OF NEED</b>
DISTRICT PARENT INVOLVEMENT POLICY	X	
SCHOOL PARENT INVOLVEMENT POLICY	X	
COMPACT	X	
SIGN-IN/AGENDAS/MINUTES	X	