

Schoolwide Title I/School Improvement Plans (SWP-SIP)

Purpose: We combined 3 required federal and state reports (Title I Schoolwide Plan, Title I Performance Report, School Improvement Plan) into one document for increased efficiency and effectiveness.

New Template Includes:

Page 1: Cover page that labels building and School Year

Page 2: List of stakeholders involved in creating/editing the plan

Page 3 & 4 : General demographic information about staff and student numbers.

- a. TA = Targeted Assistance
- b. SW = School Wide
- c. NP = Non Public
- d. LEP = Limited English Proficient
- e. SWD = Students with Disabilities
- f.

Page 5: Reading SMART Goals

Page 6: Math SMART Goals

Page 7: PBIS SMART Goals

Page 8: Parent Involvement SMART Goals

Page 9: Transition/Integration Plan

Page 10: Highly Qualified/Parent Analysis Summary Chart

Goal Page Breakdown:

Goal: States the specific goal for the building

Data Supporting Goal: An explanation of which assessment data was used to create the goal.

Assessments: A list of all data that will be, or can be used to assess the attainment of the set goal.

Needs Assessment: An explanation of how the team determined that the goal was necessary.

Research-Based Best Practices: A list of Research based models or strategies being used.

Strategies to Implement The Intervention: A list of strategies and activities (should have a verb to show an action) to achieve the desired goal.

Person Accountable: A list to show who is responsible for the activity.

Method to monitor or evaluate: Identifies how the strategy will be monitored and evaluated during the school year.

Timeline: A beginning and ending date for the activity

Funding Source: Identifies where the funding may come from to support the strategies/activities.

Resources Needed: Identifies what materials/resources are necessary to implement the strategy.

Professional Development Needs: Identifies what types of professional development resources or activities are necessary to support staff in achieving the stated strategies or goal.

Terms & Definitions:

SMART goal – Specific, Measurable, Attainable, Relevant, Time- framed

RtI – Response to Intervention

PBIS – Positive Behaviors Intervention System

H-M – Houghton Mifflin

DIBELS – Dynamic Indicators of Basic Early Literacy Skills

ISAT – Illinois State Achievement Test

ACCESS – An English Language Proficiency test is required under No Child Left Behind legislation.

SEL – Social-Emotional Learning

DRA – Diagnostic Reading Assessment

PLC – Professional Learning Community

ODR – Office Discipline Referrals

SWIS – School-Wide Intervention System

SPED – Special Education

Illinois Interactive Report Card website:
<http://iirc.niu.edu/>

SCHOOLWIDE PLAN

SCHOOL: Martin Luther King Jr. Elementary

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Martin Luther King Elementary		
PLAN BEGINNING DATE:		PLAN ENDING DATE:	
DATE SUBMITTED TO DISTRICT LEADERSHIP:			

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 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	41	37				
Teacher Aides	2	2				
Support Staff (clerical)	2	2				
Other (please specify)	13					

How long has the current principal held the position at this school? 4 years

What percentages of this year's staff meet the qualifications for Highly Qualified? 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 Bachelor's degrees
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	50	44	57	51	42	41
NP						
LEP	28	18	25	19	20	14
SWD	6	4	5	10	12	8

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	285		
GENDER:			
Male:	138		
Female:	147		
ETHNICITY:			
White, not of Hispanic Origin	41		
Black, not of Hispanic Origin	138		
Hispanic	6		
American Indian/Alaskan Native	1		
Asian/Pacific Islander	80		
Multi-Racial/Ethnic	19		
SPECIAL NEEDS CATEGORIES			
Students with disabilities	45		
Limited-English proficient students	124		
Migrant students	0		
Students from low-income families	223		
Homeless students	7		

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
By the end of the 2009-2010 school year, 77.5% 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).							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
ISAT – 72% met or exceeded in reading for 2008 (2009 scores not yet available) DIBELS – Oral Reading Fluency (ORF) Spring Benchmark data indicates the highest grade level (1 st) 63% and lowest grade level (3 rd) 37% 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			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) DIBELS Oral Reading Fluency scores are used since they best correlate to and are more predictive for ISAT success. Based on Spring Benchmark DIBELS data for Oral Reading Fluency, only 37% of our 3 rd graders, 47% of our 4 th graders, and 53% of our 5 th graders met benchmark.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3-tiered blend for academic/PBIS/SEL		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
All classroom teachers will provide 120 minutes of literacy instruction during a literacy block framework.	Teachers Principal	Lesson Plan Evaluation RtI Problem Solving	August 2009	June 2010			Work with new classroom teachers
Our RTI problem solving team and King staff will 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 2009	January and May 2010	Title I	Substitute time for RtI meetings	
All ESL teachers will provide 120 minutes of literacy instruction during a literacy block using ESL strategies.	ESL Teachers Principal ESL Director	Lesson Plan Evaluation Master Schedule	August 2009	June 2010			

TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
By the end of the 2009-2010 school year, 80% 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).							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
ISAT 2008 Math Scores: 84% met or exceeded (2009 scores not available) K-2 January/Winter Benchmarks: K-60%; 1-39%; 2-10% met or exceeded in January Thinklink January administration: 3-61%; 4-79%; 5-83% meet or exceeded in January				ISAT, District Math Benchmarks (k-2), ThinkLink (3-5), core curriculum unit assessments for Houghton-Mifflin			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Based on our Winter Math Benchmarks and ThinkLink data, third, fourth, and fifth grades would be a stronger area of need for meeting Fall Benchmark (1 st test administration) goals since 61% of 3 rd graders and 79% of fourth graders met or exceeded expectations with fifth grade barely meeting with 82%.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3 tiered model of support for academics/PBIS/SEL		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional 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 2009	June 2010			
Peer tutors will work with targeted students using math games and activities.	Classroom Teachers Literacy Interventionist	Observations Literacy Interventionist's notes and lessons	August 2009	June 2010			
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 2009	May 2010	Title I	Purchase additional math interventions (i.e. Great Leaps -3-5)	More training to implement interventions with integrity

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
At least 85% 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							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
As of April 30 2009, there have been 171 discipline referrals for SY 08-09 compared to 415 for the same time period in the 07-08 school year. Phases of Implementation (PoI) Benchmarks of Quality (BoQ) SWIS				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); Benchmarks 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.			
DATA ANALYSIS: (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 or multiple discipline referrals to continue to prevent the need for more intense tertiary support. 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	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional 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 2009	June 2010			Training for new teaching staff
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 2009	June 2010	PBIS building allocation of district funds	Rewards and incentives for school-wide and targeted interventions	Training for new teaching staff
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 2009	June 2010	Title I	Universal screener for social emotion and behavior	Training on universal screeners

TITLE I SCHOOL WIDE PLAN PARENT INVOLVEMENT

SMART GOAL:							
During the 2009-2010 school year, achieve 100% active participation at parent teacher conferences and/or family events.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Parent Teacher Conference Data: November 2008, 86% participation February 2009, 88% 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).			
DATA ANALYSIS: (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 based on our problem solving meetings and RtI data and the large number of students requiring more intensive services. The following activities will help us develop more intense on-going relationships with our throughout the school year, thereby positively impacting participation in PT conferences.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention for 3-tiered model for academic /behavioral/ social emotional		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
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 2009	May 2010			
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 2009	June 2010	Title I	Materials and supplies for events Raffle prizes	
King staff will work together toward increasing participation in Parent Teacher Association meetings through workshops, informational meetings, and parent education opportunities.	All King Staff	Parent sign in sheets Parent Feedback Surveys Needs Assessments	August 2009	June 2010	Title I	Support staff for child care Related specialists to provide training	

**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
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	

SCHOOLWIDE PLAN

SCHOOL: Leal Elementary School

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

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

SCHOOL NAME:	Leal		
PLAN BEGINNING DATE:	August 2009	PLAN ENDING DATE:	June 2010
DATE SUBMITTED TO DISTRICT LEADERSHIP:	May 18, 2009		

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Katy Plotner	3 rd /4 th Grade Teacher	

TITLE I SCHOOL WIDE PLAN: GENERAL INFORMATION

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

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

4 years

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

97%

Number of Paraprofessionals above who meet the following qualifications:

3

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

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

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

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

TITLE I SCHOOL WIDE PLAN: GOAL READING

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

TITLE I SCHOOL WIDE PLAN: GOAL READING

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

TITLE I SCHOOL WIDE PLAN: GOAL READING

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

TITLE I SCHOOL WIDE PLAN: GOAL MATH

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

TITLE I SCHOOL WIDE PLAN: GOAL MATH

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

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

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

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

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

TITLE I SCHOOL WIDE PLAN: GOAL PARENT INVOLVEMENT

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

TITLE I SCHOOL WIDE PLAN: TRANSITION/INTEGRATION

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

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

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	

SCHOOLWIDE PLAN

SCHOOL: Prairie Elementary School

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Prairie Elementary School		
PLAN BEGINNING DATE:	2009	PLAN ENDING DATE:	2010
DATE SUBMITTED TO DISTRICT LEADERSHIP:	May 2009		

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Yavonnda Smith	Principal	
Kelli Mills	Title I Teacher	
Paige Waggoner	Data Interventionist	
Stacie Guido	Classroom Teacher	
Gail Rudisill	Literacy Interventionist	
Penny Rearden	Parent	
Susan Miller	Title I Teacher	
Angie Weeks	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	38	37				
Teacher Aides	7	7				
Support Staff (clerical)	3	3				
Other (please specify)						

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:

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	62	57	64	59	44	72
NP						
LEP	1	1	2	2	0	0
SWD	6	4	5	10	12	8

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	358		
GENDER:			
Male:	177		
Female:	181		
ETHNICITY:			
White, not of Hispanic Origin	88		
Black, not of Hispanic Origin	221		
Hispanic	9		
American Indian/Alaskan Native	0		
Asian/Pacific Islander	4		
Multi-Racial/Ethnic	41		
SPECIAL NEEDS CATEGORIES			
Students with disabilities	78		
Limited-English proficient students	0		
Migrant students	0		
Students from low-income families	289		
Homeless students	23		

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
Students will increase their achievement in reading on the ISAT by 10% over the 2008-2009 scores.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
ISAT Scores 2005-2006: 41.6% Meets/Exceeds 2006-2007: 48% Meets/Exceeds 2007-2008: 62.8% Meets/Exceeds				Think Link (3 rd -5 th) ISAT (3 rd - 5 th) Study Island (3 rd - 5 th) DIBELS (K-5)		Harcourt Assessment (1 st - 5 th grades) ARI (2 nd - 5 th) DRA (K-1 st grades) Read Well Curriculum Assessments	
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Through intense Literacy training on guided reading groups and differentiated instruction, the staff was able to observe, teach, evaluate, and learn strategies to motivate students, assist the struggling readers, and differentiate instruction for students at various reading levels.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3-tiered blend for academic/PBIS/SEL Differentiated Instruction Consistent use of Evidence-based Interventions		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Uninterrupted Literacy Blocks (120 minutes)	Literacy Team, Classroom Teacher, & Principal	Progress Monitoring & On-going Assessments	August 2009	June 2010	USD #116	Leveled Readers & Basal Materials	On-going training on Literacy instruction
All staff will provide literacy instruction using Harcourt Brace materials	All Staff	Harcourt Assessments & Literacy Walkthroughs	August 2009	June 2010	USD #116	Leveled Readers & Basal Materials	On-going training on Literacy instruction
All Staff will provide differentiated instructional strategies to meet all student's needs	All Staff	Observations, RtI & Data Collection	August 2009	June 2010	Chancellor's Academy & USD #116	Leveled Readers & Basal Materials	Chancellor's Academy

TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
Students will increase achievement in Math on the ISAT by 5% over the 2008-2009 scores.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
ISAT Test Results 2006: 64.3% Meets/Exceeds 2007: 71.9% Meets/Exceeds 2008: 73.7% Meets/Exceeds				ISAT, District Math Benchmarks (k-2), ThinkLink (3-5), core curriculum unit assessments for Houghton-Mifflin, BSM (Beginning School Math)			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?)					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
To train staff with differentiating instruction within the classroom and in small groups. Through the years, the staff has continued to look at areas of growth and build instructional activities through differentiated instruction. Early intervention at grades K-2 with math instruction of number sense and computation, has been accredited to the gains.					Saxon Math, Response to Intervention (RtI) 3 tiered model of support for academics/PBIS/SEL		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
All classroom teachers will use the Houghton-Mifflin Math Resources	Classroom Teachers Principal	Quarterly Assessments	August 2009	June 2010	USD #116	Houghton Mifflin materials	District Initiatives & Training
Math Interventions are monitored for Tier 2 & Tier 3 students using district recommended monitoring tools	Classroom Teachers, Staff, & Principal	Progress Monitoring & Assessments	August 2009	June 2010	USD #116	Differentiated Instruction	District Initiatives & Training
Implement Saxon Math for Small group interventions	Title I Staff & Classroom Teachers	Progress Monitoring & Assessments	August 2009	May 2010	Title I	Saxon Math materials	District Initiatives & Training

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
At least 85% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals by receiving one referral or less during the 2009-2010 school year							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
2005-2006: 846 referrals 2006-2007: 680 referrals 2007-2008: 388 referrals 2008-2009: 247 referrals (as of 5-18-09)				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); Benchmarks 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.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?)					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
Weekly and monthly data was gathered to track the number of discipline referrals in order to provide more Tier 2 support for targeted students.					Response to Intervention Model for 3-tiered blend for support for academic/PBIS/SEL, Second Step and Caring School Community		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
PBIS Training and Updates - staff member will review student discipline data	PBIS Team	Staff feedback BoQ PBIS Survey	August 2009	June 2010	PBIS	Cool Tools Monthly data	PBIS Training- “Looking at Data” U300
PBIS – Strengthen Tier 2 Strategies and Interventions	PBIS Team, Classroom Teachers, Principal	Star Documentation Forms ODR data EBS surveys	August 2009	June 2010	PBIS building allocation of district funds	Rewards and incentives for school-wide and targeted interventions	Training for new teaching staff S200
Five Classrooms will pilot SEL materials	Classroom Teachers, Principal	Staff feedback	August 2009	June 2010	SEL grant	SEL Curriculum materials	Training on new materials

TITLE I SCHOOL WIDE PLAN PARENT INVOLVEMENT

SMART GOAL:							
During the 2009-2010 school year parent involvement participation will increase by 5% for major events from the 2008-2009 school year numbers.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Weekly & Monthly Parent Contact Logs Monthly Newsletters Invitations to Special Events Title I Parent Survey				14 C of the Illinois School Code Title I District/School Policy Statements Title I Parent Needs Survey			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?)					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
Through parent feedback summaries and meetings, there is still a great need to have more parental involvement in the school setting. It is imperative to include parents, not only for conferences, but to also play an active role in the partnership with the school. Creating various activities for parents to attend are essential in maintaining a working partnership.					Parent Involvement = Student Achievement (Marzano, Epstein) Response to Intervention for 3-tiered model for academic /behavioral/ social emotional		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
School Newsletters updating families on upcoming events	Principal	Parent Feedback	August 2009	May 2010	Office (Prairie)	Printing costs	None
Each One, Reach One - personal invitations to parent workshops and community resources.	Parent Involvement Committee	Parent Contact Logs	August 2009	June 2010	None	Printing costs	None
Parent Involvement Survey	Title I Director	Completed Surveys	Fall 2009	Spring 2010	None	None	none
Kindergarten Recognition	Kindergarten Team	Parent feedback & surveys	June 3, 2010	June 3, 2010	Title I	Printing costs, DVD's & breakfast items	none

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			
Back to School Night & Community Resource Fair	All Staff	Parent Feedback	Aug. 27, 2008	August 27, 2009	Building Funds	Printing costs	None
Brown Bag Luncheon	Principal	Parent Feedback	Oct. 1,8,15, 22, & 24	Oct. 1, 8, 15, 22 & 24	None	Printing costs	None
“Pack the Place” Open House	All Staff	Parent Feedback	Sept. 18, 2009	Sept. 18, 2009	PTA	Printing costs	None
Kindergarten Bedtime Party	Kindergarten Team & Principal	Parent Feedback	Nov. 20, 2009	Nov. 20, 2009	Title I	Literature for students	None
Family Reading Night	Principal & Literacy Team	Parent Feedback	Nov. 25, 2009	Nov. 25, 2009	Title I	Literature for students	None
10,000 Book Challenge	All Staff	Weekly Reading Logs	Oct. 1, 2009	May 1, 2009	Building allocation	Printing costs & reading logs	None
Special Person Day	All staff	Parent Feedback	Feb. 18, 2010	Feb. 18, 2010	None	Printing costs	None
100 th Day Celebration	All staff	Parent Surveys	Feb. 11, 2010	Feb. 11, 2010	Title I	Items for 100 Day Hats	None
African American Read-In	Principal & Classroom Teachers	Parent Feedback	Feb. 9, 18, 25	Feb. 9, 18, 25	None	Printing costs	none

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			
Dr. Suess Day! (Read Across American)	Title I Literacy Team & Staff	Parent Feedback	March 2, 2010	March 2, 2010	Title I	Printing costs & costumes for enacting Dr. Seuss characters	None
Family "Make-It, Take- It" Literacy Night	Parent Involvement Team	Parent feedback & surveys	March 19, 2010	March 19, 2010	Title I	Printing costs, literature for students	On-going training for staff in Literacy Instruction

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
Teen Reach		

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	

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>				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.			
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.					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		
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		
<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	

SCHOOLWIDE PLAN: WILEY SCHOOL

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Wiley		
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
Barbara Sartain	Principal	
Barbara Christensen	Parent and PTA President	
Elizabeth Wheatley	Parent and PTA Vice-President	
LaShaunda Cunningham	Parent	
Kathy Hansen	Wiley and Thomas Paine Data Facilitator	
Shontelle Looney	Teacher	
Rebecca Cortright	Teacher	

TITLE I SCHOOL WIDE PLAN: GENERAL INFORMATION

Full-Time Equivalents of Staff (Record in Tenths, e.g. 1.5)						
Staff	2008-2009		2009-2010		2010-2011	
	Number	FTE	Number	FTE	Number	FTE
Administrators	1	1				
Teachers		21.46				
Teacher Aides	7	7				
Support Staff (clerical)		5.721				
Other (please specify)		.4				

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

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

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 Bachelor's degrees
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	60	46	38	47	50	35
NP						
LEP	1	4	4	3	4	0
SWD	12	4	5	10	9	4

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	276		
GENDER:			
Male:	142		
Female:	134		
ETHNICITY:			
White, not of Hispanic Origin	158		
Black, not of Hispanic Origin	72		
Hispanic	1		
American Indian/Alaskan Native	0		
Asian/Pacific Islander	10		
Multi-Racial/Ethnic	35		
SPECIAL NEEDS CATEGORIES			
Students with disabilities	44		
Limited-English proficient students	16		
Migrant students	7		
Students from low-income families	164		
Homeless students	7		

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- 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 second 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 Learning Standards, classroom teachers will meet as teams (PLCs) to review the standards and curriculum, and to plan and pace their lessons	Teachers who instruct any aspect of literacy and the principal	Formative assessments and benchmark assessments	August 2009	June 2010	District, School, Title, sped budgets	School day embedded time to collaborate	PLC/RtI Teaming. Curriculum Implementation-with a focus on using Houghton Mifflin materials more fully
Experienced teachers will mentor new teachers to our school (there will be at least 3) through PLC grade level meetings and, when appropriate, the mentoring program.	Experienced teachers and principal	Team meeting notes	August 2009	June 2010	District, School, Title, sped budgets	School day embedded time to collaborate	PLC/RtI Teaming, curriculum implementation
Explain to students and parents what the Dibels assessment is and why the skill of reading fluently is crucial. Share student rates with them, chart progress, set goals.	Classroom and Title teachers	Periodic Dibels assessments, observation during guided reading, us of rubric for reading aloud	August 2009	June 2010	District, School, Title, sped budgets	Allocate time during school day to address the overarching concepts with students	PLC/RtI Teaming, curriculum implementation

**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. Log the books read by student.	August 2009	June 2010	Donations	Donated "gently-used" books.	Staff and PTA meetings-organize and revise program
Sponsor a Family Reading Night. Feature ideas for adults to assist students in literacy.	Title One committee, staff	Track number attendees and feedback	Planning Dec. 2009	February 2010	Title One, school budget	Planning time for committee; budget for food. State of Illinois' materials for state Family Reading Night	none
Librarian- strengthen implementation of district curriculum and state standards: by teaching library reference skills, integrating literacy instruction, and engaging students with print	Librarian and PLC teams	Lesson plans, Think Link results for intermediates, formative assessments	August 2009	June 2010	School and library budgets	School day embedded time to collaborate with other staff	Training on Illinois Standards for technology for al staff
Increase student skills with computers by teaching technology skills and using the computers to produce products and find information.	Teachers and librarian who instruct any aspect of literacy and the principal		August 2009	June 2010	School, technology, and library budgets. Stipend for technology.	School day embedded time to collaborate with other staff	Technology training on new computers and software, particularly Smart Board
Strategic Tier Two strategy-classroom teachers differentiate instruction	Teachers instructing any aspect of literacy and the principal	Progress monitor, formative and benchmark assessments	8-09	6-10	School, district, Title One budget	Collab time and sufficient number of teachers	PLC training, Cross training between RTI, and sped staff. Presentations about and discussion of 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 deficit areas through small Title One intervention groups	Teams, Title One teachers	Progress monitor, formative and benchmark assessments	8-09	6-10	School, district, Title One budget	<i>Read Well, Language</i> , guided reading and other print materials	PLC training, Cross training between RTI, sped staff. Presentations about and discussion of differentiation
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	8-09	6-10	School, district, Title One budget	Computer lab access.	Collab time to plan effective interventions
Intensive Tier Three strategies like implementing the <i>Language!</i> program, sped IEP and small group work with sped staff as well as classroom tchr.	Classroom tchr, literacy team, sped tchr and aides, and principal	Progress monitor, formative and benchmark assessments	8-09	6-10	Additional-- Sped budget	Cont. research and selection of appropriate curriculum	Training on curricula and strategies
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, RtI team, and principal	Progress monitor by skill deficit; formative and benchmark assessments	8-09	6-10	Additional-- Sped budget	Guided reading and other materials and software	Training on curriculum materials and strategies

SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
All students will meet or exceed an 80% 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 '09 district winter benchmark, the goal was to increase the number of students meeting the math benchmark by end of year: Increase needed: K- 30%; first- 28%; and second- 57%. On winter Think Link: third- 13%; fourth-26%; fifth-6%. Parent Surveys indicated an interest in learning more about supporting their children in math.				At primary grades, the District benchmark is key. Intermediate grades rely on Think Link, including a greater ability to create “probes” to target deficit skills needing more practice. Additionally, Houghton Mifflin and teacher curriculum-based formative assessments guide instruction across all grades.			
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 second year.					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			
To strengthen the implementation of district curriculum and Illinois Learning Standards, classroom teachers will meet as teams (PLCs) to review the standards and curriculum, and to plan and pace lessons	PLC “ <i>Grade Level Plus</i> ” team members	Formative assessments and benchmark assessments	August 2009	June 2010	District, School, Title, sped budgets	School day embedded time to collaborate	PLC/RtI teaming, curriculum implementation
In grades 3-5, analyze ISAT Think Link results. Create Think Link probes to reteach deficit skills and concepts.	PLC “ <i>Grade Level Plus</i> ” team. <i>America Counts</i> , as available.	Scores on Think Link probes	August 2009	June 2010		School day embedded time to collaborate	More detailed training on Think Link, esp. creating probes
In grades 3-5, analyze ISAT Think Link results. Select small groups of students for extended day 6-week program after school.	Extended Day teachers	Teacher-based assessment, progress monitoring	Second semester 2010	March 2010	District, school, and Title One funds	School day embedded time to collaborate	none

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. 2009	February 2010	Title One, school budget	Planning time, budget for food	none
Grades K-2, each teacher will review assessments and decide how to reteach, and then monitor/discuss results at team meetings.	PLC "Grade Level Plus" team members	Track specific skills on periodic district assessment	August 2009	June 2010	School	School day embedded time to collaborate	none
First grade will share teaching groups across the grade level 4 days per week for much of the year.	PLC "Grade Level Plus" team members and other sped or Title staff as available	Curriculum-based assessments. Teacher observations	Oct. 2009	May 2010	School	School day embedded time to collaborate	none
Second grade plans a timed math facts test for addition and then subtraction.	PLC "Grade Level Plus" team members, America Counts tutors	Results charted for mastery of facts	Sept. 2009	May 2010	School	School day embedded time to collaborate	none
Grades K-5, Teach and practice word problems and problem solving	PLC "Grade Level Plus" team, sped	Formative and summative assessments	August 2009	June 2010	School, sped	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 "Grade Level Plus" team, sped	Formative and summative assessments	August 2009	June 2010	School, sped	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 – Select intermediate students for after school Extended Learning program (6-weeks probably). ISAT prep focus.	Classroom teachers	Formative assessments, Think Link	8-09	6-10	School, district, Title One budget	Computer lab access.	Collab time to plan effective interventions
Motivate students and differentiate instruction and practice math skills via computers, using newly-acquired Math Blaster and other software	Classroom and sped teachers	Formative assessments	August 2009	June 2010	School, district, tech budget	Computer access, esp. a lab	Training for teachers on Math Blaster and other software; also on 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	8-09	6-10	Additional – recommend an increase in Title One \$ esp. for math	Collab time and sufficient number of Title teachers to add math support	More training for Houghton Mifflin and other math materials and between PLC, RtI and sped teams
Intensive Tier Three strategies for selected students with sped teachers	Classroom teachers, sped teachers, aides, and principal	Progress monitor by skill deficit; formative and benchmark assessments	8-09	6-10	Additional-- Sped budget	Cont. research and selection of appropriate curriculum	Training on curricula and esp. for sped teachers, Saxon math materials and strategies
Intensive Tier Three strategy: case study and support with an IEP those selected students identified with math learning disability	Classroom teachers, sped teachers, RtI team, and principal	Progress monitor by skill deficit; formative and benchmark assessments	8-09	6-10	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 PBIS

SMART GOAL:							
During the 2009-2010 school year 85% of students will receive one or less office discipline referrals. Students will experience a sense of belonging and being valued in a diverse school community. Each student will learn and be able to meet the behavioral expectations at Wiley at least 85% of the time. Interventions will provide positive support when there are behavioral or emotional concerns							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Data charts for incidents on Skyward “Level Two” for more serious or chronic infractions show 27% of total are for level 2 and goal is 15%. Working database of “Level One” infractions for less serious incidents show 73% of total.				If frequency/intensity charts data indicate that a student, a group, or the overall school is beginning to receive multiple level one or level two referrals, the tier two team will communicate with the Building Culture/PBIS team and appropriate staff to implement an intervention strategy.			
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.					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		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
2-day planning workshop in summer, and meet at least monthly during the school year,	PBIS team members specifically, and all staff	Feedback from participants	August 2009	June 2010	District, school, dedicated grants	\$ for summer planning, Conferences. Allocate time for training at staff meetings	Prepare student materials, staff training and calendar.
Facilitate responses and interventions –data reviews showed need to begin with “following directions” and “disrespect.”	PBIS team members and principal	Notes and calendars, feedback from participants	August 2009	June 2010	District, school, dedicated grants		
Continue implementation of PBIS universals across the school by creating stations at start of year. Collaborate on teaching lessons. (Intensify the universals so that the focus can move to Tier Two by end of next year.)	PBIS team; “Grade Level Plus” teams; Tier Two team; all staff.	Review working data approx. weekly	August 2009	June 2010	District, school, dedicated grants	\$ for signage, incentives	Embedded collaboration at grade level, staff, other meetings.

**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			
Parent education- include parents in developing a “matrix” for the 3 universals at home. Post overview and PBIS calendar on new web page	PBIS team and principal	Feedback on web site and print materials	August 2009	June 2010	District, school, dedicated grants	Consulting services for web page. \$ for printing costs.	Allocate time for discussion at staff meetings.
Increasing number of positives and expand the universal and tier two celebrations when goals are met	PBIS team with staff participation, BEEP and RtI teams, and principal	Count number of positives, number of celebrations, chart BEEP data, feedback	Sept. 2009	June 2010	District, school, dedicated grants	\$ for celebration activities	Embedded collaboration and staff meetings for training and planning with staff
Develop video of PBIS universals	Co-chair of PBIS team and others	Feedback from parents, students, and staff	August 2009	June 2010			
Review data regularly. Report to and discuss with Grade Level Plus Teams and with entire staff on at least a quarterly basis.	School Culture/PBIS team, principal	Run reports of Skyward, Level One database, and “BEEP” charts	Sept. 2009	June 2010	District, school	\$ for summer and periodic planning	Training on Skyward , Excel, and LCD equip.
Intensive Tier Three strategy: conduct a case study to determine if student needs sped support	Classroom teachers, sped teachers, RtI team, and principal	Progress monitor by skill deficit; formative and benchmark assessments	8-09	6-10	Additional-- Sped budget	Social emotional curriculum and targeted adult support	Training on behavior analysis and creating good behavior plans, capturing behavioral data
Staff will begin implementation of the State of Illinois’ Social Emotional Learning standards	All staff	Lesson plans, pilot screening instrument, informal observation	Sept. 2009	June 2010	District, school	Social emotional curriculum and embedded time for training and collaboration	Training on SEL standards and on integration with existing efforts such as RtI and PBIS

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 2008-2009 school year as measured by sign in sheets and contact logs.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Selected events included: a fall open house, 3 family nights on reading, math; and fine arts themes, and the spring play. Not included in the number of event attendees were 38 active mentors and volunteers, an increase this year. In addition, nearly 90% of parents participated in parent/teacher conferences and about 40 completed the Title I Survey.				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, staff, and the 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 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
Expand Coyote Book Exchange	Literacy teachers, volunteers	Keep count of number of books donated and number provided to each student	August 2009	June 2010	Donations	Volunteer time.	none
NAAPID activities	Committee of volunteers, Principal	Number of participants and feedback	Jan. 2010	Feb. 2010	School and Title budget	Time to plan and food budget	none
African American Read-in	Committee of volunteers, Principal	Number of participants and feedback	Jan. 2010	Feb. 2010	School	Time to select and invite readers	none

**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			
Kindergarten Reception	K transition, sped, K teachers, principal	Number of participants and feedback	August 2009	August 2009	Title One for food, school	Time to plan and food budget	none
“First Day of School,” activity	Small committee of volunteers and principal	Number of participants and feedback	August 2009	August 2009	none	Time for committee to plan	none
Continue tradition of annual play	Sponsor, parent and staff volunteers	Number of participants and feedback	Jan. 2010	April 2010	School. PTA, pay-goers, and school donations for license for play	Time after school. License for doing play. Substitute costs for music teachers who help.	none
Increase participation on Title One school wide committee to include at least one more parent (a father preferably), and at least one Title teacher	Principal with assistance of committee members	Membership record. Minutes and reports to central office leaders	August 2009	June 2010	Title 1, district and school budgets	Volunteer of time to meet when convenient to parents	Provide clearer picture of possibilities from
Increase the membership and support the efforts of Wiley PTA (also recruit teachers as active members too)	PTA Board, Principal, Teacher Reps	Track increase in membership by sub-groups	August 2009	June 2010	PTA	Cost of printing to help recruit members	PTA- train membership chair
Increase the membership and support the efforts of Wiley PTA (recruit more teachers as active members too)	PTA Board, Principal, Teacher Reps	Track increase in membership by sub-groups	August 2009	June 2010	PTA	Cost for printing to recruit members	PTA- specifically, train membership chair
PTA activities, including first yard sale in August	PTA and staff volunteers	Number of participants and feedback	July 2009-	Aug. 2009	PTA	In-kind support such as tables, space. Advertising costs.	none

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>														
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%														

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: <ul style="list-style-type: none"> - 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></td> <td style="text-align: center;">05-06</td> <td style="text-align: center;">06-07</td> <td style="text-align: center;">07-08</td> <td style="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		
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	