

SCHOOLWIDE PLAN

SCHOOL: THOMAS PAINE

SCHOOL YEAR: 2010-2011

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Thomas Paine		
PLAN BEGINNING DATE:	August 2010	PLAN ENDING DATE:	June 2011
DATE SUBMITTED TO DISTRICT LEADERSHIP:	5/19/2010		

SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET

TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE
Sandra Cooper	Principal	
Rita Balbo	Title 1 Teacher	
Dawn Bristle	Special Education Teacher	
Gennifer and Bathel Gilbert	Parent (kindergarten grade)	
Scott Filkins	Parent (first grade)	
Lisa Perry	Parent (fifth grade)	
Kirsten Latofsky	Parent (second grade)	
Tenisha Flintroy	Parent (third grade)	
Kai Cheung Chow	Parent (fourth grade)	

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	1	1	1	1
Teachers	22	21.50	31	28	27	26
Teacher Aides	11	10.5	13	13	11	11
Support Staff (clerical)	3 including outreach worker	2.5	3	2.5	3	2
Other (please specify)	3 (custodian, volunteer coordinator, psychologist)	1.25	3	1.25	2.5	2

How long has the current principal held the position at this school? 3 years

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

Number of Paraprofessionals above who meet the following qualifications: 11

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

Student Participation by Grade Levels or Age						
Type	K	1	2	3	4	5
TA						
SW	45	44	45	45	36	48
NP Non public						
LEP Limited English Prof	1	1	1	1	0	1
SWD Students with disabilities	10	10	16	9	5	10

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	280	264	289
GENDER:			
Male:	145	138	150
Female:	135	126	139
ETHNICITY:			
White, not of Hispanic Origin	138	134	153
Black, not of Hispanic Origin	81	71	79
Hispanic	10	11	11
American Indian/Alaskan Native	0	1	3
Asian/Pacific Islander	17	15	15
Multi-Racial/Ethnic	34	32	32
SPECIAL NEEDS CATEGORIES			
Students with disabilities	73	75	66
Limited-English proficient students	22	9	5
Migrant students	0	0	0
Students from low-income families	179	164	164
Homeless students	9	9	3

TITLE 1 SCHOOL WIDE PLAN: MATH

SMART GOAL:

All students will meet or exceed an 85% benchmark goal for each grade level on ISAT, Think Link, and district assessments by the end of the year.

DATA SUPPORTING GOAL:

ISAT scores:
 3rd Grade Math 85% Meets/Exceeds
 4th Grade Math 86% Meets/Exceeds
 5th Grade Math 77% Meets/Exceeds

ASSESSMENTS:

At primary grades, the District benchmark assessments, Houghton Mifflin, Math Expressions, and other curriculum based assessments guide instruction across grades. Intermediate grades rely on ThinkLink including a greater ability to create probes to target deficit skills needing more instruction and/or practice
 Grade Level quarterly assessments

DATA ANALYSIS: (What part of your needs assessment led you to this goal?)
 Thomas Paine has a strong history of Math achievement accomplished by significant staff development centered around vocabulary and delivery of instruction (best practices) Extended day programs were offered to students who needed support and ISAT preparation.

RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:

Responses to Intervention, esp. at tier three, by IEP. Houghton Mifflin curriculum. Standards-based, differentiated instruction. Practice for selected students with *America Counts* tutors.

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Biweekly Grade Level meetings and PLC team meetings for collaboration to review curricula planning, assessment and behavior data	All teachers and principal	Participation, informal surveys Formative assessments, bench-mark assessments and skyward behavior data	8 - 10	6-11	District, School, Title, sped budgets	Staff meetings designated for this purpose	PLC/Rtl Teaming, curriculum implementation
Implementation of common grade level quarterly assessments using core curriculum	All teachers	Data results to be discussed at Core Rtl meeting monthly and/or grade level meetings	8-10	6-11	District, school, title budgets	Rtl and staff meeting time designated for this purpose Curriculum	Continued staff development on PLC

Tier 2 strategies implemented by classroom teacher for differentiation. This includes re-teaching, small homogeneous group work, extra practice.	Classroom teachers, principal and support staff	Rtl teams and principal examining benchmark and classroom data. Progress monitoring as needed	8-10	6-11	District and School budget and Title I	Collaboration and curricula planning time, alternate curricula if needed for additional practice or support	Differentiation training
Use of Rtl to address skill deficits and interventions with Title teachers providing classroom and pullout support at some grade levels.	Classroom teachers, principal and support staff	Rtl team and principal examining benchmark and classroom data. Progress monitoring as needed	8-10	6-11	District and School budget and Title I	Progress and growth addressed at monthly core Rtl meetings	Staff, Training for best practice in differentiation and intervention groupings,
Staff development by title teachers addressing identified skill areas by teachers for research, additional training and practice to improve implementation in classrooms	All classroom teachers, title teachers, other support staff and principal	Collaboration, peer coaching, review data binders	8-10	6-11	District and School budget and Title I	Progress and growth addressed at monthly core Rtl meetings	Qualified Title teachers for coaching,
Intensive Tier Three strategy instruction for IEP students in small groups with sped teachers,	Classroom teachers, sped teachers. and aides, and principal	Progress monitor, formative and benchmark assessments	8-10	6-11	District, school, and special education budget	Collaboration time scheduled for staff meetings after school, staff development for regular classroom teachers reinforce strategies	Appropriate interventions

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
During the 2009-2010 school year 90% of students will receive one or less office discipline referrals							
DATA SUPPORTING GOAL:				STANDARD INDICATORS			
86% of students received 0 -1 referral 2009 - 2010				Office Discipline Referral (ODR) for Big 5 data aggregated by average referrals per day and per month, referrals by problem behavior, referrals by location, referrals by student, and referrals by time; Benchmark of Quality (BoQ); School-Wide Surveys (EBS), School-Wide Tracking Tool, PBIS Unified Action Plan, SEL universal program data, targeted interventions for behavior and social emotional interventions.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Analyzing data from SWIS allowed us to write and teach expectations for problematic behaviors. Using PBIS and RTI blending provided opportunity for monitoring behaviors.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Teach and practice positive expectations and routines. Illinois "Social Emotional Learning" standards; Positive Behavioral Interventions and Supports, PBIS" at state and national level; "Second Step;" and other proven strategies		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Implement the PBIS framework across the school	All staff, and principal	Review data monthly	August 2010	June 2011	District, school, dedicated grants	\$ for summer planning, training, conferences, boosters, etc.	Initial PBIS training for all staff, PLC training
School-wide Expectation Assemblies and walk-throughs	All staff including lunchroom supervisors, custodian, secretaries, and principal	Evaluation	August 2010	June 2011	District, school, dedicated grants	Money for conferences, training, boosters	PBIS training and reviews
Implementation of SEL curricula and	All teachers	Informal pre and post test	August 2010	June 2011	District, school,	Core SEL Curricula,	Trainers and support/collaboration

class meetings		on SEL attributes, anecdotal records, student survey			dedicated grants	training time	time
Regular review of data monthly at all staff meetings	Universal team	Review data bi-weekly	August 2010	June 2011	District, school, dedicated grants	Staff meeting time	Implementation training and support
Cool Tools developed by all teachers based on data	All staff	Review data pre and post	8-10	6-11	District, school and dedicated grants	Money for training	Training on writing cool tools
Implement systematic check in and check out for identified students.	Tier 2/3 team	Review data bi-weekly	August 2010	June 2011	District, school, dedicated grants	Budget for student incentives and other resources	Implementation training and support
Implement SAIG groups for identified students needing additional support	Tier 2/3 team	Review data bi-weekly	8 -10	6-11	District, school, dedicated grants	Budget for student incentives and other resources	Implementation training and support

TITLE I SCHOOL WIDE PLAN: PARENT INVOLVMENT	
SMART GOAL:	
During the 2010-2011 school year parent involvement participation will increase by 5% for major events from the 2009-2010 school year numbers.	
DATA SUPPORTING GOAL:	STANDARD INDICATORS
Parent participation family oriented events such as talent show, carnival night are well attended. PTA membership (40 parents) and	National PTA provides 6 standards for school-parent partnership:

open house (150) numbers have decreased over several years. Participation in NAAPID was significantly lower as well.			communicating, parenting, student learning, volunteering, making decisions, collaborating with the community. *Number of attendees at two selected events in fall, one in winter, and two in spring.				
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) On the Title One survey, parents indicated interest in workshops or family activities relating to: homework help, ISAT preparation and tests, social emotional learning, science and literacy.				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: RtI and PBIS promote parent participation in decision making, academic and behavior support.			
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Planned School activities: Open house, NAAPID breakfast or luncheon, Kindergarten Open House, Title I - PTA Night,	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2010	June 2011	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Reading Night, African American Read-In,	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2010	June 2011	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Teachers presenting at publicized PTA meetings various curricula topics	School staff	Feedback from parents through evaluation/informal survey	8-10	6-11	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills
Fine Arts Assemblies, Talent Show, Science Fair to showcase student talents and accomplishments	Various school staff and parent volunteers and representatives	Feedback form for each event. Track attendance numbers.	August 2010	June 2011	Title 1, district, PTA, and school budgets	Funding sources and staff	Teaming, effective communication skills

Increase participation on Title One school wide committee and other school wide committees by soliciting parent volunteers.	Principal and committee members	Minutes and reports to central office leaders	August 2010	June 2011	Title 1, district and school budgets	Volunteers, time to meet when convenient to parents	Provide clearer picture of possibilities from
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TITLE 1 SCHOOL WIDE PLAN: LITERACY							
SMART GOAL:							
All students will meet or exceed 80% benchmark goal on DIBELS for each for each grade level by June 2011.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Thomas Paine students made the AYP benchmark with good improvement for our low ses subgroup.				The <i>Dynamic Indicators of Early Learning Literacy Skills</i> , DIBELS, assessments will be administered three times yearly. Reading fluency is a quality predictor of student acquisition of reading competencies.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Good					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Responses to Intervention, RtI; Houghton Mifflin curriculum, tier 2 and 3 interventions including <i>Read Well</i> , <i>Language!</i> , guided reading, differentiated instruction.		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Continue implementation of Professional Learning Community (PLC) to provide framework for collaboration and teaming	All teachers and principal	Participation, informal surveys	8-10	6-11	District, School, Title, sped budgets	Staff meetings with designated purpose	PLC/RtI Teaming, curriculum implementation
Using PLC model, work with title teachers to enhance teacher implementation of core curriculum, assessment, and reading strategies.	All classroom teachers, title teachers, and principal	Informal surveys, evaluation of training,	8-10	6-11	District, School, Title, sped budgets	Staff meetings with designated purpose	Title teachers trained for staff development
Monthly Grade Level	All teachers and	Participation,	8-10	6-11	District,	Staff meetings	

meetings for collaboration to plan and review curricula assessments, differentiation lessons and review data	principal	informal surveys Formative assessments, bench-mark assessments			School, Title, sped budgets	with designated purpose	
Implementation of common grade level quarterly assessments using core curriculum	All teachers	Data results to be discussed at Core RtI meeting monthly and/or grade level meetings	8-10	6-11	District, school, title budgets	RtI and staff meeting time designated for this purpose Curriculum	Continued staff development on PLC
Tier Two strategies-classroom teachers begin with differentiation, title teachers support with small groups, or co teaching/push in, ISAT prep, other targeted interventions.	Teachers instructing any aspect of literacy and the principal	Progress monitor, formative and benchmark assessments	8-10	6-11	Additional-- Title One funding and SPED	Collab time and sufficient number of teachers to meet needs of targeted population	Cross training between RTI, sped staff and grade level teams
Response to Intervention (RtI) to meet with literacy team: title teachers, classroom teachers, principal, psychologists and other support staff. Parents included as appropriate to review interventions, progress monitoring for individual targeted students	All teachers working with student.	Progress monitoring, benchmark assessments, teacher anecdotal records	8-10	6-11	Title 1 budget,	Collab time and sufficient number of teachers	Training and Quality review checks of RtI implementation

Intensive Tier Three strategies such as implementation of the <i>Language!</i> Program in small groups with sped teachers.	Classroom teacher literacy team, SPED teacher and aides, and principal	Progress monitor, formative benchmark assessments	8-10	6-11	Additional-- Title One funding and SPED	Cont. research and selection of appropriate curriculum	Current best practices resources, with training on curricula and strategies
Collaboration Meetings with General Education teachers and Sped teachers for curricula modification, alignment, etc	General Ed. Teachers and Sped teachers	Progress monitoring	8-10	6-11	Sped budget	Sufficient Staff i.e. teachers and aides, time for meetings	Curricula, training,
America Reads tutors when possible.	Volunteer Coordinator, tutors, teachers, principal	Progress monitoring, bench mark assessments, classroom data	8-10	6-11	District, school budgets	Teacher time to determine student needs	Differentiation,