

SCHOOLWIDE PLAN

SCHOOL: THOMAS PAINE

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Thomas Paine		
PLAN BEGINNING DATE:	August 2009	PLAN ENDING DATE:	June 2010
DATE SUBMITTED TO DISTRICT LEADERSHIP:	5/19/2009		

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Sandra Cooper	Principal	
Delores Lloyd	Teacher, first grade	
Beth Hand	Social Worker	
Joe Omo-Osagie	Parent	
Scott Filkins	Parent	
Lisa Perry	Parent	

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	22	21.50				
Teacher Aides	11	10.5				
Support Staff (clerical)	3 including outreach worker	2.5				
Other (please specify)	12 (custodian and volunteer coordinator)	1.25				

How long has the current principal held the position at this school? 2 years
 What percentages of this year's staff meet the qualifications for Highly Qualified? 100%
 Number of Paraprofessionals above who meet the following qualifications: 10.5

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	54	44	43	60	38	41
NP						
LEP	2	1	2	3	1	1
SWD	16	8	10	11	14	14

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	280		
GENDER:			
Male:	145		
Female:	135		
ETHNICITY:			
White, not of Hispanic Origin	138		
Black, not of Hispanic Origin	81		
Hispanic	10		
American Indian/Alaskan Native	0		
Asian/Pacific Islander	17		
Multi-Racial/Ethnic	34		
SPECIAL NEEDS CATEGORIES			
Students with disabilities	73		
Limited-English proficient students	22		
Migrant students	0		
Students from low-income families	179		
Homeless students	9		

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
All students will meet or exceed 80% benchmark goal on DIBELS for each for each grade level by June 2010.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
The percent meeting the Oral Reading Fluency expected scores at winter benchmark follow, K- 76%; first- 69%; second- 67%; third- 57%; fourth- 67%; fifth- 66%.				The <i>Dynamic Indicators of Early Learning Literacy Skills</i> , DIBELS, assessments will be administered three times yearly. Reading fluency is a quality predictor of student acquisition of reading competencies.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The scores in the “oral reading fluency” section of DIBELS led to the above goal, instructional responses, and subsequent monitoring. A Pajama reading night was sponsored by school staff based on parent survey feedback- parents wanted more school based activities around reading and other content areas.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Responses to Intervention, RtI; Houghton Mifflin curriculum, tier 2 and 3 interventions including <i>Read Well, Language!</i> , guided reading, differentiated instruction.		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Continue implementation of Professional Learning Community (PLC) to provide framework for collaboration and teaming	All teachers and principal	Participation, informal surveys	8-09	6-10	District, School, Title, sped budgets	School day embedded time to collaborate as PLC	PLC/RtI Teaming, curriculum implementation
Biweekly Grade Level meetings and PLC team meetings for collaboration with principal to review curricula planning, assessment and behavior data	All teachers and principal	Participation, informal surveys Formative assessments, benchmark assessments and skyward behavior data	8-09	6-10	District, School, Title, sped budgets	School day embedded time to collaborate as PLC	
Strategic Tier Two strategies- classroom teachers begin with differentiation, then move to small group w. Title teacher using curriculum such as <i>Read Well or Language!</i> , ISAT prep, other targeted interventions.	Teachers instructing any aspect of literacy and the principal	Progress monitor, formative and benchmark assessments	8-09	6-10	Additional-- Title One funding and SPED	Collab time and sufficient number of teachers to meet needs of targeted population	Cross training between RTI, sped staff and grade level teams

TITLE I SCHOOL WIDE PLAN
GOAL: Reading Continued

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Response to Intervention (RtI) to meet with literacy team, teachers, data facilitator, & parents as appropriate to review interventions, progress monitoring for individual targeted students	All teachers working with students	Progress monitoring, benchmark assessments, teacher anecdotal records	8-19	6-10	Title I	Collaboration time and sufficient number of teachers	Training & quality review of RtI implementation
Intensive Tier three strategies such as implementation of the Language! program, sped IEP and small group work with sped staff as well as classroom teachers	Classroom teacher, literacy team, SPED teacher and aides, and principal	Progress monitor, formative benchmark assessments	8-09	6-10	Title I funding & SPED	Cont. research and selection of appropriate curriculum	Current best practices resources, with training on curricula and strategies
Collaboration Meetings with General Education teachers and Sped teachers for curricula modification, alignment, etc.	General Ed. Teachers and Sped teachers	Progress monitoring	8-09	6-10	Special Education (Sped)	Sufficient staff i.e. teachers and aides, time for meetings	Curricula, training
America Reads tutors when possible	Volunteer Coordinator, tutors, teachers, principal	Progress monitoring, benchmark assessments, classroom data	8-09	6-10	District, school budgets	Teacher time to determine student needs	Differentiation

TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
All students will meet or exceed an 80% benchmark goal for each grade level on ISAT, Think Link, and district assessments by the end of the year.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Winter math benchmarks: K- 63% met or exceeded; 1 st grade- 38% met or exceeded; 2 nd grade - 22% met or exceeded. Think Link avg. scores: 3 rd grade - 83%; 4 th grade - 92%; 5 th grade - 78%				At primary grades, the District benchmark assessments and Houghton Mifflin, Math Expressions, and other curriculum based assessments guide instruction across grades. Intermediate grades rely on ThinkLink including a greater ability to create probes to target deficit skills needing more instruction and/or practice			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Each grade level team and the principal reviewed, and will continue to review, the respective benchmark assessments, as well as curriculum and teacher-based assessments. Based on parent survey feedback, Thomas Paine parents requested a math night and information about how parents can help students with math homework.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Responses to Intervention, esp. at tier three, by IEP. Houghton Mifflin curriculum. Standards-based, differentiated instruction. Practice for selected students with <i>America Counts</i> tutors.		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Biweekly Grade Level meetings and PLC team meetings for collaboration with principal to review curricula planning, assessment and behavior data	All teachers and principal	Participation, informal surveys Formative assessments, benchmark assessments and skyward behavior data	8-09	6-10	District, School, Title, sped budgets	School day embedded time to collaborate as PLC	PLC/RtI Teaming, curriculum implementation
Tier 2 strategies implemented by classroom teacher for differentiation. This includes re-teaching, small homogeneous group work, extra practice.	Classroom teachers, principal and support staff	Grade level teams and principal examining benchmark and classroom data. Progress monitoring	8-09	6-10	District and School budget and Title I	Collaboration and curricula planning time, , alternate curricula if needed for additional practice or support	Differentiation training
Use of RtI to address skill deficits and interventions with Title teachers providing classroom and pullout support at some grade levels.	Classroom teachers, principal and support staff	Grade level teams and principal examining benchmark and classroom data. Progress monitoring	8-09	6-10	District and School budget and Title I	Embedded time in the school day to collaborate as PLC.	PLC teaming for RtI and Curriculum Implementation

**TITLE I SCHOOL WIDE PLAN
GOAL: Math Continued**

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Intensive Tier Three strategies like ISAT prep, sped IEP and small group work with sped staff	Classroom teachers, sped teachers and aides, and principal	Progress monitor, formative and benchmark assessments	8-09	6-10	District, school and special ed. budget	Embedded time in the school day to collaborate as PLC	PLC teaming for RtI and Curriculum Implementation
Extended Day for targeted students focusing on literacy and math skills 12-15 weeks, 2x per week	Teachers	Progress monitoring, benchmark assessments, classroom data	11-09	3-10			
America Counts Tutors when available	Volunteer Coordinator, tutors, teachers, principal	Progress monitoring, benchmark assessments, classroom data	8-09	6-10	District, school budgets	Teacher time to determine student needs	Differentiation

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
During the 2009-2010 school year 85% of students will receive one or less office discipline referrals							
DATA SUPPORTING GOAL:				STANDARD INDICATORS			
<p>“Level 2” incidents are for more serious or chronic infractions. As of 5-27-09, 67% of all referrals are level 2 and involve 32% of school population. 488 referrals for 91 students = 32% of students</p> <p>According to PBIS, 10% of students should be at level 2, 85% at level 1, 5% at level 3.</p>				<p>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 student, and referrals by time; Benchmark of Quality (BoQ); School-Wide Surveys (EBS), School-Wide Tracking Tool, PBIS Unified Action Plan, SEL universal program data, targeted interventions for behavior and social emotional interventions.</p>			
<p>DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Analysis of multiple years of data showed that progressive consequences were being applied, such as detention and exclusion from activities. That indicated a need for more consistent teaching and practicing of expectations, along with an implementation of a range of responses of varied intensity when students do not meet expectations.</p>					<p>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Teach and practice positive expectations and routines. Illinois “Social Emotional Learning” standards; Positive Behavioral Interventions and Supports, PBIS” at state and national level; “Second Step;” and other proven strategies</p>		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Implement the PBIS framework across the school	All staff, and principal	Review data monthly	August 2009	June 2010	District, school, dedicated grants	\$ for summer planning, training conferences, boosters, etc.	Initial PBIS training for all staff, PLC training
Regular review of data. Report to and discuss with Grade Level Plus Teams and with entire staff on at least a quarterly basis.	Universal team	Review data bi-weekly	August 2009	June 2010	District, school, dedicated grants	\$ for summer and periodic planning, conferences, boosters, etc.	Implementation training and support
Regular review of data. Plan and implement additional support for identified students	Tier 2/3 team	Review data bi-weekly	August 2009	June 2010	District, school, dedicated grants	Budget for student incentives and other resources	Implementation training and support

TITLE I SCHOOL WIDE PLAN: PARENT INVOLVMENT

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:				STANDARD INDICATORS			
30% of parents participate in PTA and Volunteering 70 % attended or communicated for Parent/Teacher conferences - Title I Survey data indicated parents were interested in evening activities.				National PTA provides 6 standards for school-parent partnership: communicating, parenting, student learning, volunteering, making decisions, collaborating with the community. *Number of attendees at two selected events in fall, one in winter, and two in spring.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) On the Title One survey, parents indicated interest in workshops or family activities relating to: homework help, ISAT preparation and tests, social emotional learning, science and literacy.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: RtI and PBIS promote parent participation in decision making, academic and behavior support.		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Planned School activities: Open house, NAAPID breakfast or luncheon, Kindergarten Open House, Title I/PTA Night,	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2009	June 2010	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
PJ Reading Night, African American Read-In,	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2009	June 2010	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Kindergarten Make It, Take It night, Kindergarten Breakfast,	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2009	June 2010	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Fine Arts Assemblies, Talent Show, Science Fair to showcase student talents and accomplishments	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2009	June 2010	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Increase participation on Title One school wide committee and other school wide committees by soliciting parent volunteers.	Principal and committee members	Minutes and reports to central office leaders	August 2009	June 2010	Title 1, district and school budgets	Volunteers, time to meet when convenient to parents	Provide clearer picture of possibilities from

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	Risk Watch
CUSF	University of Illinois at Urbana-Champaign	Regional Office of Education 9

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

PLAN TO RECRUIT AND TRAIN HIGHLY QUALIFIED TEACHERS

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

PARENT INVOLVEMENT ANALYSIS TOOL SUMMARY:

CATEGORIES	SCORE:	AREAS OF STRENGTH
SHARED LEADERSHIP		
COMMUNICATION		
EDUCATION		
CONNECTION		
REQUIRED DOCUMENTS	CHECK	AREAS OF NEED
DISTRICT PARENT INVOLVEMENT POLICY	X	
SCHOOL PARENT INVOLVEMENT POLICY	X	
COMPACT	X	
SIGN-IN/AGENDAS/MINUTES	X	