

SCHOOLWIDE PLAN

SCHOOL: Martin Luther King Jr. Elementary

SCHOOL YEAR: 2009-2010

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

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

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Jennifer Ivory-Tatum	Principal	
Jennifer Powell	School Psychologist	
Paige Waggoner	Data Interventionist	
Jill Shoda	Literacy Interventionist	
Amy Thomas	LD/BD Resource	
Carla Vincent/Westfield	Title I Literacy Specialist	
Michelle Turner	Fourth Grade Teacher	
Beth Mears	First Grade Teacher	

TITLE I SCHOOL WIDE PLAN: GENERAL INFORMATION

Full-Time Equivalents of Staff (Record in Tenths, e.g. 1.5)						
Staff	2008-2009		2009-2010		2010-2011	
	Number	FTE	Number	FTE	Number	FTE
Administrators	1	1				
Teachers	41	37				
Teacher Aides	2	2				
Support Staff (clerical)	2	2				
Other (please specify)	13					

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

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

Number of Paraprofessionals above who meet the following qualifications:

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

Student Participation by Grade Levels or Age						
Type	K	1	2	3	4	5
TA						
SW	50	44	57	51	42	41
NP						
LEP	28	18	25	19	20	14
SWD	6	4	5	10	12	8

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

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

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
By the end of the 2009-2010 school year, 77.5% of all King School identifiable sub-groups in grades three through five will meet or exceed reading standards as measured by the Illinois Standards Achievement Test (ISAT).							
DATA SUPPORTING GOAL:			ASSESSMENTS:				
ISAT – 72% met or exceeded in reading for 2008 (2009 scores not yet available) DIBELS – Oral Reading Fluency (ORF) Spring Benchmark data indicates the highest grade level (1 st) 63% and lowest grade level (3 rd) 37% meeting and exceeding benchmark targets			ISAT, DIBELS, ThinkLink (3-5), DRA, Grade Level specific assessments (i.e. sight words, CAP, San Diego), Progress Monitoring in reading				
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) DIBELS Oral Reading Fluency scores are used since they best correlate to and are more predictive for ISAT success. Based on Spring Benchmark DIBELS data for Oral Reading Fluency, only 37% of our 3 rd graders, 47% of our 4 th graders, and 53% of our 5 th graders met benchmark.				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3-tiered blend for academic/PBIS/SEL			
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
All classroom teachers will provide 120 minutes of literacy instruction during a literacy block framework.	Teachers Principal	Lesson Plan Evaluation RtI Problem Solving	August 2009	June 2010			Work with new classroom teachers
Our RTI problem solving team and King staff will review, assess, and implement our Tier 1, 2, and 3 interventions with integrity using data based decisions as core.	Principal Core RtI Team	RtI Problem Solving Notes Semester Reviews	August 2009	January and May 2010	Title I	Substitute time for RtI meetings	
All ESL teachers will provide 120 minutes of literacy instruction during a literacy block using ESL strategies.	ESL Teachers Principal ESL Director	Lesson Plan Evaluation Master Schedule	August 2009	June 2010			

TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
By the end of the 2009-2010 school year, 80% of all King School students (including all identifiable sub-groups) in grades three through five will meet or exceed mathematics standards as measured by the Illinois Standards Achievement Test (ISAT).							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
ISAT 2008 Math Scores: 84% met or exceeded (2009 scores not available) K-2 January/Winter Benchmarks: K-60%; 1-39%; 2-10% met or exceeded in January Thinklink January administration: 3-61%; 4-79%; 5-83% meet or exceeded in January				ISAT, District Math Benchmarks (k-2), ThinkLink (3-5), core curriculum unit assessments for Houghton-Mifflin			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Based on our Winter Math Benchmarks and ThinkLink data, third, fourth, and fifth grades would be a stronger area of need for meeting Fall Benchmark (1 st test administration) goals since 61% of 3 rd graders and 79% of fourth graders met or exceeded expectations with fifth grade barely meeting with 82%.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention (RtI) 3 tiered model of support for academics/PBIS/SEL		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
All classroom teachers will provide 60 uninterrupted minutes of math instruction (BSM, Houghton Mifflin, Math Literacy, Extended Response).	Classroom Teachers Principal	Lesson Plans Master Schedule	August 2009	June 2010			
Peer tutors will work with targeted students using math games and activities.	Classroom Teachers Literacy Interventionist	Observations Literacy Interventionist's notes and lessons	August 2009	June 2010			
Math interventions will be progress monitored for Tier 2 and Tier 3 students in accordance with assessment tools currently in development at the district and building level.	Core RtI Team Math Specialist Classroom Teachers Principal	RtI Problem Solving Data and progress monitoring data	October 2009	May 2010	Title I	Purchase additional math interventions (i.e. Great Leaps -3-5)	More training to implement interventions with integrity

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
At least 85% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals and SWIS data analysis by receiving one referral or less during the 2009-2010 school year							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
As of April 30 2009, there have been 171 discipline referrals for SY 08-09 compared to 415 for the same time period in the 07-08 school year. Phases of Implementation (PoI) Benchmarks of Quality (BoQ) SWIS				SWIS Office Discipline Referral (ODR) for Big 5 data aggregated by average referrals per day and per month, referrals by problem behavior, referrals by location, referrals by student, and referrals by time; PBIS Phases of Implementation (PoI); Benchmarks of Quality (BoQ); School-Wide Surveys (EBS), School-Wide Tracking Tool, PBIS Unified Action Plan, SEL universal program data, targeted interventions for behavior and social emotional interventions.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Based on data analysis of our ODRs and the Big 5, we need to work to improve our secondary interventions for students receiving more than one or multiple discipline referrals to continue to prevent the need for more intense tertiary support. We also need to work toward improving our tertiary supports and develop a site based wrap plan based on information from our PoI.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention Model for 3-tiered blend for support for academic/PBIS/SEL, Second Step and Caring School Community		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Our problem solving team and staff will add SEL standards, instructional strategies, and techniques into our current RTI/PBIS blend to strengthen our 3-blended model for intervention support.	RTI Core Team Principal Classroom Teachers Social Worker	RTI problem solving notes PBIS School-wide Tracking Tool PoI, EBS surveys	August 2009	June 2010			Training for new teaching staff
King staff will continue to consistently utilize the universal reward system, complete monthly universal star documentation, and support core/universal incentives and interventions.	All King Teachers and Support Staff	Star Documentation Forms ODR data EBS surveys	August 2009	June 2010	PBIS building allocation of district funds	Rewards and incentives for school-wide and targeted interventions	Training for new teaching staff
Classroom teachers will consistently provide teaching and instruction in the classroom on universal and targeted behaviors as determined by ODR data and behavioral student needs (Tier 1, 2, and 3).	Classroom Teachers Principal Behavior Resource T	ODR data Lesson Plan Evaluations Observations	August 2009	June 2010	Title I	Universal screener for social emotion and behavior	Training on universal screeners

TITLE I SCHOOL WIDE PLAN PARENT INVOLVEMENT

SMART GOAL:							
During the 2009-2010 school year, achieve 100% active participation at parent teacher conferences and/or family events.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Parent Teacher Conference Data: November 2008, 86% participation February 2009, 88% participation Based on parent sign in sheets participation in family events is positive.				Parent or community participation in: parent teacher conferences, family events, special programs, homework and reading incentive programs, community meeting assemblies, universal rewards/incentives and social emotional programming (i.e. Caring School Community).			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Our assessment suggests to us that while our families tend to participate in our "Family Night" events and programs to promote positive community, we need more parental support from the families of our Tier 2 and 3 students not meeting grade level expectations for academics, behaviors, or social-emotional to better support student learning based on our problem solving meetings and RtI data and the large number of students requiring more intensive services. The following activities will help us develop more intense on-going relationships with our throughout the school year, thereby positively impacting participation in PT conferences.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention for 3-tiered model for academic /behavioral/ social emotional		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Parents will participate in the problem solving process with the RtI team, teachers and related specialists to plan and support interventions for students receiving Tiers 2 and 3 services.	Core RtI team Teacher Principal Parents	Problem solving notes Parent Feedback forms/surveys	August 2009	May 2010			
King staff will continue to sponsor several Family Nights or school day programs a year in the areas of reading, math, fine arts, and community building.	Principal Teachers Parent Liaison	Parent sign in sheets	August 2009	June 2010	Title I	Materials and supplies for events Raffle prizes	
King staff will work together toward increasing participation in Parent Teacher Association meetings through workshops, informational meetings, and parent education opportunities.	All King Staff	Parent sign in sheets Parent Feedback Surveys Needs Assessments	August 2009	June 2010	Title I	Support staff for child care Related specialists to provide training	

**TITLE I SCHOOL WIDE PLAN
TRANSITION/INTEGRATION**

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

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

PLAN TO RECRUIT AND TRAIN HIGHLY QUALIFIED TEACHERS

1. Collaborate with District Human Resource office for candidates
2. Provide tuition assistance for graduate work
3. Opportunities to advance in the field of Education
4. Teacher Mentoring
5. Networking with other districts
6. Partnerships with local universities to provide student teacher placements
7. Novice teacher project

PARENT INVOLVEMENT ANALYSIS TOOL SUMMARY:

CATEGORIES	SCORE:	AREAS OF STRENGTH
SHARED LEADERSHIP		
COMMUNICATION		
EDUCATION		
CONNECTION		
REQUIRED DOCUMENTS	CHECK	AREAS OF NEED
DISTRICT PARENT INVOLVEMENT POLICY	X	
SCHOOL PARENT INVOLVEMENT POLICY	X	
COMPACT	X	
SIGN-IN/AGENDAS/MINUTES	X	