

PRAIRIE ELEM SCHOOL

School Improvement Plan 2007

Board Approval Date:	Approval Screen Not Reviewed
Plan Submission Date & Ref No:	-
ISBE Monitoring:	Monitoring Screen Not Reviewed

PRAIRIE ELEM SCHOOL - URBANA SD 116

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090101160222007

District Name: URBANA SD 116

School Name : PRAIRIE ELEM SCHOOL

Superintendent: Dr. Preston Williams

Principal :Yavonnda Smith

District Address: PO BOX 3039

School Address : 2102 E WASHINGTON ST

City/State/Zip : URBANA, IL 61803 3039

City/State/Zip : URBANA, IL 61801

District Phone : (217) 384-3636

School Phone : (217) 384-3628

District Email :

School Email : ysmith@usd116.org

Is this for a Title I School? Yes

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes		
Is this School making AYP in Mathematics?	Yes		

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	48.0		Yes	71.9		Yes	92.3	Yes		
White														
Black	100.0	Yes	100.0	Yes	44.7	38.4	Yes	70.2		Yes	92.5			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	44.4	41.3	Yes	66.7		Yes	92.0			

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Schools are not accountable for AMAO. This is a district level requirement only.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	93.7	94.6	94.9	94.1	93.5	92.3
Truancy rate (%)	2.0	1.1	1.3	1.8	1.4	2.3
Mobility rate (%)	53.5	35.6	23.8	28.6	32.2	34.2
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	342	335	320	339	377	386
Economically disadvantaged (%)	69.0	76.1	74.4	68.7	79.3	75.9
Limited English proficient (LEP) (%)	0.0	0.0	0.0	0.6	0.8	1.3
Students with disabilities (%)						
White, non-Hispanic (%)	37.4	29.6	25.9	23.9	21.0	19.9
Black, non-Hispanic (%)	60.8	68.4	71.9	62.5	66.3	70.7
Hispanic (%)	0.6	0.6	0.9	0.6	0.8	1.0
Native American or Alaskan Native (%)	0.6	0.6	0.6	0.0	0.0	0.0
Asian/Pacific Islander (%)	0.6	0.9	0.6	1.5	0.5	0.3

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	44.0	53.8	0.3	0.8	1.1	-
	2002	37.4	60.8	0.6	0.6	0.6	-
	2003	29.6	68.4	0.6	0.9	0.6	-
	2004	25.9	71.9	0.9	0.6	0.6	-
	2005	23.9	62.5	0.6	1.5	-	11.5
	2006	21.0	66.3	0.8	0.5	-	11.4
	2007	19.9	70.7	1.0	0.3	-	8.0
D I S T R I C T	2001	59.3	30.7	2.5	7.3	0.3	-
	2002	56.8	32.7	3.0	7.3	0.2	-
	2003	55.4	33.3	3.2	7.9	0.2	-
	2004	52.4	36.5	4.3	6.6	0.2	-
	2005	50.1	33.3	4.3	6.1	0.2	6.0
	2006	49.6	33.6	4.5	5.7	0.3	6.3
	2007	48.1	35.1	5.6	5.7	0.3	5.3
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	-	67.7	100.0	94.0	22.6	10.0	2.5	-	-
	2002	-	69.0	100.0	93.7	53.5	7.0	2.0	-	-
	2003	-	76.1	100.0	94.6	35.6	4.0	1.1	-	-
	2004	-	74.4	100.0	94.9	23.8	4.0	1.3	-	-
	2005	0.6	68.7	99.0	94.1	28.6	6.0	1.8	-	-
	2006	0.8	79.3	100.0	93.5	32.2	5.0	1.4	-	-
	2007	1.3	75.9	100.0	92.3	34.2	9.0	2.3	-	-
D I S T R I C T	2001	5.6	40.1	100.0	93.0	21.9	68.0	1.5	4.6	92.4
	2002	4.9	40.4	99.9	93.1	21.8	185.0	4.2	6.1	79.7
	2003	6.5	43.7	100.0	93.1	27.1	120.0	2.8	3.8	81.0
	2004	5.5	47.2	99.8	92.4	28.3	184.0	4.3	4.6	97.8
	2005	5.5	51.6	99.7	93.0	21.6	234.0	5.6	2.4	85.6
	2006	7.3	55.3	100.0	92.7	24.9	237.0	5.9	4.2	86.9
	2007	8.5	58.9	100.0	92.7	22.9	251.0	6.3	2.2	85.1
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	359	-	-	-	-	-	-
	2002	342	68	63	56	-	-	-
	2003	335	54	63	62	-	-	-
	2004	320	53	60	71	-	-	-
	2005	339	46	57	63	-	-	-
	2006	377	45	49	62	-	-	-
	2007	386	73	52	51	-	-	-
D I S T R I C T	2001	4,410	348	335	368	379	339	327
	2002	4,424	361	344	324	328	361	339
	2003	4,369	343	351	340	344	321	317
	2004	4,309	324	332	345	328	357	324
	2005	4,264	313	319	322	328	341	286
	2006	4,128	313	292	305	355	322	248
	2007	4,054	322	313	293	315	330	274
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	366.0	14.1	40,868	40.4	59.6	14.9	17.5	-	-
	2002	359.0	14.7	44,308	38.2	61.8	15.5	17.7	-	-
	2003	356.0	15.0	46,348	38.5	61.5	15.6	17.9	0.3	-
	2004	330.0	16.0	49,719	35.1	64.9	17.3	19.2	-	-
	2005	317.0	15.8	50,858	37.5	62.5	17.1	19.5	1.2	-
	2006	329.0	15.6	51,684	40.4	59.6	16.4	17.7	0.8	-
	2007	326.0	15.3	53,545	42.0	58.0	15.4	17.8	2.9	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	46.4	57.8	30.3	45.5	47.6	43.7	49.2	40.0	32.1	-	-	-	-	-
White	-	69.2	-	-	53.9	59.1	65.0	56.3	72.7	-	-	-	-	-	-
Black	-	38.9	48.5	25.0	40.0	37.8	39.6	45.0	28.2	25.6	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	52.9	27.3	10.6	26.1	50.0	20.0	31.3	20.0	6.3	-	-	-	-	-
Economically Disadvantaged	-	41.9	50.0	27.5	42.4	34.9	35.7	40.0	32.6	23.3	-	-	-	-	-

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	30.3	45.5	50.0	51.0	40.0	32.1	-	-	-	-	-	-
White	-	53.9	-	-	72.7	-	-	-	-	-	-	-
Black	25.0	40.0	42.9	48.6	28.2	25.6	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	10.6	26.1	25.0	20.0	20.0	6.3	-	-	-	-	-	-
Economically Disadvantaged	27.5	42.4	41.7	47.4	32.6	23.3	-	-	-	-	-	-

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	59.6	68.9	60.4	66.2	62.9	69.0	56.7	55.0	52.6	-	-	-	-	-
White	-	92.3	-	-	53.9	77.2	85.0	68.8	90.9	-	-	-	-	-	-
Black	-	50.0	60.6	59.4	65.5	52.6	65.1	50.0	46.2	44.4	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	66.7	36.4	31.6	43.4	38.5	46.7	31.3	33.4	17.6	-	-	-	-	-
Economically Disadvantaged	-	50.0	61.1	57.5	63.7	54.5	64.3	52.0	47.8	42.2	-	-	-	-	-

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	60.4	66.2	69.5	77.1	55.0	52.6	-	-	-	-	-	-
White	-	53.9	-	-	90.9	-	-	-	-	-	-	-
Black	59.4	65.5	62.9	69.4	46.2	44.4	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	31.6	43.4	43.8	50.0	33.4	17.6	-	-	-	-	-	-
Economically Disadvantaged	57.5	63.7	60.0	73.0	47.8	42.2	-	-	-	-	-	-

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

We will continue to focus on Reading and Math with increasing our achievement scores with two specific subgroups: minorities and low socioeconomic.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

Our school improvement goal is to increase all student's reading and comprehension, along with providing additional support where needed.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

No deficiencies have been identified from your most recent AYP Report.

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

Schools are not accountable for AMAO. This is a district level requirement only.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : ISAT Reading Scores not meeting standards.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

For all students, subgroups and low income students, the following strategies and staff development activities will be implemented.

1. Think Link assessments will be given at least 3 times a year for staff to analyze the data and make any necessary changes in their instructional approach.
2. Graphic Organizers will be used in all grades during Guided Reading.
3. Guided Reading groups will occur everyday.
4. Words Their Way workbooks are used in all classrooms (K-5).
5. A Strategy-of-the-Month will be implemented to introduce and re-teach reading strategies that best meet the needs of all students.
6. Write Traits will be implemented in all grades. District staff development activities include grade level training.
7. Michael Heggerty Phonemic Awareness will be used in K-2 grades.
8. Literacy Plans will be submitted and reviewed by administrator and Literacy Team to provide additional support for staff.
9. Reading First strategies will be implemented in grades K-2.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : ISAT Reading Scores not meeting standards.

No deficiencies have been identified from your most recent AYP Report.

Schools are not accountable for AMAO. This is a district level requirement only.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : ISAT Reading Scores not meeting standards.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Graphic Organizers	August 2008	June 2009	During School	Title I	
2. Think Link probes (proress monitoring)	August 2008	June 2009	During School	Title I	
3. Reading First strategies	August 2008	June 2009	During School	Title I	
4. Achiever's Club - Reading	September 2008	May 2009	After School	Title I	
5. Teen Reach	August 2008	June 2009	After School	State Funds	
6. Summer Bridges	June 2009	July 2009	Summer School	State Funds	
7. Extended Day Learning	September 2008	April 2009	After School	Title I	

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : ISAT Reading Scores not meeting standards.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Reading First (K-2)	August 2008	June 2009	After School	Title I	
2. Guided Reading strategies	August 2008	June 2009	After School	Title I	
3. Think Link (creating & implementing probes)	August 2008	June 2009	After School	Title I	
4. Reviewing & analyzing assessment data	August 2008	June 2009	After School	Title I	
5. Interventions	August 2008	June 2009	During School	Local Funds	

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : ISAT Reading Scores not meeting standards.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Reading & Writing Workshops	September 2008	May 2009	After School	Title I	
2. Family Reading Night	September 2008	May 2009	After School	Title I	
3. ISAT Parent Workshop	September 2008	May 2009	After School	Title I	
4.			Before School	Title I	

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : ISAT Reading Scores not meeting standards.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Yavonnda Smith, Principal

Nechele Johnson, Inclusion Facilitator

Paige Waggoner, Data Literacy Facilitator

Gail Rudisill, Literacy Interventionist

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

Each parent has received a Title I Parent/Teacher/Student Compact outlining the school's academic status.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

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Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

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Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

No text has been entered on the screen for this part.

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Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

No text has been entered on the screen for this part.

PRAIRIE ELEM SCHOOL - URBANA SD 116

Section IV-A Local Board Action

DATE APPROVED by School Board : -- / -- / -- (No date was entered on the screen.)

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent