

# YANKEE RIDGE ELEM SCHOOL

## School Improvement Plan 2006

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	ISBE Monitoring Not Started.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### PRELIMINARY INFORMATION

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#### School & District Information

RCDTS Code Number : 090101160222012

District Name: URBANA SD 116

School Name : YANKEE RIDGE ELEM SCHOOL

Superintendent: DR EUGENE L AMBERG

Principal :MARY BETH NORRIS

District Address: PO BOX 3039

School Address : 2102 S ANDERSON ST

City/State/Zip : URBANA, IL 61803 3039

City/State/Zip : URBANA, IL 61801

District Phone : (217) 384-3636

School Phone : (217) 384-3608

District Email :

School Email :

Is this for a Title I School? Yes

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section I-A Data & Analysis - Report Card Data**

Item 1 - Adequate Yearly Progress Report for 2006

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		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	68.2		Yes	82.2		Yes	94.4	Yes		
White	100.0	Yes	100.0	Yes	68.1		Yes	86.2		Yes				
Black														
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	45.8		Yes	62.5		Yes				

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section I-A      Data & Analysis - Report Card Data**

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Item 2 - Annual Measurable Achievement Objectives Report for 2006

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

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section I-A Data & Analysis - Report Card Data**

Item 3 - School Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	94.9	94.5	94.7	94.9	94.0	94.4
Truancy rate (%)	0.3	0.6	0.9	1.3	0.7	0.4
Mobility rate (%)	10.5	14.4	16.9	20.3	14.5	17.8
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	-	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	-	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 (#)	343	345	336	306	291	279
Economically disadvantaged (%)	37.0	34.8	34.5	34.3	39.9	43.4
Limited English proficient (LEP) (%)	1.5	4.3	2.4	0.0	1.4	4.7
Students with disabilities (%)						
White, non-Hispanic (%)	71.7	69.0	71.4	70.9	66.3	69.2
Black, non-Hispanic (%)	21.0	20.6	18.5	19.0	18.6	16.1
Hispanic (%)	1.5	4.1	3.0	1.6	1.7	1.8
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	5.8	6.4	7.1	8.5	6.9	6.8

**YANKEE RIDGE 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(%)
<b>S C H O O L</b>	2000	72.6	20.3	2.6	4.6	-	-
	2001	71.7	21.0	1.5	5.8	-	-
	2002	69.0	20.6	4.1	6.4	-	-
	2003	71.4	18.5	3.0	7.1	-	-
	2004	70.9	19.0	1.6	8.5	-	-
	2005	66.3	18.6	1.7	6.9	-	6.5
	2006	69.2	16.1	1.8	6.8	-	6.1
<b>D I S T R I C T</b>	2000	59.9	29.6	2.5	7.6	0.3	-
	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
<b>S T A T E</b>	2000	61.1	20.9	14.6	3.3	0.2	-
	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

**YANKEE RIDGE 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 (%)
<b>S C H O O L</b>	2000	0.3	36.6	94.8	95.2	21.1	4.0	1.1	-	-
	2001	1.5	37.0	100.0	94.9	10.5	1.0	0.3	-	-
	2002	4.3	34.8	100.0	94.5	14.4	2.0	0.6	-	-
	2003	2.4	34.5	100.0	94.7	16.9	3.0	0.9	-	-
	2004	-	34.3	100.0	94.9	20.3	4.0	1.3	-	-
	2005	1.4	39.9	100.0	94.0	14.5	2.0	0.7	-	-
	2006	4.7	43.4	100.0	94.4	17.8	1.0	0.4	-	-
<b>D I S T R I C T</b>	2000	6.2	40.7	92.5	93.1	22.7	107.0	2.3	2.2	92.2
	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
<b>S T A T E</b>	2000	6.1	36.7	97.2	93.9	17.5	45,109.0	2.4	5.8	82.6
	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

**YANKEE RIDGE 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)
<b>S C H O O L</b>	2000	350	-	-	-	-	-	-
	2001	343	-	-	-	-	-	-
	2002	345	60	63	58	-	-	-
	2003	336	57	57	61	-	-	-
	2004	306	52	56	55	-	-	-
	2005	291	52	50	52	-	-	-
	2006	279	55	46	50	-	-	-
<b>D I S T R I C T</b>	2000	4,551	-	-	-	-	-	-
	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
<b>S T A T E</b>	2000	1,983,991	-	-	-	-	-	-
	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	-

**YANKEE RIDGE 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 (%)
<b>D I S T R I C T</b>	2000	359.0	14.6	40,364	37.8	62.2	15.9	17.7	-	-
	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	-
<b>S T A T E</b>	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	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

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

**YANKEE RIDGE 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, 2002-2006**

Groups	Grade 3 - Reading				Grade 5 - Reading				Grade 8 - Reading			
	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06
<b>All</b>	-	71.6	64.6	62.7	67.8	63.8	76.6	69.8	-	-	-	-
<b>White</b>	-	70.6	72.7	64.8	74.5	75.5	77.8	71.9	-	-	-	-
<b>Black</b>	-	-	-	-	27.3	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian/Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Multi-racial/EthnicLEP</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEP</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Students w/Disabilities</b>	-	45.5	41.2	30.8	30.8	25.0	50.0	41.7	-	-	-	-
<b>Economically Disadvantaged</b>	-	41.1	38.0	40.0	61.9	42.1	46.2	50.0	-	-	-	-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section I-A Data & Analysis - Report Card Data**

Item 8a - Assessment Data (Reading)

<b>ISAT - % Meets + Exceeds for Reading all Grades 2006</b>						
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All	62.7	72.3	69.8	-	-	-
White	64.8	75.0	71.9	-	-	-
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	30.8	57.9	41.7	-	-	-
Economically Disadvantaged	40.0	47.0	50.0	-	-	-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section I-A Data & Analysis - Report Card Data**

Item 8b - Assessment Data (Mathematics)

**ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2006**

Groups	Grade 3 - Mathematics				Grade 5 - Mathematics				Grade 8 - Mathematics			
	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06	02-03	03-04	04-05	05-06
<b>All</b>	-	80.0	87.5	88.2	77.5	72.4	63.9	72.1	-	-	-	-
<b>White</b>	-	77.1	90.9	91.8	87.2	80.0	63.9	75.0	-	-	-	-
<b>Black</b>	-	-	-	-	36.4	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian/Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Multi-racial/EthnicLEP</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEP</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Students w/Disabilities</b>	-	66.6	70.6	69.3	61.5	41.7	40.0	66.6	-	-	-	-
<b>Economically Disadvantaged</b>	-	55.5	76.2	70.0	57.1	57.9	30.8	55.6	-	-	-	-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section I-A Data & Analysis - Report Card Data**

Item 8b - Assessment Data (Mathematics)

<b>ISAT - % Meets + Exceeds for Mathematics all Grades 2006</b>						
Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All	88.2	83.0	72.1	-	-	-
White	91.8	90.7	75.0	-	-	-
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	69.3	68.5	66.6	-	-	-
Economically Disadvantaged	70.0	58.9	55.6	-	-	-

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section I-A Data & Analysis - Report Card Data

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#### **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?**

The overall population of 3rd, 4th, & 5th graders at Yankee Ridge met Adequate Yearly Progress again in 2005-06; however, the number of 3rd & 5th graders meeting and exceeding standards in the area of reading is lower than the previous year. Both of these grades did better in math during 05-06 than the previous year.

African American students continue to achieve at a lower rate than their white peers.

The number of Students with Disabilities that met or exceeded standards has vascillated significantly from year to year.

3rd and 5th grade Economically Disadvantaged students did slightly better in Reading in 2005-06 than the previous year.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section I-A Data & Analysis - Report Card Data

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#### **Factors - What factors are likely to have contributed to these results?**

The building's percentage of Economically Disadvantaged students has increased from 34.8 in 2001-02 to 43.4 in 2005-06.

Mobility may be a factor in the number of Students with Disabilities being tested from year to year.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section I-A Data & Analysis - Report Card Data

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

Additional supports may be needed early in the school year with particular classes or subgroups of students that appear to have significant academic needs, as indicated by screening and local assessments.

Staff will continue to collaborate on effective reading and math strategies for those students identified as needing extra support.

Academic support staff will collaborate with regular education teachers in order to support students' efforts in their regular education classroom.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

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

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**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?**

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

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

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**Factors - What factors are likely to have contributed to these results?**

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

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

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

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### 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?**

The attendance areas for Yankee Ridge include an area surrounding the school and several neighborhoods that are in the far northern areas of Urbana. Those families living in the northern areas need to drive 15-20 minutes to participate in activities at Yankee Ridge, compared to the 3-5 minutes for families living nearby.

The attendance rate for Yankee Ridge has remained fairly constant over the past five years, averaging either slightly below or above 94%.

The mobility rate has fluctuated throughout the past years, ranging from 10.5% during 2000-01 to 20.3% in 2003-04. The mobility rate for 2005-06 was 17.8%.

Over the past seven years, enrollment has dropped each year. Enrollment for 2006 was 279, down 85 students from the 364 students enrolled in 1999.

Building staff puts considerable effort into managing behavior within the classroom setting, thus increasing students' time in class. Disciplinary data is reviewed by the building administrator periodically throughout the year. Both suspensions and "time outs" from the classroom setting have remained low.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### Item 1 - Attributes and Challenges

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

Distance-related issues affect parent and family involvement in a variety of ways and impact student participation in afterschool opportunities.

The attendance rate at Yankee Ridge does not appear to be a significant factor affecting student achievement.

Although Yankee Ridge's mobility rate is lower than most schools in the area, it is a factor that seems to affect student achievement.

Discipline and behavior management do not appear to be significant factors affecting student achievement at Yankee Ridge.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

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

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Item 1 - Attributes and Challenges

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

Family involvement activities are planned for different times of the day (and weekends) in order to provide a greater variety of opportunities for participation.

Highly mobile students and families are provided immediate support to help students better transition to their new school setting, thus, encouraging a "connection" to the school and greater participation in the academic process.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### Item 2 - Educator Qualifications

**Data - Briefly describe data on educator qualifications. What do these data tell you?**

Three of Yankee Ridge's 12 regular classroom teachers were beginning teachers during the 2006-07 school year. Thus, 1/4 of the regular education teaching staff required significant training and support. During the 2007-08 school year, the building will have two beginning teachers.

Due to the greater needs at the other elementary buildings, Yankee Ridge has fewer support staff positions than other schools in the district.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### Item 2 - Educator Qualifications

#### **Factors - In what ways (if any) have educator qualifications contributed to student performance results?**

New classroom teachers have needed training and support in order to utilize materials effectively. All three of the beginning teachers (in 2006-07) had the opportunity to participate in the Response To Intervention (RTI) program that was initiated this year for the kindergarten through 2nd grades.

The responsibility for instruction falls almost exclusively on classroom teachers at Yankee Ridge.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

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

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Item 2 - Educator Qualifications

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

New teachers receive ongoing support from mentors and co-workers, particularly in the areas of planning, instruction, assessment, and behavior management.

In order to address the significant challenges that classroom teachers have, it is important for staff to collaborate extensively on successful strategies and interventions.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### Item 3 - Parent Involvement

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

The attendance boundaries for Yankee Ridge present a challenge for involving parents in their children's school experience. There are several neighborhoods represented at Yankee Ridge. The largest number of students live in the vicinity surrounding the school, and are within walking distance. A lesser number of students are bused to Yankee Ridge from a large area in north Urbana.

Yankee Ridge has an active and supportive Parent Teacher Association that organizes a number of family involvement events each year, including: Fall Festival, Library Night, Sock Hop, and the Yankee Ridge Fine Arts Celebration. Parents also plan and facilitate special activities during the school day for students, including: Jr. Scientist Day, the Walkathon, and Fun Day.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### Item 3 - Parent Involvement

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

The families that live in the northern areas have a greater challenge in returning to Yankee Ridge for family activities and providing the transportation that is sometimes necessary for their child to participate in the after school enrichment activities.

Communication between staff and parents living in the more distant areas tends to be via phone or email versus face to face. In general, it is more difficult for those parents to be closely involved in their child's educational experience.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

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

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#### Item 3 - Parent Involvement

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

Family involvement activities are held at different times during the school day in order to encourage parent and family involvement. Activities are also varied in order to appeal to a greater number of families.

Activities organized and facilitated by school staff include: Back to School Night, Invite a Friend to Lunch, special ethnic lunches and presentations by students after they have studied a culture different than their own, and National African American Parent Involvement Day activities.

Teachers put deliberate effort into communicating with "hard to reach" parents.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section I-D Data & Analysis - Key Factors

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**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.**

Although Yankee Ridge Elementary School again achieved Adequate Yearly Progress in all designated areas, there continues to be a discrepancy between the achievement of White, non-Hispanic students and African American students in both math and reading. Students in both the Low Income and Special Education/ IEP subgroups also perform at a lower level of achievement on both the Illinois Standards Achievement Test and the Iowa Test of Basic Skills. Analysis of data indicates that the target population for school improvement should be African American, Low Income, and Special Education/ IEP students achieving below their peers- at all grade levels.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section II-Action Plan

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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.**

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 1

**Title : Improve performance of subgroups in READING**

**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.**

To increase the number of students meeting or exceeding ISAT READING standards, with particular emphasis on African American, Low Income, and Special Education/ IEP students.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 1

**Title : Improve performance of subgroups in READING**

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

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

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 1

**Title : Improve performance of subgroups in READING**

**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. The building's Literature Collection will be maintained and improved in order to extend students' language development and expand background knowledge.	Sept. 2008	May 2009	During School	Other	\$1200 (sub time)
2. All classroom teachers will expand their use of the Houghton Mifflin reading materials in order to provide spiraling learning opportunities for students.	Sept. 2008	May 2009	During School	Title I	-0-
3. Reading assessments will be utilized to identify those students performing below established standards. Intensive early reading instruction will be provided to targeted students.	Sept. 2008	May 2009	During School	Title I	\$100 (copying costs)
4. All students will participate in a "Reading Buddies" program, pairing younger students with older students to provide an opportunity for beginning readers to improve their letter/word recognition, reading fluency, and self-confidence.	Oct. 2008	May 2009	During School	Title I	\$300 (treats for celebrations)
5. "Word walls" will be used more extensively in classrooms in order to increase students' vocabulary.	Sept. 2008	May 2009	During School	Title I	-0-
6. A building-wide reading incentive program will be developed.	Oct. 2008	May 2009	During School	Title I	\$300

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 1

**Title : Improve performance of subgroups in READING**

**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. Staff will collaborate on strategies for assisting students targeted for reading intervention.	Sept. 2008	May 2009	After School	Title I	-0-
2. New teachers will be provided training on the particular reading assessments used at Yankee Ridge and the use of data in selecting leveled text and planning instruction.	Sept. 2008	May 2009	After School	Title I	-0-
3. Teachers will collaborate on effective lessons & activities that support the Houghton Mifflin reading curriculum.	Sept. 2008	May 2009	After School	Title I	-0-
4. Staff will receive training on coordinating guided reading groups and ideas/strategies for use with students while the classroom teacher is teaching the guided reading groups.	Oct. 2008	May 2009	After School	Title I	(consultant fee) \$500
5. Select staff will receive training on coordinating "Book Buddies".	Nov. 2008	Jan. 2009	After School	Title I	-0-
6. Staff will receive information about computer programs (on all computers in the computer lab) that reinforce students' reading skills.	Oct. 2008	Dec. 2008	After School	Title I	-0-
7. The "Reading Buddies" program will be evaluated to determine its level of success.	Jan. 2009	May 2009	During School	Title I	-0-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 1

**Title : Improve performance of subgroups in READING**

**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. Teachers will introduce the Houghton Mifflin reading materials to parents through their presentations at Back to School Night and through their class' newsletter.	Sept. 2008	May 2009	After School	Other	-0-
2. The building principal will update parents periodically regarding staff's progress on our reading focus- via the monthly newsletter and/ or PTA meetings.	Dec. 2008	April 2009	After School	Other	-0-
3. Teachers will inform parents of their child's reading assessment results and reading progress.	Oct. 2008	May 2009	After School	Title I	\$100 (copying costs, if needed)
4. Staff will help plan and facilitate a Reading Night and Make-It Take-It programs to promote the joy of learning.	Nov. 2008	April 2009	After School	Title I	\$200 (implementation)
5. Parents will be encouraged to support their child's involvement in a school-wide reading incentive program.	Oct. 2008	May 2009	After School	Title I	-0-
6. The building's reading subcommittee will help develop and distribute sight word games for parents and children to play at home.	Nov. 2008	May 2009	After School	Title I	\$400

# YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

## Section II-Action Plan

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### Part E - Monitoring Process for Objective 1

#### Title : Improve performance of subgroups in READING

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

Classroom teachers will closely monitor their students' reading progress and collaborate with reading specialists regarding strategies for intervention.

The building principal will review assessment data on a regular basis and oversee the Response to Intervention (RTI) program being used building-wide to provide early reading/learning intervention.

School Improvement Reading Subcommittee members will coordinate the activities outlined for this area of improvement.

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

<u>Name</u>	<u>Title</u>
	Literacy Specialist/ Interventionist
Debbie Smith	Literacy/ Data Specialist
Todd Taylor	School Psychologist

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Improve performance of subgroups in MATH**

**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.**

To increase the number of students meeting or exceeding ISAT MATH standards, with particular emphasis on African American, Low Income, and Special Education/ IEP students.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Improve performance of subgroups in MATH**

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

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

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 2

**Title : Improve performance of subgroups in MATH**

**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. The school improvement math subcommittee will further develop the "Math Word of the Week" program to expand all students' knowledge and use of math terms and concepts.	Sept. 2008	May 2009	During School	Other	-0-
2. Staff will utilize math websites and software (including ThinkLink) to encourage students achievement in math.	Oct. 2008	May 2009	During School	Other	-0-
3. Staff will provide consistency in instruction by blending the K-2 curriculum with the 3-5 Houghton Mifflin math curriculum.	Oct. 2008	May 2009	During School	Other	-0-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 2

**Title : Improve performance of subgroups in MATH**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Staff will utilize scheduled meeting times and staff development opportunities to facilitate the blending of the adopted K-2 and 3-5 math programs.	Sept. 2008	May 2009	After School	Other	-0-
2. Staff will receive training on new technology related to its use with math instruction; including the Smartboards, projectors, and laptops.	Sept. 2008	May 2009	After School	Other	-0-
3. Staff will work with and discuss math websites and software, including ThinkLink practice activities.	Oct. 2008	May 2009	After School	Other	-0-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Improve performance of subgroups in MATH**

**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. 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 program/instruction being implemented in their classroom and ways parents can be involved and supportive of their child's progress.	Sept. 2008	May 2009	After School	Other	-0-
2. The building principal will update/ inform parents of math programs and practices at Yankee Ridge- via the monthly newsletter and/ or PTA meetings.	Oct. 2008	May 2009	After School	Other	-0-
3. "Math Night" programs will be developed and facilitated by the School Improvement Math Subcommittee.	Oct. 2008	May 2009	After School	Other	(copying costs & snacks for evening activities) \$300

# YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

## Section II-Action Plan

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### Part E - Monitoring Process for Objective 2

#### **Title : Improve performance of subgroups in MATH**

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

Classroom teachers will monitor their students' progress on an ongoing basis, utilizing both formal and informal assessment data to guide planning and instruction.

The building principal will review ISAT results and provide assessment data to classroom teachers.

School Improvement Math Subcommittee members will coordinate the activities outlined for this area of improvement.

##### **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 \_\_\_\_\_

Mary Beth Norris

Principal

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 3

**Title : Improve performance of subgroups in writing**

**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.**

To increase the number of students meeting or exceeding ISAT WRITING standards, with particular emphasis on African American, Low Income, and Special Education/ IEP students.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 3

**Title : Improve performance of subgroups in writing**

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

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

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 3

**Title : Improve performance of subgroups in writing**

**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. 2nd grade students will receive instruction on the use of a Student Checklist for assessing their own writing. 2nd grade teachers will provide a variety of opportunities for students to use this self-assessment tool.	Sept. 2008	May 2009	During School	Other	\$25 (copying costs)
2. A Student Checklist will be developed for use by 1st graders, and possibly 3rd graders.	Nov. 2008	Dec. 2008	After School	Other	\$25 (copying costs)
3. All teachers will be expected to follow a specific writing curriculum, following a specific daily/weekly plan for writing.	Sept. 2008	May 2009	During School	Other	-0-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 3

**Title : Improve performance of subgroups in writing**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. 1st, 2nd, and 3rd grade teachers will edit/change the Student Checklist cards, if needed.	Oct. 2008	Dec. 2008	After School	Other	-0-
2. New teachers will be provided information/training on "Write Traits" and the "Four Square" writing technique.	Oct. 2008	Dec. 2008	After School	Other	-0-
3. Staff will be provided training on writing in the content areas, particularly math and reading.	Jan. 2008	May 2009	After School	Other	\$25 (copying costs)
4. Staff will be provided training on computer programs/software related to writing, including: KidsPix, Kidspiration/ Inspiration, and Venn Diagram.	Oct. 2008	May 2009	After School	Other	-0-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 3

**Title : Improve performance of subgroups in writing**

**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. 2nd grade teachers will introduce the Parent and Student Checklists during Back to School Night. A laminated card will be sent home with parents that will include 3-5 strategies that parents can utilize at home to help support their child's writing progress.	Sept. 2008	Dec. 2008	After School	Other	\$25 (copying costs)
2. Teachers will provide writing tips/ideas in their weekly newsletters to parents.	Sept. 2008	May 2009	After School	Other	-0-

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part E - Monitoring Process for Objective 3

**Title : Improve performance of subgroups in writing**

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

Students' writing will be monitored informally on an ongoing basis throughout the school year. Older students will utilize rubrics to evaluate their own (and others') writing. Spring 2008 ISAT Writing scores will be compared to Spring 2007 to determine strength and needs in this area.

School Improvement Subcommittee members will coordinate the activities outlined for this area of improvement.

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

Name \_\_\_\_\_

Mary Beth Norris

Title \_\_\_\_\_

Principal

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 4

**Title : To improve the social/emotional learning of Yankee Ridge students**

**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.**

Students will recognize and effectively communicate their feelings and needs & demonstrate caring and respect through their words and actions.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

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Part A. Objective 4

**Title : To improve the social/emotional learning of Yankee Ridge students**

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

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

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 4

**Title : To improve the social/emotional learning of Yankee Ridge students**

**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. Students will be provided with specific information regarding what the "Five Expectations for Excellence" look like at each grade level.	Sept. 2008	Jan. 2009	During School	Other	-0-
2. Class meetings will be utilized to encourage students to effectively communicate their feelings and needs.	Sept. 2008	May 2009	During School	Other	-0-
3. Each grade level will plan activities to focus on one "Expectation" per month.	Sept. 2008	March 2009	During School	Other	-0-
4. The School Improvement Climate Subcommittee will develop and facilitate school-wide recognitions of those following expectations.	Oct. 2008	May 2009	Before School	Other	\$200 (implementation)

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 4

**Title : To improve the social/emotional learning of Yankee Ridge students**

**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.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Selected reading materials, including "The Power of Words", will be utilized to guide staff discussions of building strengths and needs in this area.	Sept. 2008	May 2009	After School	Other	\$200 (books for staff)
2. Staff will be provided training in the area of social emotional learning.	Oct. 2008	May 2009	After School	Other	\$500

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 4

**Title : To improve the social/emotional learning of Yankee Ridge students**

**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. Parents will be informed (through class newsletters, the bi-monthly building newsletter, fliers, and presentations at PTA meetings) of the specific steps being taken toward improving students' social emotional learning at Yankee Ridge.	Sept. 2008	May 2009	After School	Other	-0-
2. Parents will be provided with suggestions for following through with social emotional learning ideas at home, including skills that promote caring and respectful words and actions & emotional management skills.	Nov. 2008	May 2009	After School	Other	-0-
3. Parents will be informed of the school-wide "Five Expectations of Excellence" recognition program and ways they can support their child's efforts in this area.	Oct. 2008	May 2009	After School	Other	-0-

# YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

## Section II-Action Plan

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### Part E - Monitoring Process for Objective 4

#### **Title : To improve the social/emotional learning of Yankee Ridge students**

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

The building's School Improvement Climate Subcommittee, along with representatives of the building's Social Emotional Learning Committee, will oversee the implementation of this action plan.

#### **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 \_\_\_\_\_

Mary Beth Norris

Principal

Kathy Murray

School Social Worker

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section III - Development, Review and Implementation

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#### 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.**

Information about the school's academic status is presented to parents via a letter from the principal to Yankee Ridge families. This letter is included in the building's monthly newsletter and is passed out to all students and staff at Yankee Ridge. This written notice is provided soon after the building receives assessment results from the state.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section III - Development, Review and Implementation

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#### 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.**

Yankee Ridge's School Improvement Steering Committee is the group that monitors the school improvement process at Yankee Ridge. This committee includes two or three teachers or support staff, and five or six parents. The group meets 3-4 times a year, overseeing the progress that is made by the building's School Improvement Subcommittees and providing feedback and suggestions regarding the building's strengths and needs. This feedback is then utilized by staff during school improvement planning and the development of school improvement activities.

The district's Deputy Superintendent of Curriculum & Instruction reviews the building's plan several times each year and consults with the building administrator regarding the data that guides the development of the plan. He provides suggestions for staff development and related building activities.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section III - Development, Review and Implementation**

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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**

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section III - Development, Review and Implementation

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#### 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.**

Veteran staff members provide informal support for newer staff members in the building. First and second year teachers are encouraged to participate in the mentoring program that is provided by the school district. There are additional mentoring opportunities offered through the Regional Office of Education. The majority of our new teachers have participated in one or more of these mentoring programs.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section III - Development, Review and Implementation

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#### 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.**

The district's Office of Curriculum and Instruction provides the building with significant support for school improvement, including: data analysis, technical assistance, collaboration focused on specific challenges for the building, and planning for professional development. District staff provide and/or arrange training for building staff, as needed. The district also provides funds for the purchase of specific instructional materials that enable staff to help meet the building and district goals for student achievement.

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section III - Development, Review and Implementation

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#### 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.**

The State provides assessment results for the building, subgroups within the building, and individual students. The accompanying information provided to parents helps them better understand their child's performance on the skills assessment and encourages their participation in their child's academic progress. The State also provides resources and reference materials to teachers and administrators. This encourages the use of best practices and successful instructional strategies.

The Regional Office of Education provides numerous staff development opportunities for paraprofessionals, teachers, support staff, and administrators in the areas of instructional strategies and academic achievement.

**YANKEE RIDGE ELEM SCHOOL - URBANA SD 116**

**Section III - Development, Review and Implementation**

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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.**

<u>Name</u>	<u>Title</u>
1. Crystal Brown	Parent
2. Mark Driscoll	Parent
3. Margaret Johnson	Parent
4. Darrel King	Parent
5. Lisa Mondo- Amaya	Parent
6. Mary Beth Norris	Building Principal
7. Erin Stratton	Special Education Teacher
8. Pam Green	Regular Education Teacher

## YANKEE RIDGE ELEM SCHOOL - URBANA SD 116

### Section IV-A Local Board Action

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DATE APPROVED by School Board : 0/0/0

#### 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.

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Signature of LEA Superintendent