

# SCHOOLWIDE PLAN

SCHOOL:

SCHOOL YEAR: 2011-2014

**TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS**

SCHOOL NAME:	Yankee Ridge Elementary School		
PLAN BEGINNING DATE:	August 2012	PLAN ENDING DATE:	May 2013
DATE SUBMITTED TO DISTRICT LEADERSHIP:	November, 2012		

**SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET**

<b>TYPED/PRINTED NAME</b>	<b>POSITION/STAKEHOLDER</b>	<b>SIGNATURE</b>
Chris Atkinson	Parent (children in 2 <sup>nd</sup> & 5 <sup>th</sup> grades)	
Robin Hsiao-Wecksler	Parent (child in 3 <sup>rd</sup> grade)	
Tony Mancuso	Parent (child in 4 <sup>th</sup> grade)	
Lorna Mesri	Teacher (3 <sup>rd</sup> grade)	
Anita Rent	Parent (children in 1 <sup>st</sup> & 4 <sup>th</sup> grades)	
Jennifer Showerman	Parent (children in K & 1 <sup>st</sup> grades)	
Juanita Song	Teacher (Title 1)	
Mary Beth Norris	Building Administrator	

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

Full-Time Equivalents of Staff (Record in Tenths, e.g. 1.5)						
Staff	2011-2012		2012-2013		2013-2014	
	Number	FTE	Number	FTE	Number	FTE
Administrators	1	1	1	1		
Teachers	30	30	31	31		
Teacher Aides	9	9	10	10		
Support Staff (clerical)	3	2.5	3	2.5		
Other (please specify)	6- Soc. Worker, Psych., Lib., Outreach Worker, Mentor Coordinator, Custodian	5	5	4.5- Soc. Worker, Psych., Lib., Mentor Coordinator, Custodian		

How long has the current principal held the position at this school? 13 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 0
2. Obtained an associate's (or higher) degree 0 Bachelor's degrees 6
3. Met standard of quality through a formal state or local assessment. 4

Student Participation by Grade Levels or Age						
Type	K 12/13/14	1 12/13/14	2 12/13/14	3 12/13/14	4 12/13/14	5 12/13/14
SW Schoolwide Total # of students by grade level	61/	54/	49/	57/	53/	55/
LEP Limited English Proficient	1/	0/	3/	1/	0/	1/
SWD Students with Disabilities	9/	9/	3/	9/	9/	9/

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

<b>DEMOGRAPHICS DATA</b>			
Year	2011-2012	2012-2013	2013-2014
Total Enrollment	320	330	
<b>GENDER:</b>			
Male:	164	163	
Female:	156	167	
<b>ETHNICITY:</b>			
White, not of Hispanic Origin	61.5	57.8	
Black, not of Hispanic Origin	19.9	23.4	
Hispanic	4.7	5.0	
American Indian/Alaskan Native	.3	0	
Asian/Pacific Islander	6.9	6.3	
Multi-Racial/Ethnic	6.6	7.5	
<b>SPECIAL NEEDS CATEGORIES</b>			
Students with disabilities	16.7	14.1	
Limited-English proficient students	3.8	3.1	
Migrant students	0	0	
Students from low-income families	47.6	49.1	
Homeless students	1	8	

## TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:											
1) By May 2013, 80% of students in each K-2 <sup>nd</sup> classroom will meet or exceed Developmental Reading Assessment (DRA) grade level expectations. 2) By May 2013, 80% of students in each 3 <sup>rd</sup> -5 <sup>th</sup> classroom will meet or exceed standards on the ThinkLink reading assessments (DEA). 3) By May 2013, each grade level will increase the percentage of students meeting the benchmarks on the Oral Reading Fluency assessment by 5% over the previous year. 4) By May 2013, 80% of students at each grade level 3 <sup>rd</sup> -5 <sup>th</sup> , will meet or exceed reading standards on the ISAT.											
DATA SUPPORTING GOAL:				ASSESSMENTS:							
<b>ThinkLink</b> - Meets & Exceeds %		<b>ISAT</b> - Meets & Exceeds %		Developmental Reading Assessment (DRA) ThinkLink/DEA DIBELS- Oral Reading Fluency (ORF) assessment Illinois Standards Achievement Test (ISAT)							
<b>Fall '11</b>	<b>Winter '11</b>	<b>Spr '12</b>	<b>09-10</b>					<b>10-11</b>	<b>11-12</b>		
3 <sup>rd</sup>	44	53	58					3 <sup>rd</sup>	82	76	70.9
4 <sup>th</sup>	60	52	55					4 <sup>th</sup>	69	80	78.4
5 <sup>th</sup>	57	59	62	5 <sup>th</sup>	80	75	79.6				
<b>Oral Reading Fluency (ORF)- % at or above Benchmark</b> Spring 2010-11: 2 <sup>nd</sup> -66.6%, 3 <sup>rd</sup> - 70%, 4 <sup>th</sup> - 54.4%, 5 <sup>th</sup> -62% Spring 2011-12:1 <sup>st</sup> - 71%, 2 <sup>nd</sup> - 64.5%, 3 <sup>rd</sup> - 61.3%, 4 <sup>th</sup> - 63.4%, 5 <sup>th</sup> -53.5%											
<b>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</b>  Based on recommendations from the National Reading Panel, areas of need include: phonemic awareness, phonics, fluency, vocabulary, and comprehension.					<b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b>  - Response to Intervention (RTI) - Language! reading program for students with special needs - Read Well program for intervention level students						
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 help teachers match students to their appropriate instructional and independent reading levels.	Librarian, Reading Subcommittee	Verbal feedback from staff, mid-year survey	August 2012	May 2013	Building budget, PTA Funds	An elementary stipend will be used by the librarian to maintain the collection.	Building training on new books, set-up, and procedures				
All classroom teachers will expand their knowledge of differentiated materials in order to provide leveled guided reading instruction for students. Staff will share effective lessons & activities.	Classroom teachers	Staff reports	August 2012	May 2013	District allocations, Building budget	Student workbooks & other leveled materials, Lit. Collection books	Training on differentiated instruction, teacher collaboration, Grade Level Meetings				

Staff will analyze reading assessment data and share strategies for assisting students targeted for reading intervention. Staff will also be provided training on using data to select text.	Classroom teachers & academic support staff	Progress monitoring and benchmark assessments, Response to Intervention (RTI) process	August 2012	May 2013	NA	Copies of data summaries	Train new staff/ refresh all staff on assessments, collaboration time to discuss data
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, and self-confidence.	Classroom teachers	Analyze reading assessment data for participating beginning readers	Sept. 2012	May 2013	Title 1 funds, PTA funds, or building budget	\$200- 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’ automaticity of sight words and classroom vocabulary.	Classroom teachers	Informal assessment of written and verbal expression.	August 2012	May 2013	NA	NA	Staff collaboration re: most effective design & use
A building-wide reading incentive program will be implemented.	Reading Subcommittee, Classroom Teachers	Success of program will be determined by students’ levels of participation	Sept. 2012	March 2013	NA	“Book-It” packets provided by Pizza Hut	NA
Staff will collaborate on effectively planning and coordinating guided reading groups- using best practices strategies.	Reading Subcommittee, Classroom Teachers	Teachers’ reports on progress re: planning & implementing	Sept. 2012	May 2013	NA	NA	Collaboration during Elementary Staff Development days & Grade Level Meetings
Staff will receive information about computer programs (loaded on all computers in the computer lab) that reinforce students’ reading skills and utilize applicable programs.	Reading Subcommittee, Technology Cadre Rep.	Teacher reports on the use of suggested programs, sites	Nov. 2012	April 2013	Building Budget	Copying costs	Discussion during a Business Faculty Meeting
Staff will become familiar with the use of the Developmental Reading Assessment (DRA) & “running records”.	Classroom teachers & academic support staff	Assessment sheets	Oct. 2012	May 2013	NA	DRA materials	Train staff, as needed

School Name:

<p>PARENT INVOLVEMENT- Staff will plan &amp; facilitate a Family Reading Night to promote reading skills at home. Staff will provide parents with information about reading and reading development.</p>	<p>Reading Subcommittee</p>	<p>Reading Subcommittee will analyze and discuss parent engagement re: participation</p>	<p>Nov. 2012</p>	<p>April 2013</p>	<p>Title 1 Parent Involvement \$</p>	<p>\$200</p>	<p>NA</p>
<p>PARENT INVOLVEMENT- 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.</p>	<p>Reading Subcommittee</p>	<p>Extent of participation will be monitored</p>	<p>Sept. 2012</p>	<p>March 2013</p>	<p>Title 1 Parent Involvement \$</p>	<p>NA</p>	<p>NA</p>
<p>PARENT INVOLVEMENT- Parents will be invited to attend PTA meetings in which the reading subcommittee presents parents with strategies to help their children with reading at home.</p>	<p>Reading Subcommittee</p>	<p>Attendance at specific PTA meetings will be evaluated</p>	<p>Fall 2012</p>	<p>Spring 2013</p>	<p>Title 1 Parent Involvement \$ &amp;/or PTA funds</p>	<p>Copies of handouts for parents</p>	<p>NA</p>





### TITLE I SCHOOL WIDE PLAN: GOAL PBIS

<b>SMART GOAL:</b>							
Design & implement at least two SAIG groups during the 2012-13 school year.							
<b>DATA SUPPORTING GOAL:</b>				<b>ASSESSMENTS:</b>			
The success rate of students participating in Check In Check Out during 2 <sup>nd</sup> Semester (2011-12)- 79%, 83%, 77%, 75%, 77%				Discipline referral analysis Data from SAIG groups Informal observations by teachers & other staff members			
<b>Increase in Discipline Referrals (over past 3 years):</b> 2009-10 223      2010-11 496      2011-12 621							
<b>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</b>  <b>2011-2012 Discipline Referrals:</b> 46.8% of the total "Major" discipline referrals came from problems in the area of physical aggression. 71.7% of the total "Minor" discipline referrals came from problems in the area of disrespect.					<b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b> Response to Intervention (RTI) Positive Behavior Intervention System (PBIS) Caring School Community and Second Step (SEL curriculums)		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Students will be identified for SAIG groups by analyzing data.	PBIS Team	Office Discipline Referrals, Check In Check Out data	Aug. 2012	May 2013	NA	SWISS SAIG Curriculum	PBIS Training Teacher Training
Curriculum resources will be selected for use with SAIG groups.	PBIS Team	Survey staff to determine effectiveness of curriculum	Aug. 2012	May 2013	Building budget	Caring School Community &/or Second Step curriculum materials	SAIG Facilitator Training
Implement 6-8 Week SAIG groups	SAIG Facilitators	SAIG Data Sheets	Aug. 2012	May 2013	Building Budget	SAIG Data Sheets	SAIG Facilitator Training
Evaluate effectiveness of SAIG groups	PBIS Team	SAIG Data Sheets ODR & CICO Data	Aug. 2012	May 2013	Building Budget	SWISS	NA

### TITLE I SCHOOL WIDE PLAN: GOAL SCIENCE

SMART GOAL:							
By May 2013, students will engage in inquiry based, scientific method, or hands-on science learning at least 67% of the science block for their classroom.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
<p><b><u>Staff Science Survey 2012:</u></b>                      Hands-on 36.4%                      Experiments &amp; Scientific Method 18.2%                      Observation and Recording 63.6%</p> <p><b><u>ISAT Gr. 4 Science- % of students that Meet &amp; Exceed:</u></b>                      Spr 2009- 81.6%    Spr 2010- 78.6%    Spr 2011- 82.1%    Spr 2012- 82%</p>				Staff Survey- further comparisons on ISAT data beginning with 2012-13 Walk-Through Data			
<p><b>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</b></p> <p>Initial survey indicates need for student experience in scientific method/hands-on</p>					<p><b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b></p> <p>State Science Standards require children be exposed to higher order thinking (from Illinois Standards &amp; Framework for K-12 Science Education)</p>		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Determine materials needed to support inquiry based learning for grades 2 <sup>nd</sup> -5 <sup>th</sup> in science	Science Subcommittee	Staff Survey	Oct. 2012	May 2013	NA (Possible building funds as used in 2011-2012)	Access to available funding	NA
Share/present at three or more faculty meetings about science concepts, scientific method, current methods, and STEM training information	Science Subcommittee	Staff Survey	Oct. 2012	May 2013	NA (Possible building funds as used in February 2012)	Unsure at this time	- Discussion at Business Faculty Meetings and/or Building Level Staff Development - Stem training resources

## TITLE I SCHOOL WIDE PLAN: GOAL TECHNOLOGY

SMART GOAL:							
Staff will become more familiar and increase their competency regarding knowledge and use of technology standards. 80% of students will be able to effectively use computer skills as outlined in grade level technology standards.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Teacher surveys were completed in order to determine which technology standards their students currently meet.				Type to Learn: WPM Student Reports Teacher observations (informal assessments)			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) There is a need to increase student use of technology skills that impact learning.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE				
			BEGIN	END			
Steps will be taken to familiarize teachers on the new technology standards.	Technology Subcommittee	Teacher feedback	Oct. 2012	May 2013	NA	Copies of: Technology Standards	Time to share at Business Faculty Meetings
A list will be created of ideas/programs for teachers to use to help meet the standards. (ex. Type to Learn)	Technology Subcommittee	Teacher feedback, surveys, student assessments	Oct. 2012	May 2013	NA	Online resources	Staff development on technology
Formal assessments, based on specific technology standards will be located or developed	Technology Subcommittee	Collect check lists and assessments	Oct. 2012	May 2013	NA	Copies of: Check Lists Assessments Standards	“Coaching” Meetings (Subcmte. Members/Teachers)

## TITLE I SCHOOL WIDE PLAN TRANSITION/INTEGRATION

TRANSITION FOR PRESCHOOL				
ROLE/ACTIVITY	PERSON(S) ACCOUNTABLE			
KINDERGARTEN TRANSITION- Centralized Registration, liaison between early childhood & elementary staff AND elementary staff & incoming kindergarten parents, Kindergarten Screening/Assessment	Kelly Allen, Sp. Ed. Teacher Linda Busey, Title 1 Teacher			
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				
Organization	Member name	Organization	Member Name	Other:
School-based health center Nutrition/Wellness programs CUSF	Don Owen (district) Gayle Jeffries (district) Don Owen (district)	Positive Behavior Interventions and Supports/Illinois (PBIS Network)	Linda Gibbens (district) Liz Lynch & Heather Payne (building)	
National Board Certification/Take One Illinois State University	Gayle Jeffries (district)			
Regional Office of Education 9	Don Owen (district)			

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

PLAN TO RECRUIT AND TRAIN HIGHLY QUALIFIED TEACHERS		
<ol style="list-style-type: none"> <li>1. Collaborate with District Human Resource office for candidates</li> <li>2. Provide tuition assistance for graduate work</li> <li>3. Opportunities to advance in the field of Education</li> <li>4. Teacher Mentoring</li> <li>5. Networking with other districts</li> <li>6. Partnerships with local universities to provide student teacher placements</li> <li>7. Novice teacher project</li> </ol>		
PARENT INVOLVEMENT ANALYSIS TOOL SUMMARY (Completed 4/12/11):		
CATEGORIES	SCORE:	AREAS OF STRENGTH
SHARED LEADERSHIP	77	1) Multiple routes exist for effective communication between teachers and parents. 2) School-wide expectations are clearly communicated and demonstrated, resulting in a positive learning environment. 3) There is a strong sense of community, which fosters students' feelings of pride and ownership in their education. 4) A solid core of involved parent leaders and volunteers are committed to school-wide educational improvement. 5) A solid educational platform of curriculum and instruction is creatively implemented in order to best meet the needs of diverse learners.
COMMUNICATION	48	
EDUCATION	198	
CONNECTION	114	
REQUIRED DOCUMENTS	CHECK	AREAS OF NEED
DISTRICT PARENT INVOLVEMENT POLICY	X	1) Develop a well-defined homework policy. 2) Develop clear guidelines for parent visits to classrooms. 3) Continue to explore ways for parents to provide feedback on school procedures and policies. 4) Review and update the current "Compact" as needed and integrate it into the school-wide expectations for students, parents, and staff. 5) Increase the use of the Yankee Ridge PTA website to provide updates and information to parents. 6) Discuss reviving informational presentations at all monthly PTA meetings- and investigate providing electronic links to webinars of interest to parents. 7) Survey parents regarding topics of interest in order to get updated and more accurate information for the best ways to reach and inform parents. 8) Provide additional and specific information to parents about particular learning standards and timelines. 9) Evaluate needs, update resources, and advertise the Family Resource Library in our building. 10) Staff will collaborate on effective parent/teacher conferencing- determining if an agenda would be helpful for structuring conferences.
SCHOOL PARENT INVOLVEMENT POLICY	X	
COMPACT	X	
SIGN-IN/AGENDAS/MINUTES	X	

School Name:

Key Factors:

What factors are likely to have contributed to the assessment results listed in your plan? Consider both internal and external factors to the school.

Reading	<ul style="list-style-type: none"><li>- The poor school attendance of some low-achieving students interferes with their opportunities for learning.</li><li>- Students coming from different districts may have experienced a variety of beginning learning instruction/ interventions.</li><li>+District &amp; building provide consistency in instruction through specially selected curriculums for Language Arts &amp; Math.</li><li>+Strategies are utilized to differentiate instruction throughout content areas.</li><li>+Kindergarten &amp; first grade teachers plan and facilitate the use of centers to reinforce concepts and challenge higher functioning students.</li></ul>
Math	<ul style="list-style-type: none"><li>- The poor school attendance of some low-achieving students interferes with their opportunities for learning.</li><li>- Students coming from different districts may have experienced a variety of beginning learning instruction/ interventions.</li><li>+District &amp; building provide consistency in instruction through selected curriculums for Language Arts &amp; Math.</li><li>+Strategies are utilized to differentiate instruction throughout content areas.</li><li>+Kindergarten &amp; first grade teachers plan and facilitate the use of centers to reinforce concepts and challenge higher functioning students.</li></ul>
PBIS	<ul style="list-style-type: none"><li>- Students arrive to school with a variety of life experiences/social skills (with various strengths &amp; needs).</li><li>+ All teachers utilize a research-based SEL curriculum (“Second Step”) to help address Social Emotional Learning needs.</li><li>+ Appropriate social behaviors are reinforced through recognition of efforts and celebration of accomplished goals (both in the classroom &amp; building-wide).</li><li>+ The use of data to plan and implement PBIS activities helps provide consistency in approach and building-wide follow-through.</li></ul>
Parent Involvement	<ul style="list-style-type: none"><li>- Our school boundary areas include a northern area that is a considerable distance from our building. Transportation costs and the time it takes to drive to Yankee Ridge prevent some parents from being involved in activities at school.</li><li>- Problems arranging/coordinating childcare prevents some families from being as involved as they would like to be.</li><li>+ Family activities are planned so that they take place at different times of the day.</li><li>+ Activities/events are planned so that childcare is not needed/required for parent participation.</li><li>+ PTA arranges speakers for monthly PTA meetings on topics of interest.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>- The opportunity for staff members to participate in some training opportunities is limited by lack of “sub time” available to the building, in addition to lack of funds necessary to address building staff development needs.</li><li>- Inconsistent application of the content of staff development interferes with efforts intended to be building or district-wide.</li><li>+The district has a strategic plan that guides staff development planning and implementation for all certified staff members.</li><li>+Time is set aside for both building and district staff development for all certified elementary staff.</li></ul>