

SCHOOLWIDE PLAN

SCHOOL: Yankee Ridge Elementary School

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Yankee Ridge Elementary School		
PLAN BEGINNING DATE:	August 2009	PLAN ENDING DATE:	June 2010
DATE SUBMITTED TO DISTRICT LEADERSHIP:	May 19, 2009		

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Valerie Hill	Parent	
Darrel King	Parent	
Dana Mancuso	Parent	
Lorna Mesri	Teacher	
Mary Beth Norris	Principal	
Bieke Opgenhaffen	Parent	
Anita Rent	Parent	
Juanita Song	Teacher	
Lisa Warhover	Parent	
Tiffanie Winston	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	30	30				
Teacher Aides	9	8.25				
Support Staff (clerical)	3	2.5				
Other (please specify)	5	4.5 (Soc, Psych, Lib, Mentor Coordinator, Custodian)				

How long has the current principal held the position at this school? 10

What percentages of this year's staff meet the qualifications for Highly Qualified? 100%

Number of Paraprofessionals above who meet the following qualifications:

1. Completed two years of study of higher education 0
2. Obtained an associate's (or higher) degree 5 Bachelor's degrees
3. Met standard of quality through a formal state or local assessment. 3

Student Participation by Grade Levels or Age						
Type	K	1	2	3	4	5
TA						
SW	51	54	56	48	51	44
NP						
LEP	0	5	8	0	0	1
SWD	8	8	10	11	9	13

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	304		
GENDER:			
Male:	167		
Female:	137		
ETHNICITY:			
White, not of Hispanic Origin	197		
Black, not of Hispanic Origin	60		
Hispanic	7		
American Indian/Alaskan Native	0		
Asian/Pacific Islander	15		
Multi-Racial/Ethnic	25		
SPECIAL NEEDS CATEGORIES			
Students with disabilities	59		
Limited-English proficient students	14		
Migrant students	0		
Students from low-income families	155		
Homeless students	6		

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:
<ol style="list-style-type: none"> 1. By June 2010, students at each grade level 1-5 will meet district benchmark goals on Oral Reading Fluency (ORF) as indicated below. (See 09-10 ORF goals.) 2. 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. 3. 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 ThinkLink benchmark assessments.

DATA SUPPORTING GOAL:	ASSESSMENTS:															
YR 2008/2009 DIBELS- Oral Reading Fluency (ORF): Grade 1 fall 0% (0)/winter 69% (36)/spring 71% (29) Grade 2 fall 63% (24)/winter 66% (24)/spr.68%(25) Grade 3 fall 46% (23)/winter 43% (23)/spr.45% (19) Grade 4 fall 54% (26)/winter 56% (28)/spr.45% (23) Grade 5 fall 62% (24)/winter 56% (24)/spr.58% (25)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><i>ISAT Reading Meets/Exceeds Percentages:</i></td> <td style="text-align: center;"><i>ORF 09-10 Goals:</i></td> <td style="text-align: center;"><i>ThinkLink Reading Data</i></td> </tr> <tr> <td style="text-align: center;">05-06 06-07 07-08</td> <td style="text-align: center;">1st- 70% 2nd- 75%</td> <td style="text-align: center;">Meets/Exceeds-Spr. 09</td> </tr> <tr> <td>3rd Gr. 63 52 77</td> <td style="text-align: center;">3rd- 75%</td> <td style="text-align: center;">3rd Gr. 66.7%</td> </tr> <tr> <td>4th Gr. 72 84 59</td> <td style="text-align: center;">4th- 55%</td> <td style="text-align: center;">4th Gr. 72.4%</td> </tr> <tr> <td>5th Gr. 70 66 80</td> <td style="text-align: center;">5th- 55%</td> <td style="text-align: center;">5th Gr. 65.9%</td> </tr> </table> <p>DIBELS- Oral Reading Fluency (ORF), Curriculum Assessments, ISAT, ThinkLink, High Frequency Words</p>	<i>ISAT Reading Meets/Exceeds Percentages:</i>	<i>ORF 09-10 Goals:</i>	<i>ThinkLink Reading Data</i>	05-06 06-07 07-08	1 st - 70% 2 nd - 75%	Meets/Exceeds-Spr. 09	3 rd Gr. 63 52 77	3 rd - 75%	3 rd Gr. 66.7%	4 th Gr. 72 84 59	4 th - 55%	4 th Gr. 72.4%	5 th Gr. 70 66 80	5 th - 55%	5 th Gr. 65.9%
<i>ISAT Reading Meets/Exceeds Percentages:</i>	<i>ORF 09-10 Goals:</i>	<i>ThinkLink Reading Data</i>														
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4 th Gr. 72 84 59	4 th - 55%	4 th Gr. 72.4%														
5 th Gr. 70 66 80	5 th - 55%	5 th Gr. 65.9%														

DATA ANALYSIS: (What part of your needs assessment led you to this goal?) <ol style="list-style-type: none"> 1) The data indicates that students at all grade levels were below expected levels in Oral Reading Fluency. (See 08-09 ORF data above.) 2) No current data available. 3) The data indicates that students were below expectations on ThinkLink assessments. (See ThinkLink Reading scores for Spring 2009 above.) 	RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: - Response to Intervention (RTI) - Language! program for special needs students - Read Well program for intervention level students
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STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
The building's Literature Collection will be maintained and improved in order to extend students' language development and expand background knowledge.	Lit. Collection Committee, Reading Subcommittee	Staff Survey	Sept. 2009	May 2010	Building Budget, PTA funds	Paid staff time needed to maintain the collection	Train all staff on the agreed upon procedures for use
All classroom teachers will expand their use of the Houghton Mifflin reading materials in order to provide spiraling learning opportunities for students. Staff will share effective lessons and activities.	Classroom teachers	Staff Report	Sept 2009	May 2010	NA	Copies of student workbooks and other materials	Teacher collaboration, staff development
Staff will analyze reading assessment data and share strategies for assisting students targeted for reading intervention. New staff will also be provided training on using data to select text.	Classroom Teachers & Academic Support Staff	Progress monitoring and benchmark assessments, using the RTI process	Sept. 2009	May 2010	NA	Data summaries and analysis	Train new staff on assessments, staff collaboration

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			
Students in most classes will participate in a "Reading Buddies" program, providing an opportunity for beginning readers to improve their letter/word recognition, reading fluency, & self-confidence..	Classroom Teachers	Analyze reading assessment data for participating beginning readers	Oct. 2009	May 2010	Title 1, PTA funds, or Building Budget	\$300- Treats for celebrations	Staff will be trained on coordinating, & monitoring program's success
"Word Walls" will be used more extensively in order to increase students' vocabulary usage in both written and verbal expression.	Classroom Teachers	Informal assessment of written and verbal expression.	Sept. 2009	June 2010	NA	NA	Staff collaboration re: most effective design & use
A building-wide reading incentive program will be implemented.	All Staff, Reading Subcommittee	Success of program will be determined by students' levels of participation and student surveys	Sept. 2009	May 2010	Title 1, Building Budget	\$300- materials to support this activity	NA
Staff will collaborate on effectively planning and coordinating guided reading groups- and ideas/strategies for use with students while the classroom teacher is teaching reading groups.	Reading Subcommittee, Classroom Teachers	Teacher report on progress re: planning and implementing	Oct. 2009	May 2009	NA	NA	Collaboration during Elementary Staff Development Days
Staff will receive information about computer programs (on all computers in the computer lab) that reinforce students' reading skills and utilize applicable programs.	Reading Subcommittee, Tech Cadre Rep.	Teacher report on use of suggested programs, sites	Oct. 2009	Dec. 2010	Title 1, Building Budget	Copying costs	Discussion during a Business Faculty Mtg.
Staff will research and possibly pilot a one-hour daily math block.	Math Subcommittee	Survey staff for level of interest, desired components, and desired outcomes	Oct. 2009	May 2010	NA	NA	Discussion at Business Faculty Meetings

TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:																											
<p>By June 2010, 80% of students at every grade level will demonstrate mastery of 80% accuracy of grade appropriate math facts. (K- Identify, count, and order numbers 1-20; 1st- addition & subtraction to 10; 2nd- add/sub. to 20; 3rd- add/sub. to 20 & multiply to 5s; 4th- add/sub. to 20, multiply to 12, & division to 5s; 5th- add/sub. to 20, multiply to 12, & division to 10s) based on ThinkLink, ISAT and District Math Assessments.</p>																											
DATA SUPPORTING GOAL:				ASSESSMENTS:																							
ISAT Math Meets/Exceeds Percentages: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%; text-align: center;">05-06</td> <td style="width: 15%; text-align: center;">06-07</td> <td style="width: 15%; text-align: center;">07-08</td> <td style="width: 15%; text-align: center;">08-09</td> </tr> <tr> <td>3rd Gr.</td> <td style="text-align: center;">88</td> <td style="text-align: center;">69</td> <td style="text-align: center;">87</td> <td></td> </tr> <tr> <td>4th Gr.</td> <td style="text-align: center;">83</td> <td style="text-align: center;">84</td> <td style="text-align: center;">68</td> <td></td> </tr> <tr> <td>5th Gr.</td> <td style="text-align: center;">72</td> <td style="text-align: center;">88</td> <td style="text-align: center;">82</td> <td></td> </tr> </table>					05-06	06-07	07-08	08-09	3rd Gr.	88	69	87		4th Gr.	83	84	68		5th Gr.	72	88	82		ThinkLink, K-2 nd District Math Assessments, ISAT, Curriculum Assessments ThinkLink Math Data- Spring 2009 Meets/Exceeds Percentages: 3 rd Gr. 73.1% 4 th Gr. 81.3% 5 th Gr. 89.7%			
	05-06	06-07	07-08	08-09																							
3rd Gr.	88	69	87																								
4th Gr.	83	84	68																								
5th Gr.	72	88	82																								
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The data indicates that students were below expectations on math assessments. (See info in Data and Assessment sections.)					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RTI)																						
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs																				
			BEGIN	END																							
Continue "Math Word of the Week" program to expand student knowledge of math terms & concepts.	Math Subcommittee	Analysis of ISAT, ThinkLink, & K-2 nd District Math Assessments	Oct. 2009	May 2010	NA	NA	NA																				
Research & possibly pilot a "Math Buddies" program.	Math Subcommittee	Survey staff for level of interest, desired components, & desired outcomes	Oct. 2009	May 2010	NA	Unsure of program needs at this time	Discussion at Business Faculty Meetings																				
Blend core curriculum with technology lessons.	Math Subcommittee	Staff report of use and effectiveness of technology lessons	Oct. 2009	May 2010	NA	Training on using math websites & technology	Collaboration during Grade/ Unit Meetings																				

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
Reduce the number of office discipline referrals by 10% by June 2010 as compared to the 2008-2009 school year.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
<ul style="list-style-type: none"> - Discipline data from Skyward. - Surveys were completed in Spring 2008 by students, parents, & staff regarding the school climate and social/emotional learning at Yankee Ridge. 				<ul style="list-style-type: none"> • Discipline referrals- analysis of specific information related to discipline referrals • Informal observations by teachers and other staff members • Reflections shared by students & parents/family members • Feedback from visitors, volunteers, etc. • Follow-up surveys 			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) <ul style="list-style-type: none"> - Discipline data indicates 173 referrals from the beginning of the school year through the end of March, 2009. - Survey results indicate building needs related to SEL/building climate. 					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RTI), “Caring School Community” & “Making Meaning” SEL Curriculums, Positive Behavior Intervention System (PBIS)		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Students will be provided with specific information regarding what the “Five Expectations for Yankee Ridge Excellence” look like at each grade level.	SEL/Climate Subcommittee	NA	Sept. 2009	June 2010	NA	NA	Discussion at a Business Faculty Meeting
Class meetings will be utilized to encourage students to effectively communicate their feelings and needs.	Classroom Teachers	Staff report	Sept. 2009	June 2010	NA	NA	Collaboration during grade/unit meetings
Staff members will plan activities to focus on one expectation per month-to reinforce the social/emotional learning related to the “Five Expectations”.	SEL/ Climate Subcommittee	NA	Sept. 2009	June 2010	NA	NA	NA

TITLE I SCHOOL WIDE PLAN

GOAL: PBIS Continued

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Students at Yankee Ridge will recognize and communicate their feelings and needs.	SEL Subcommittee, Teachers	Review of discipline referrals for antecedents related to students' communications, survey of classroom teachers' observations	Sept. 2009	May 2010	SEL grant	Copying costs	August 2009 training, sharing with other staff
Students at Yankee Ridge will demonstrate caring and respect through their words and actions.	SEL Subcommittee, Teachers	Same as above	Sept. 2009	May 2010	SEL grant	Copying costs	August 2009 training, sharing with other staff
Selected classrooms will pilot "Caring School Community" and "Making Meaning" SEL curriculums.	Piloting teachers, SEL Subcommittee	Reports from piloting teachers	Sept. 2009	May 2010	SEL grant & District	SEL curriculums	August 2009 training, sharing w/ other staff
Students (in the piloting classes) will be surveyed at the beginning, middle, and end of the year regarding their perception of the school climate at Yankee Ridge.	Piloting teachers, SEL Subcommittee	Survey results will be reviewed & discussed	Sept. 2009	May 2010	SEL grant	Student surveys	NA
On a monthly basis, staff will review discipline data and develop strategies to respond to problem areas/ times.	Building Administrator, SEL Subcommittee	Meeting minutes	Sept. 2009	May 2010	SEL grant	Copying costs	Discussions at Monthly Business Faculty Meetings & SEL Subcommittee Meetings

TITLE I SCHOOL WIDE PLAN: PARENT INVOLVEMENT

SMART GOAL:

During the 2009-2010 school year, 80% of the targeted parents will actively participate in planned school based activities and events as measured by the sign in sheets.

DATA SUPPORTING GOAL:

2008-09 Title 1 Parent Needs Survey provided information about parents' needs & interests including: activity locations, best time (for activities), TPAC, reading at home, writing at home, math, homework, ISAT, positive attitudes, NCLB, computer, and resources.

ASSESSMENTS:

- Monitoring of parent/ family involvement at events/ special activities
- Feedback (informal/ verbal) from student/ parents/ families
- Monitoring level of student interest and involvement in academic-related activities that can be facilitated at home
- Follow-up survey

DATA ANALYSIS: (What part of your needs assessment led you to this goal?)
 There continues to be varying levels of parent/ family involvement at school events- with the different Yankee Ridge neighborhoods not equally represented. Nearby neighborhood families tend to be more involved than distant neighborhoods.

RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:
 Marzano, et. al. "Parent and Community Involvement" in *What Works in Schools*.

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Teachers will utilize Parent Information Meetings (during Back to School Night), parent-teacher conferences, and class newsletters to provide specific information to parents about the math, reading, and writing programs/ instruction being implemented.	Classroom Teachers	Copies of back to school info packets submitted to building principal	Sept. 2009	May 2010	Title I, Building budget	Copies of high frequency works for parents to use at home	August discussion with staff, Re: priority information
Teachers will utilize class newsletters to provide information to parents about ways they can be involved and supportive of their child's academic progress, including reading, math, and writing strategies they can use at home.	Classroom Teachers	Copies of class newsletters submitted to building principal	Sept. 2009	May 2010	NA	NA	Staff will share their newsletters with colleagues
Staff will plan & facilitate a Reading Night and Make-It Take-It programs to promote the joy of learning. Staff will provide parents with information about reading & reading development at these & other events.	Reading Subcommittee	Subcommittee will analyze and discuss parent involvement data RE: participation	Nov. 2009	April 2010	Title I	\$200	NA

TITLE I SCHOOL WIDE PLAN

GOAL: PARENT INVOLVEMENT Continued

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Parents will be encouraged to support their child’s involvement in a school-wide reading incentive program- in order to encourage reading both at home and at school.	Reading Subcommittee	Level of student participation will be monitored	Oct. 2009	May 2010	Title I	NA	NA
Staff will plan and facilitate a “Fall Math Night”, implementing efforts to involve an increasing number of at-risk students and their families.	Math Subcommittee	Attendance/ participation will be monitored	Sept. 2009	Nov. 2009	Title I	\$300- for snacks & supplies	NA
Math Subcommittee members will each attend a PTA Meeting to do a 10 min. mini math lesson for parents.	Math Subcommittee	NA	Oct. 2009	March 2010	NA	\$ for supplies, if needed	NA
Students will be encouraged to write pieces at home with parents’ help. Topics for writing will be provided in class newsletters.	Classroom Teachers, Writing Subcommittee	Staff report	Oct. 2009	May 2010	NA	NA	Discussions during grade/unit meetings
Parents will be informed through newsletters and school events of the steps being taken toward improving students’ social emotional learning at Yankee Ridge.	All staff, SEL/ Climate Subcommittee	Staff report	Sept 2009	May 2010	NA	NA	Discussions during Faculty Meetings
Parents will be provided with suggestions for following through with social emotional learning ideas at home.	All staff, SEL/ Climate Subcommittee	Staff report	Sept 2009	May 2010	NA	NA	Collaboration during faculty meetings

TITLE I SCHOOL WIDE PLAN: WRITING

SMART GOAL:

On the 2010 ISAT, 50% of the 5th grade students tested, will meet or exceed writing standards.

DATA SUPPORTING GOAL:

*Assessment Data- Percentage of Yankee Ridge 5th grade students meeting or exceeding standards in **writing** on ISAT:*
 2006-07 41%
 2007-08 44%

ASSESSMENTS:

ISAT Writing (5th Grade only)

DATA ANALYSIS: (What part of your needs assessment led you to this goal?)

The data indicates that less than 50% of the students tested for the past two testing cycles have met or exceeded the writing standards on ISAT.

RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:

Six Traits of Writing

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Grade level expectations for writing (from the District Writing Handbook) will be copied & distributed to staff to help familiarize with basic expectations.	Writing Subcommittee	NA	Oct. 2009	Nov. 2009	Title 1, Building Budget	Copies of expectations for all teaching staff	Pass out and discuss at a Business Faculty Meeting
Monthly school-wide writing activities will be planned and implemented, reinforcing the use of six traits as a framework.	Writing Subcommittee, All staff	Subcommittee will monitor level of participation & quality of students' work	Oct. 2009	May 2010	Title 1, Building Budget (if needed)	Handouts, fliers, etc. for students/families	Discussion re: implementation (Business Faculty Meeting)
Staff will collaborate with their grade level, below grade level, and above grade level co-workers re: writing skills/ exit expectations at the specific grade levels in order to provide a more comprehensive program overall.	Writing Subcommittee, all teaching staff	Monitor & analyze 3 rd & 5 th Grade ISAT Writing scores over 3-5 yrs.	Oct. 2009	May 2010	NA	NA	Discussions during grade level/unit meetings

**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	Teen Reach Programs

**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		
<ol style="list-style-type: none"> 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	