

SCHOOLWIDE PLAN: WILEY SCHOOL

SCHOOL YEAR: 2010-2011

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Wiley		
PLAN BEGINNING DATE:	August 2010	PLAN ENDING DATE:	June 2011
DATE SUBMITTED TO DISTRICT LEADERSHIP:	September 2010		

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Barbara Sartain	Principal	
Barbara Christensen	Parent and PTA President	
Elizabeth Wheatley	Parent and PTA member	
LaShaunda Cunningham	Parent	
Sara North	Teacher- 4 th grade	
Rebecca Cortright	Teacher – 5 th grade	
Michelle Shaw	Teacher- Title One	
Amanda Rutledge	Teacher- Title One	

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
Administrator		1		1		1
Teachers		21.46		21.46		18.46
Teacher Aides		7		5		4
Support Staff (clerical)		5.721		5.721		1.5
Other (please specify)		.4		.4		3.75
Librarian- 1.0 FTE; Social Worker- 1.0 FTE; Outreach Attendance Worker .5 FTE; and rest are shared: Speech .8 FTE; psychologist .45 FTE						

How long has the current principal held the position at this school? 3 years, starting 4th year for 2010-2011

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

Number of Paraprofessionals above who meet the following qualifications: 4

1. Completed two years of study of higher education 4 (three of these have more advanced degrees which follow)
2. Obtained an associate's (or higher) degree 1
3. Bachelor's degrees 3 (2 of these have masters degrees)
4. Met standard of quality through a formal state or local assessment. 100%

Student Participation by Grade Levels or Age						
Type	K	1	2	3	4	5
TA	8	12	12	10	12	12
SW	51	55	55	54	52	54
NP						
LEP	1	3	1	2	0	0
SWD	5	7	5	6	7	13

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	276	288	321
GENDER:			
Male:	142	138	165
Female:	134	150	156
ETHNICITY:			
White, not of Hispanic Origin	158	145	153
Black, not of Hispanic Origin	72	90	115
Hispanic	1	1	6
American Indian/Alaskan Native	0	-	-
Asian/Pacific Islander	10	15	11
Multi-Racial/Ethnic	35	37	36
SPECIAL NEEDS CATEGORIES			
Students with disabilities	44	39	43
Limited-English proficient students	16	13	5
Migrant students	7	-	-
Students from low-income families	164	166	209
Homeless students	7	2	11

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
All students will meet or exceed 85% benchmark goal on DIBELS for each for each grade level by June 2011.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
The percent meeting the Oral Reading Fluency expected scores at winter benchmark follow, K- 73%; first- 60%; second- 73%; third- 52; fourth- 54%; fifth- 88%.				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. Based on parent survey feedback, Wiley sponsored a Family Reading Night for the third year and will again this year.					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			
To strengthen the implementation of district curriculum and Illinois’ Common State Standards, classroom teachers will meet as teams (PLCs) to review the standards and curriculum, and to plan and pace their lessons	Staff who instruct any aspect of literacy and the principal	Formative assessments and benchmark assessments	August 2010	June 2011	District, School, Title, sped budgets	School day embedded time and after school meetings to collaborate	PLC/RtI Teaming. Curriculum- focus on alignment to standards and use of Houghton Mifflin materials specifically
Experienced teachers will mentor new teachers to our school through PLC grade level meetings and, when appropriate, the formal mentoring program.	Experienced teachers and principal	Team meeting notes	August 2010	June 2011	District, School	School day embedded time and after school meetings to collaborate	PLC/RtI Teaming, curriculum implementation, focus on routines and management
Explain to students and parents what the Dibels assessment is and why the skill of reading fluently is crucial. Share student rates with them and set goals.	Classroom and Title teachers	Periodic Dibels assessments, observation during guided reading	August 2010	June 2011	District, School, Title, sped budgets	Allocate time address the overarching concepts with students	PTA, Family Nights, and parent conferences

**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			
Provide print materials of interest to students. Expand the <i>Coyote Book Exchange</i> that lets students build home libraries	Staff, PTA, and other parents.	Track number of books exchanged. (6,344 books were taken home by students in 09-10)	August 2010	June 2011	Donations	Donated “gently-used” books. Parent volunteers and PTA	Staff and PTA meetings-organize and continue to “grow” program
Sponsor a Family Reading Night. Feature ideas for adults to assist students in literacy.	Title One committee, librarian, staff, PTA	Track number attendees and feedback	Planning starts in Sept. 2010	December 2011	Title One, school budget	Committee time; budget for food; materials for Illinois’ Family Reading Night	Staff meeting-build on what has been done in former years
Librarian- implement district curriculum and Illinois’ Common Core State Standards:	Librarian and PLC teams	Lesson plans, Think Link results (intermediate students), formative assessments	August 2010	June 2011	School and library budgets	School day embedded time to collaborate with other staff	Further sessions, conferences, training in library skills, integration of literacy
Increase student learning by building their skills to use computers to find information and produce products.	Teachers and librarian who instruct any aspect of literacy and the principal		August 2010	June 2011	School, technology, and library budgets. Stipend for technology.	School day embedded time to collaborate with other staff	Opportunities to learn how to effectively assist library users through current technology.
Strategic Tier Two strategy-classroom teachers differentiate instruction	Teachers instructing any aspect of literacy and the principal	Progress monitor, formative and benchmark assessments	August 2010	June 2011	School, district, Title One budget	Collab time and sufficient number of teachers	More training with RTI <i>Problem-solving (PS) Team</i> . Create PS team partners” by grade level. Present info and discuss differentiation

**TITLE I SCHOOL WID 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			
Strategic Tier Two strategy – plan for reteaching and addressing deficit areas through small Title One intervention groups	Teams, Title One teachers	Progress monitor-formative and benchmark assessments	August 2010	June 2011	School, district, Title One budget	<i>Read Well, Language</i> , guided reading and other print materials	PLC training, PS team collab. Presentations about and discussion of differentiation
<u>If</u> funding provided this year: Strategic Tier Two strategy – Select intermediate students for after school Extended Learning program (6-weeks probably). ISAT prep focus.	Classroom teachers	Dibels, formative assessments, Think Link	December 2010	June 2011	School, district, Title One budget	Computer lab access.	Collab time to plan effective interventions
Intensive Tier Three strategies for selected non-IEP students with sped teachers, as caseloads allow	Classroom teachers, sped teachers, aides, and principal	Progress monitor by skill deficit; use formative and benchmark assessments	August 2010	June 2011	Additional-- Sped budget	Continue to research, develop, and select appropriate curriculum	Training on curricula and differentiation
Intensive Tier Three strategy: case study and support with an IEP those selected students identified with a reading or writing learning disability	Classroom teachers, sped teachers, PS team, and principal	Progress monitor by skill deficit; formative and benchmark assessments	August 2010	June 2011	Additional-- Sped budget	Guided reading and other materials, computers and software	Training on curriculum materials and strategies

SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
All students will meet or exceed an 85% math benchmark goal for each grade level on ISAT, Think Link, and district assessments by the end of the year.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
On the January 2010 district winter Think Link benchmark, the AYP goal was that 77.5% of students meet math standards for benchmark by March ISAT. Follows is the increase in percentage of students to meet goal on March 2010 ISAT: third- 0% (had 88.2% meet or exceed); fourth-11.5% increase needed (had 66%); fifth-0% increase needed (had 90.5%). Analysis for 2011 AYP goal of 85% will happen at each benchmark period.				At primary grades, the District benchmark is key. 2010-'11 is the implementation of a new benchmark and monitoring done with AIMSweb. Intermediate grades rely on Think Link, including giving teachers option to create "probes" to target deficit skills needing more practice. Additionally, Houghton Mifflin and teacher curriculum-based formative assessments guide instruction across all grades. Parent Surveys indicate an interest in learning more about supporting their children in math.			
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. Through that process, instruction for the whole class, small groups, and/or individuals was planned based on need. Based on parent survey feedback, Wiley sponsored a Family Math Night for the third year and will again this year.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Responses to Intervention, esp. at tier three, done by IEP. Houghton Mifflin curriculum. Standards-based, differentiated instruction. Selected students gain additional practice with <i>America Counts</i> tutors throughout year.		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Strengthen the implementation of district curriculum and Illinois' Common State Standards. Teachers meet to review the standards and curriculum, and to plan and pace lessons	PLC classroom team members in conjunction with other staff, such as sped teachers and aides	Beginning, middle, and end of year benchmark assessments and periodic formative assessments	August 2010	June 2011	District, School, Title, sped budgets	School day embedded time and after school meetings to collaborate	PLC/P-S team time. Staff development on curriculum implementation, esp. AIMSweb for math.
In grades 3-5, analyze ISAT and Think Link results. Create Think Link probes to reteach deficit skills and concepts.	PLC team with assistance of librarian. America Counts, as available.	Scores on Think Link probes and teacher formative assessments	August 2010	June 2011		School day embedded time and after school meetings to collaborate	More detailed training on Think Link probes and using AIMS web monitoring feature
In grades 3-5, analyze ISAT and Think Link results to guide reteaching selected students.	Extended Day teachers	Teacher-based assessment, progress monitoring	Second semester 2011	March 2011	District, school, and Title One funds	School day embedded time and after school meetings	Staff development on differentiation

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			
Sponsor a Family Math Night. Feature ideas for adults to assist students and showcase computer software that is no or low cost.	Title One committee, staff	Track number attendees and feedback	Planning Dec. 2010	February 2011	Title One, school budget	Planning time, budget for food	Staff meeting- build on what has been done in former years
Grades K-2, each teacher will review formative assessments and reteach.	PLC team members	Track specific skills on periodic district assessment	August 2010	June 2011	School	School day embedded time to collaborate	Learn how to use AIMSweb math benchmark and monitoring features.
Second grade to plan a timed math facts test for addition and then subtraction.	PLC team members, America Counts tutors	Results charted for mastery of facts	October 2010	May 2011	School	School day embedded time to collaborate	Time to meet to do this as a team focus. Share strategies among all staff members.
Grades K-5, Teach and practice word problems and problem solving	PLC team, sped	Formative and summative assessments	August 2010	June 2011	School, sped, Title	School day embedded time to collaborate	Training with Houghton Mifflin and other math materials, software
Grades 2-5, teach and practice writing extended responses in math	PLC team, sped	Formative and summative assessments	August 2010	June 2011	School, sped, Title	School day embedded time to collaborate	Training with Houghton Mifflin and other math materials, software

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			
Strategic Tier Two strategy – <i>If funded</i> , select intermediate students for after school Extended Learning program (6-weeks probably). ISAT prep focus.	Classroom teachers	Formative assessments, Think Link	Dec.-10	June-11	School, district, Title One budget	Computer lab access.	Collab time to plan effective interventions
Motivate students and differentiate instruction by practicing math skills via games and engaging activities, such as practice on computers,	Classroom and sped teachers	Formative assessments	August 2010	June 2011	School, district, tech budget	Text and other materials, and computer access and software	Training for teachers, including using Smart Board
Tier One and Two strategy- teachers will differentiate instruction	Teachers instructing any aspect of math and the principal	Progress monitor, formative and benchmark assessments	August 2010	June 2011	Title One (additional support requested as school size continues to increase and to cover support for math)	Collab time and sufficient number of Title teachers to add math support	More training for Houghton Mifflin and other math materials
Intensive Tier Three strategies for selected non-IEP students with sped teachers, as caseloads allow	Classroom teachers, sped teachers, aides, and principal	Progress monitor by skill deficit; use formative and benchmark assessments	August 2010	June 2011	Additional-- Sped budget	Continue to research, develop, and select appropriate curriculum	Training on curricula and differentiation
Intensive Tier Three strategy: case study and support with an IEP those selected students identified with math learning disability	Classroom teachers, sped teachers, P-S/RtI team, and principal	Progress monitor by skill deficit; formative and benchmark assessments	August 2010	June 2011	Additional-- Sped budget	Saxon math and other materials and software	Training on curricula and esp. for sped teachers, Saxon math materials and strategies

TITLE I SCHOOL WIDE PLAN: GOAL Social Emotional Learning and PBIS Framework

SMART GOAL:							
During the 2010-2011 school year, 85% of students will receive not more than one discipline referral, given that 78% made the goal in 2009-2010. Further, the percentage of total office referrals that are categorized as level two will be reduced to no more than 15%.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
<p>In analyzing the number of students (not the number of infractions), the SWIS database shows that 78% of the total Wiley student group received no referral at all or only one referral, while 22% were for students who received two or more office referrals. An improvement by 7% is the goal, so that 85% of students receive 0 or 1 office referral for 2010-11.</p> <p>Data charts for disciplinary incidents for 2009-2010 on SWIS for “Level Two,” which is a category of more serious or chronic disciplinary infractions, show 27% of total numbers of infractions are for level 2. The goal is for no more than 15% of all incidents of infractions to be at level two. (The percentage for 09-10 is similar to the previous 08-09 year.)</p>				<p>Monthly assessment reports compiled on the SWIS frequency/intensity data charts will be reviewed, as well as data for the <i>Check-in/Check-out</i> and <i>Check-and-Connect</i> programs. When the data indicates that a student, a group, or the overall school is beginning to receive multiple level one or level two referrals, the Problem-Solving team will discuss interventions and also communicate with the teacher, SEL/PBIS team, and whichever other staff are appropriate, to implement an intervention strategy.</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			
SEL/PBIS team meets for a planning workshop in summer. Periodic meetings of team throughout school year.	PBIS team members specifically, and all staff	Feedback from participants	July 2010	June 2011	District, school, dedicated grants	Only SEL planning was funded for social worker. Team not funded for summer 2010-2011. Budget to attend training and conferences. Allocate time for training at regular staff meetings	Prepare student materials, staff training, and calendar.

TITLE I SCHOOL WIDE PLAN

GOAL: Social Emotional Learning and PBIS Framework, Continued

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Expand and implement curriculum and instructional strategies for Second Step, Class meetings, PBIS, and Illinois Social-Emotional Learning Standards	social worker, principal, Problem-Solving Team	Logs: staff development time, lesson plans, specific Problem-Solving interventions by child group, or entire school	September 2010	June 2011	Grant, District, School	Collaboration time and other costs such as for substitutes, materials acquisition, etc.	Staff development, including participation at conferences and training sessions
Facilitate responses and interventions –data review for 2010-2011 shows a need to begin with teaching and practicing respect in all settings.	PBIS team members and principal	Notes and calendars, feedback from participants	August 2010	June 2011	District, school, dedicated grants	Collaboration time	Staff development and planning time for preparing lessons, activities, and boosters, as well as other interventions
Continue implementation of PBIS universals across the school by expecting each classroom teacher to start the year with those.	PBIS team; PLC teams; Problem-Solving team; all staff	Review working data approx. weekly	August 2010	June 2011	District, school, dedicated grants	\$ for signage, incentives	Collaboration time for PLC meetings, and at staff and Problem-Solving meetings
Parent education- include parents in developing a “matrix” for the 3 universals at home. Include info in handbook.	PBIS team, PTA Communications Committee, District Web Master, and principal	Feedback about the helpfulness of the learning about the matrix when working with their children at home	August 2010	June 2011	District, school, dedicated grants	Consulting for web page. Budget of school and PTA.	Allocate time for discussion at staff meetings, review ideas from other schools and sources.
Post SEL and PBIS overview and the PBIS calendar on new web page and in newsletter	PBIS team rep, principal, newsletter chair, Communications committee, and web master	Documents and published items.	August 2010	June 2011	District, school, PTA Newsletter Budget and dedicated grants	Volunteers to author and prepare materials and postings	Collaboration time between staff and volunteers

TITLE I SCHOOL WIDE PLAN

GOAL: Social Emotional Learning and PBIS Framework, Continued

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Increasing number of positives and expand the universal and tier two celebrations when goals are met	PBIS team with staff participation, Problem Solving Team, and principal	Count number of positives and success with Check-and-Connect, number of celebrations, Pick-of-the-Week honorees	August 2010	June 2011	District, school, dedicated grants	Funding for celebration activities, printing of photos, and incentives	Embedded collaboration and staff meetings for training and planning with staff
Develop video of PBIS universals and show to all students	Co-chair of PBIS team and others	Feedback from parents, students, and staff	Fall 2010	June 2011	Staff member volunteer time	Use of school video camera and LCD projector	Technical support
Staff will review data regularly and discuss as PLC teams, giving feedback to PBIS and Problem-Solving teams on at least a quarterly basis.	Staff and principal	Reports from Skyward, SWIS database, Check-and-Connect and other as available	October 2010	June 2011	District, school	Time for analysis and collaboration regarding interventions	Training on Skyward, SWISS, Excel, Smart Board
Intensive Tier Three strategy: When interventions indicated a case study would be useful, conduct a case study to determine if student needs sped support	Classroom teachers, sped teachers, Problem- Solving Team, and principal	Progress monitor by skill deficit; observations, formative and benchmark assessments	August 2010	June 2011	Additional-- Sped budget	Social emotional curriculum and targeted support	Training on behavior analysis and creating good behavior plans, capturing behavioral data
Staff will continue implementation of the State of Illinois' Social Emotional Learning standards	All staff	Lesson plans, pilot screening instrument, informal observation	August 2010	June 2011	District, school	Social emotional curriculum and embedded time for training and collaboration	SEL standards training in conjunction with integration with principal, Problem Solving and PBIS teams

TITLE I SCHOOL WIDE PLAN: PARENT INVOLVMENT

SMART GOAL:							
To increase parent involvement in the Title One and other major school events by 25% over the 2009 - 2010 school year as measured by sign in sheets and contact logs.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Selected events included: a fall open house, three family nights on reading, math; and fine arts themes, and the spring play. Historically, approximately 90% of parents participate in parent/teacher conferences. A significant number of parents complete respectively the Title I and the Safe Routes to School surveys.				Sign in sheets for school sponsored events, membership numbers for PTA would be completed Title I and the Safe Routes to School surveys.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) On the Title One survey, several Wiley staff members and PTA Board members indicated interest in workshops on topics like helping children have positive attitudes about school, ISAT preparation, and resources. There was also a need to revive a newsletter and add a web site for better communication.					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			
Hold a Fall Open House	Various school staff and parent volunteers	Feedback form for each event. Track attendance	August 2010	June 2011	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Expand Coyote Book Exchange	Literacy teachers, volunteers	Keep count of number of books donated and number provided to each student	August 2010	June 2011	Donations	Volunteer time.	none
Recruiting parents, university and community volunteers from diverse backgrounds to participate in featured activities, including but not limited to: drumming with Bolokada (5 th grade thanks to Center for World Music, Uof I), Black History Month, African American Read-In, NAAPID, Urbana Sister Cities Project, assemblies from around the world	Committee of volunteers, staff members, Principal	Number of participants and feedback	August 2010	June 2011	School and Title budget, grants	Time to plan, funding for activities and materials	Collaboration time, public relations and technical support to capture and share activities on various media

**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			
Provide a sign-up sheet for parents to receive electronic updates from the PTA featuring upcoming events, opportunities to volunteer and the like.	Principal, PTA volunteers, staff volunteer	Minutes of meetings, documents created	August 2010	August 2011	PTA, school budget	A communication committee to improve newsletter and school website in cooperation with the principal	Collaboration time and technical and editorial support
“First Day of School,” activity	Principal	Number of participants and feedback	August 2010	August 2010	none	Develop and print an invitational flyer for registration	none
Continue tradition of annual play	Sponsors, parent and staff volunteers	Number of guests attending performances	Jan. 2011	April 2011	School, PTA, and school donations for costs to create play	Printing and prop costs, possible substitute teacher costs for sponsor	Collaboration time at staff meetings
Recruit parent participation on Title One school wide committee	Principal with assistance of committee members	Membership record. Minutes and reports to central office leaders	August 2010	June 2011	Title 1, district and school budgets	Volunteer of time to meet when convenient to parents	Time to collaboratively set goals for Title 1
Increase the membership and support the efforts of Wiley PTA. Recruit 100% of teachers as active members.	PTA Board, Principal, Teacher Reps	Track increase in membership by sub-groups	August 2010	June 2011	PTA, PTA teacher representative	PTA budget for cost of printing	PTA- train membership chair
PTA activities, including second yard sale in September 2010	PTA and staff volunteers	Number of participants and feedback	July 2010	October 2010	PTA	PTA budget for advertising costs, approval to hold event on school grounds	Collaboration time