

SCHOOLWIDE PLAN

SCHOOL: Martin Luther King Jr. Elementary

SCHOOL YEAR: 2010-2011

**TITLE I SCHOOLWIDE PLAN
STAKEHOLDERS**

SCHOOL NAME: Martin Luther King Elementary		
PLAN BEGINNING DATE: August 2010	PLAN ENDING DATE: June 2011	
DATE SUBMITTED TO DISTRICT LEADERSHIP: July 2010		
SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET		
TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Jennifer Ivory-Tatum	Principal	
Jennifer Powell	School Psychologist	
Paige Waggoner	Data Interventionist	
Jill Shoda	Literacy Interventionist	
Amy Thomas	LD/BD Resource	
Carla Vincent-Westfield	Title I Literacy Specialist	
Michelle Turner	Fourth Grade Teacher	
Beth Mears	First Grade Teacher	

TITLE I SCHOOLWIDE PLAN
GENERAL INFORMATION

Full Time Equivalents of Staff (Record in Hundredths, e.g. 1.5)			
# Staff	2008-2009	2009-2010	2010-2011
Administrators	1	1	
Teachers	35	35	
Teacher Aides	3	3	
Support Staff (clerical)	2	2	
Other (please specify)	13		

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

5 years

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
2. Obtained an associate's (or higher) degree
3. Met standard of quality through a formal state or local assessment.

Bachelor's degrees

Student Participation by Grade Levels or Age						
Type	K	1	2	3	4	5
TA	60	50	45	57	46	41
SW	60	50	45	57	46	41
NP						
LEP	22	22	15	20	16	16
SWD	6	7	6	7	9	9

**TITLE I SCHOOLWIDE PLAN
GENERAL INFORMATION**

DEMOGRAPHICS DATA			
	2008-2009	2009-2010	2010-2011
Total Enrollment	285	299	
Gender:			
Male	138	142	
Female	147	157	
ETHNICITY			
White, not of Hispanic origin	41	38	
Black, not of Hispanic origin	138	155	
Hispanic	6	7	
American Indian/Alaska Native	1	0	
Asian/Pacific Islander	80	84	
Multi-Racial/Ethnic	19	15	
SPECIAL NEED CATEGORIES (count may be duplicated)			
Students with disabilities	45	44	
Limited-English proficient students	124	111	
Migrant students	0	0	
Students from low-income families	223	249	
Homeless students	7	8	

TITLE I SCHOOLWIDE PLAN GOALS

SMART GOAL - READING					Quarterly Benchmark Reading Goals		
Goal: By the end of the 2010-2011 school year, 85% of all King School identifiable sub-groups in grades three through five will meet or exceed reading standards as measured by the Illinois Standards Achievement Test (ISAT). Objective: Develop and implement a system of problem solving, student strategies and activities to meet the needs of students not meeting the above expectations.					Fall	Winter	Spring
					60%	75%	85%
DATA SUPPORTING GOAL:		ASSESSMENTS:					
ISAT – 76% met or exceeded in reading for 2010 DIBELS – Oral Reading Fluency (ORF) Spring Benchmark (May) data indicates the highest grade level at 64% (5 th) and lowest grade level (3 rd) 32% meeting and exceeding benchmark targets.		ISAT, DIBELS, ThinkLink (3-5), DRA, Grade Level specific assessments (i.e. sight words, CAP, San Diego), Progress Monitoring in reading					
What part of your needs assessment led you to this goal? Our DIBELS (ORF) and our 2010 ISAT reading scores DIBELS Oral Reading Fluency scores are used along with ISAT scores since they best correlate to and are more predictive for ISAT success. Based on these scores our 2010-2011 third (2 nd -49%), fourth (3 rd -32%), and fifth (4 th -39%) graders would be targeted.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3-tiered blend for academic/PBIS/SEL		
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Prof. Development needs
			BEGIN	END			
All classroom teachers will provide 120 minutes of literacy instruction during a literacy block framework.	Teachers Principal	Lesson Plan Evaluation RtI Problem Solving	August 2010	May 2011			Work with new classroom teachers
We will continue to strengthen our blended 3-tiered model for intervention support (RTI/PBIS/SEL).	Principal Core RtI Team Teachers	RtI Problem Solving Notes Intervention review	August 2010	May 2011	Title I	More Substitute time for RtI meetings	
Our RTI problem solving team and King staff will continue to review, assess, and implement our Tier 1, 2, and 3 interventions with integrity using data based decisions as core.	Principal Core RtI Team	RtI Problem Solving Notes Semester Reviews	August 2010	January and May 2010			

SCHOOLWIDE READING PLAN GOALS

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STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE	TIMELINE		FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT STRATEGY	PROF. DEV. TO ADDRESS THIS GOAL
			BEGIN	END			
All King students will continue to be universally screened during a benchmarking period three times a year (DIBELS, DRA, Think Link, high-frequency sight words).	Teachers Principal RtI Team Title I/SPED teachers	Dibels DRA ThinkLink Grade level specific assessments	Sept. 2010	May 2011			Training for new classroom teachers and new Title I teacher
All ESL teachers will provide 120 minutes of literacy instruction/content-based instruction during the literacy block	ESL Teachers Principal ESL Director	Lesson Plan Evaluation Master Schedule	August 2010	May 2011			
Students receiving Tier 2 and Tier 3 supports will continue to be progress monitored more frequently (bi-monthly, monthly).	RtI Team Title I Teachers Principal	AimsWeb Progress Monitoring data Rti Data Days	Sept. 2010	May 2011			
A variety of grade-level specific evidence-based instructional supports/programs will be provided at all tiers (i.e. Fast Start, Heggerty, Words Their Way, Sunform).	RtI Team Title I Teachers SPED Teachers	RtI problem solving data Informal teacher assessments	August 2010	May 2011	Title I	Continuous training to implement interventions with integrity	Continuous training to implement interventions with integrity
All classroom teachers will provide literacy instruction using Houghton Mifflin as the core (comprehension, fluency, phonemic awareness, vocabulary, alphabetic principle) combined with supplemental strategies based on the individual needs of students.	Classroom Teachers Principal Core RtI Team	Lesson Plan Evaluation Observations RtI Problem Solving	August 2010	May 2011	Title I	Continuous training in effective Core Reading Instruction from Houghton-Mifflin	Continuous training in effective Core Reading Instruction from Houghton-Mifflin

TITLE I SCHOOLWIDE PLAN GOALS

SMART GOAL - MATH				Quarterly Benchmark Math Goals			
Goal: By the end of the 2009-2010 school year, 85% of all King School students (including all identifiable sub-groups) in grades three through five will meet or exceed mathematics standards as measured by the Illinois Standards Achievement Test (ISAT). Objective: Develop and implement a system of problem solving, student strategies and activities to meet the needs of students not meeting the above expectations.				Fall	Winter	Spring	
				60%	75%	85%	
DATA SUPPORTING GOAL:		ASSESSMENTS:					
ISAT 2010 Math Scores: 75% met or exceeded K-2 Spring Math Benchmarks (May): K-92%; 1-96%; 2-68% met or exceeded Thinklink May administration: 3-86%; 4-68%; 5-73% meet or exceeded		ISAT, District Math Benchmarks (k-2), ThinkLink (3-5), core curriculum unit assessments for Houghton-Mifflin					
What part of your needs assessment led you to this goal? ISAT Math 2010 Scores Based on our Spring Math Benchmarks and ThinkLink data for those students tested in May who were promoted to the next grade third and fifth grades would be a stronger area of need for meeting Fall 2010 Benchmark goals (see data above).				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3 tiered model of support for academics/PBIS/SEL			
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Prof. Development needs
			BEGIN	END			
All classroom teachers will provide 60 uninterrupted minutes of math instruction (BSM, Houghton Mifflin, Math Literacy, Extended Response).	Classroom Teachers Principal	Lesson Plans Master Schedule	August 2010	May 2011			
All King students will be assessed during a benchmark period three times a year.	Classroom Teachers Principal	Lesson Plans Assessment Schedule RtI Problem Solving	Sept. 2010	May 2010			
Peer tutors will continue to work with targeted students using math games and activities.	Classroom Teachers Literacy Interventionist	Observations Literacy Interventionist's notes and lessons	October 2010	May 2010			

**SCHOOLWIDE MATH
PLAN GOALS**

STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/ EVALUATE	TIMELINE		FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT STRATEGY	PROF. DEV. TO ADDRESS THIS GOAL
			BEGIN	END			
All teachers will provide differentiated instructional strategies based on data, student need, and interest.	Classroom Teachers Principal Math Specialist	Lesson Plans Observations and evaluations	August 2010	May 2011			
Math interventions will be progress monitored for Tier 2 and Tier 3 students in accordance with assessment tools currently in development at the district and building level.	Core RtI Team Math Specialist Classroom Teachers Principal	RtI Problem Solving Data and progress monitoring data	October 2010	May 2011	Title I	Purchase additional math interventions (i.e. Great Leans -3-5)	More training to implement interventions with integrity
Our math specialist and classroom teachers will coordinate and team teach in order to differentiate instruction to meet specific needs of individual students and small intervention groups.	Classroom Teachers Principal Math Specialist	Lesson Plans Observations and evaluations	August 2010	May 2011			
Our RTI Problem Solving Team, King Staff, and Math Specialist will review, assess, and implement our Tier 1, 2, and 3 math interventions with integrity using data based decisions as core.	Classroom Teachers Principal Core RtI Team	RtI Problem Solving Notes Semester reviews	August 2010	January and May 2011	Title I	Substitutes for RtI data days	
Grade level collaborative time will be incorporated into our master schedule 1-2 times per month during the school day or during Monday Meetings and PLC grade level mtgs.	Classroom Teachers Principal	Master Schedule Collaboration & Monday Meeting Schedule	August 2010	May 2011	Title I	Substitutes for grade level collaborative teams for PLC and RtI meetings	
King will continue to offer Extended Day Opportunities for grades 3-5 students focusing on math strategies after school (Teen Reach, ISAT Prep) and during Saturday School.	Classroom Teachers Principal Teen Reach Coordinator	Principal observations and Grant Summary Reports	October 2010	May 2011	District funding and grant funding for Teen Reach	Money for materials, supplies, transportation, teacher salaries	

TITLE I SCHOOLWIDE PLAN GOALS

SMART GOAL – PBIS/SEL					Quarterly Benchmark Goals		
Goal: At least 90% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals and SWIS data analysis by receiving one referral or less during the 2009-2010 school year. Objective: To continue to support a healthy climate for student learning in the areas of student responsibility and self-discipline thereby decreasing suspensions and detentions.					Fall	Winter	Spring
					50 ODRs	100 ODRs	150 ODRs
DATA SUPPORTING GOAL:		STANDARD INDICATORS			DISTRICT/SCHOOL INDICATORS:		
As of June 7, 2009, there were 232 discipline referrals for SY 09-10 compared to 413 for the same time period in the 08-09 school year.		SWIS 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; PBIS Phases of Implementation (PoI); School-Wide Surveys (EBS), School-Wide Tracking Tool, PBIS Unified Action Plan, SEL universal program data, targeted interventions for behavior and social emotional interventions.					
What part of your needs assessment led you to this goal? Based on data analysis of our ODRs and the Big 5, we need to work to improve our secondary interventions for students receiving more than one referral to continue to prevent the need for more intense tertiary support (4 students with 10+ referrals for SY year 09-10). We also need to work toward improving our tertiary supports and develop a site based wrap plan based on information from our PoI.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention Model for 3-tiered blend for support for academic/PBIS/SEL, Second Step and Caring School Community		
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Prof. Development needs
			BEGIN	END			
Our problem solving team and staff will add SEL standards, instructional strategies, and techniques into our current RTI/PBIS blend to strengthen our 3-blended model for intervention support.	RtI Core Team Principal Classroom Teachers Social Worker	RtI problem solving notes PBIS School-wide Tracking Tool PoI, EBS surveys	August 2010	May 2011			Training for new teaching staff
Our Core RTI/PBIS Team will continue to review, assess, and implement our Tier 1, 2, and 3, ODR data, universal reward data, and SEL/Behavior interventions with integrity with data-based decisions as core.	RtI Core Team Principal	RtI problem solving notes PBIS School-wide tracking tool Unified Action Plan	August 2010	January and May 2011			
King staff will continue to consistently utilize the universal reward system, complete monthly universal star documentation, and support core/universal incentives and interventions.	All King Teachers and Support Staff	Star Documentation Forms ODR data EBS surveys	August 2010	May 2011	PBIS building budget	Rewards and incentives for school-wide and targeted interventions	Training for new teaching staff

**SCHOOLWIDE PBIS/SEL
PLAN GOALS**

STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/ EVALUATE	TIMELINE		FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT STRATEGY	PROF. DEV. TO ADDRESS THIS GOAL
			BEGIN	END			
Classroom teachers will consistently provide teaching and instruction in the classroom on universal and targeted behaviors as determined by ODR data and behavioral student needs (Tier 1, 2, and 3).	Classroom Teachers Principal Behavior Resource T	ODR data Lesson Plan Evaluations Observations	August 2010	May 2011	Title I	Universal screener for social emotion and behavior	Training on universal screeners
Students will receive training on our school-wide expectations and universal system the first full school week and mid-year following winter break (i.e. matrix walk through).	Core Rtl Team PBIS building team Behavior Resource T	ODR data for effectiveness	August 2010	Jan. 2011 & throughout year for new students			
Students receiving Tier 2 and Tier 3 supports for behavior will have their interventions and ODR data reviewed, analyzed, and evaluated monthly by the core RTI team and building PBIS team.	Core Rtl Problem Solving Team Principal PBIS Building Team	ODR data Rtl Problem solving notes	September 2010	May 2011			
Both the PBIS core team and building team will meet with building staff monthly during faculty meetings to review ODR and intervention data to keep staff abreast of school-wide intervention needs and problem solve any changes for Tier 1, 2, and 3 behavior supports.	Principal PBIS building team PBIS SIP Team Core Rtl Team	Faculty meeting notes and PBIS team minutes PBIS problem solving notes	September 2010	May 2011			

**SCHOOLWIDE PBIS/SEL
PLAN GOALS**

STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE	TIMELINE		FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT STRATEGY	PROF. DEV. TO ADDRESS THIS GOAL
			BEGIN	END			
The PBIS core team and specific building team members will have a goal setting meeting with students and their families determined to need targeted or tertiary levels of support during the first 2 weeks of school to set positive goals for improvement for 09-10 SY.	Principal PBIS building team members Parents Students	Goal setting conference contract Student's ODRs	August 2010	October 2010 or as needed for new students			
Both the PBIS core team and building team will develop site-based wrap plans for students and families determined to require tertiary support based on ODR data and current/previous interventions.	Principal Core PBIS Team Behavior Resource Teacher	ODR data PoI	September 2010	May 2011, as needed	Illinois PBIS Network External Coach	More coordinated district level plan for wraparound services	Tertiary training and wrap training from Illinois PBIS network

TITLE I SCHOOLWIDE PLAN GOALS

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GOAL – PARENT INVOLVEMENT To increase parent and community involvement in a variety of ways needed to fulfill our mission to become a Professional Learning Community thereby increasing student learning.					Quarterly Benchmark Goals		
					Fall	Winter	Spring
DATA SUPPORTING GOAL:		STANDARD INDICATORS			DISTRICT/SCHOOL INDICATORS:		
Parent Teacher Conference Data: November 2009, 90% participation February 2010, 87% participation Based on parent sign in sheets participation in family events is positive.		Parent or community participation in: parent teacher conferences, family events, special programs, homework and reading incentive programs, community meeting assemblies, universal rewards/incentives and social emotional programming (i.e. Caring School Community).					
What part of your needs assessment led you to this goal? Our assessment suggests to us that while our families tend to participate in our “Family Night” events and programs to promote positive community, we need more parental support from the families of our Tier 2 and 3 students not meeting grade level expectations for academics, behaviors, or social-emotional to better support student learning.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention for 3-tiered model for academic/behavioral/social emotional		
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Prof. Development needs
			BEGIN	END			
Parents will participate in the problem solving process with the RtI team, teachers and related specialists to plan and support interventions for students receiving Tiers 2 and 3 services.	Core RtI team Teacher Principal Parents	Problem solving notes Parent Feedback forms/surveys	August 2010	May 2011			
King staff will continue to sponsor several Family Nights or school day programs a year in the areas of reading, math, fine arts, and community building.	Principal Teachers Parent Liaison	Parent sign in sheets	August 2010	June 2011	Title I	Materials and supplies for events Raffle prizes	
King staff will work together toward 95-100% participation in parent teacher conferences for both November and February conferences.	All King Staff Principal Outreach Worker	Parent sign in sheets Parent contact logs Outreach paperwork	Nov. 2010	March 2011			

**TITLE I SCHOOL WIDE PLAN
TRANSITIONS/INTEGRATION**

TRANSITION FOR PRESCHOOL		
ROLE/ACTIVITY	PERSON(S) ACCOUNTABLE	
Kindergarten Registration	Kindergarten Teacher Coordinator, School Secretaries, Principal, Staff	
Kindergarten Screening	Kindergarten Teacher Coordinator, School Secretaries and Staff	
Kindergarten Reception	Kindergarten Teacher Coordinator, School Secretaries, Principal, Staff	
Parent Information Meeting	Kindergarten Teacher Coordinator, School Secretaries, Principal, Staff	
Collaboration with Early Childhood Teachers	Kindergarten Teacher Coordinator, Early Childhood teachers, classroom teachers, Principal	
Parent Information Packets/Activities	Kindergarten Teacher Coordinator, School Secretaries, Principal	
INTEGRATING FEDERAL, STATE AND LOCAL SERVICES AND PROGRAM		
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		
District Health-based clinic	Positive Behavior Intervention Supports/Illinois PBIS Network	National Board Certification/Take One Illinois State University
Nutrition programs/Fruit and Vegetable Grants/ISBE	Second Step (SEL) Curriculum	Caring Schools Communities (SEL) Curriculum
C-U Schools Foundation	University of Illinois at Urbana-Champaign	Regional Office of Education #5
Safe Routes to School Coalition/City of Urbana	Illinois Aspire	Teen Reach Program