

SCHOOLWIDE PLAN

SCHOOL: Leal Elementary School

SCHOOL YEAR: 2010-2011

TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS

SCHOOL NAME:	Leal		
PLAN BEGINNING DATE:	August 2010	PLAN ENDING DATE:	June 2011
DATE SUBMITTED TO DISTRICT LEADERSHIP:			
SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET			
TYPED/PRINTED NAME	POSITION/STAKEHOLDER	SIGNATURE	
Spencer Landsman	Principal		
Jo Perkins	K-2 Title I Interventionist		
Darcy Silver	Title I Kindergarten Transition Teacher		
Debbie Smith	Title I Data Facilitator		
Emily Delanty	Title I Bilingual Teacher		
Linda Zimmerman	Inclusion Facilitator/BD Consultant		
Carol Smith	5 th Grade Teacher		
Nan Picchietti	1 st Grade Teacher		
Katy Plotner	3 rd /4 th 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	1	1		
Teachers	33	33	40	32.75		
Teacher Aides	3	2.5	4	3.5		
Support Staff (clerical)	2	2	2	2		
Other (please specify)	1	.5				

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

5 years

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

100%

Number of Paraprofessionals above who meet the following qualifications:

4

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	58	76	82	66	61	49
NP						
LEP	22	23	24	23	16	11
SWD	11	10	7	6	10	6

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

DEMOGRAPHICS DATA			
Year	2008-2009	2009-2010	2010-2011
Total Enrollment	399	392	
GENDER:			
Male:	206	200	
Female:	193	192	
ETHNICITY:			
White, not of Hispanic Origin	203	191	
Black, not of Hispanic Origin	37	36	
Hispanic	112	117	
American Indian/Alaskan Native	3	4	
Asian/Pacific Islander	8	5	
Multi-Racial/Ethnic	34	39	
SPECIAL NEEDS CATEGORIES			
Students with disabilities	55	50	
Limited-English proficient students	107	129	
Migrant students	0	1	
Students from low-income families	227	224	
Homeless students	2	9	

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
Given regular practice in the classroom, by June 2011, 80% of students in each classroom in grades K-3 will read aloud at least 90% of the district high frequency words or Spanish high frequency words.							
DATA SUPPORTING GOAL:			ASSESSMENTS:				
Dibels Oral Reading Fluency data: 80% mastery level Spring 06 vs Spring 08 vs SP 10 1 st gr: 46% vs 73% vs 77% 2 nd gr: 51% vs 69% vs 86% 3 rd gr: 68% vs 75% vs 52% 4 th gr: 62% vs 67% vs 62% 5 th gr: 52% vs 77% vs 79%			District grade level quarterly high frequency word assessments.				
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The district has established lists of high frequency words which students at each grade level should master. Mastery of these words will have a positive impact on students' oral reading fluency which should equate to higher overall reading achievement.				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: H-M reading materials (core curriculum), regular benchmark and quarterly assessments, RtI progress monitoring of identified students; Heggerty Phonemic Awareness lessons			
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Daily Supplemental literacy supports to identified students in both English and Spanish	Title I teachers; LD teachers	Aimsweb; DIBELS	Aug. 2010	June 2011	Title I		Ongoing training of new staff
America Reads and other individual tutors will practice with students	Teachers; Principal; Volunteer Coord.	AR and volunteer logs	Sept. 2010	May 2011	U of I; District		
Consistent building-wide implementation of core reading curriculum	Teachers; Principal	District benchmark assessments	Aug. 2010	June 2011	District		Ongoing training of new staff

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:							
Given regular, consistent classroom implementation of the H-M Reading Series, by June 2011, 80% of the students in each grade level 3-5 will demonstrate mastery of vocabulary, comprehension skills and strategies, writing organization, literary elements, and grammar as measured by a score of 80% or greater on the Think Link Benchmark.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Think Link Scores for 2010				Think Link			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The district has determined that performance on ThinkLink roughly correlates with student performance on ISAT. Being able to track student performance on these 5 essential components of reading will allow teachers to differentiate instruction and provide supplemental supports for students who need these interventions.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: H-M reading materials, regular benchmark assessments, RtI progress monitoring; Language!; Read Well; Read Naturally; Soar to Success; Pals Program		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Daily Supplemental literacy supports to identified students in both English and Spanish	Title I teachers; LD teachers	Aimsweb; DIBELS	Aug. 2010	June 2011	Title I; District Multicultural program		Ongoing training of new staff
America Reads and other individual tutors will practice with students	Teachers; Principal; Volunteer Coord.	AR and volunteer logs	Sept. 2010	May 2011	U of I; District		
Reading Buddies program: each primary class paired with intermediate class for weekly reading sessions.	Classroom teachers	DIBELS; Benchmark Assessments	Aug. 2010	June 2011	Building; Title I		

TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL							
Given regular, consistent classroom implementation of the H-M Reading Series at all grades (K-5), by June 2011, 80% of the students at each grade level 1-5 will meet district benchmark goals on Oral Reading Fluency (ORF).							
DATA SUPPORTING GOAL:			ASSESSMENTS:				
Dibels Oral Reading Fluency data: 80% mastery level Spring 06 vs Spring 08 vs SP 10 1 st gr: 46% vs 73% vs 77% 2 nd gr: 51% vs 69% vs 86% 3 rd gr: 68% vs 75% vs 52% 4 th gr: 62% vs 67% vs 62% 5 th gr: 52% vs 77% vs 79%			DIBELS, H-M reading materials, District benchmark assessments, RtI progress monitoring of identified students, Heggerty Phonemic Awareness lessons				
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) When students do not have to struggle to decode each word, overall comprehension of what is being read increases. Tracking oral reading fluency on a regular basis allows teachers to provide supplemental supports for students who need these interventions.				RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: H-M reading materials, regular benchmark assessments, RtI progress monitoring; Heggerty Phonemic Awareness program; Read Naturally, Language!; Read Well program; Pals program; Soar to Success			
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Daily Supplemental literacy supports to identified students in both English and Spanish	Title I teachers; LD teachers	Aimsweb; DIBELS	Aug. 2010	June 2011	Title I		On going training for new staff
America Reads and other individual tutors with work with small groups/individual students	Teachers; Principal; Volunteer Coord.	AR and volunteer logs	Sept. 2010	May 2011	U of I; District		
Reading Buddies program: each primary class paired with intermediate class for weekly reading sessions.	Classroom teachers	DIBELS; Benchmark Assessments	Aug. 2010	June 2011	Building; Title I		
Heggerty Phonemic Awareness and Writing lessons at grades K-2	K-2 teachers	DIBELS; Dist. Benchmark assessments	Aug. 2010	June 2011	Building		On going training for new staff

School-wide, consistent, implementation of HM core reading curriculum	Teachers; Principal	DIBELS; Benchmark assessments	Aug. 2010	June 2011	District; Building		On going training for new staff
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TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:							
Given a word problem or illustration, 80% of students in grades 1-5 will be able to apply grade level appropriate math vocabulary and strategies to describe the problem and computation skills to solve it.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
2009-2010 District Benchmark Assessments (K-2); ThinkLink (3 rd – 5 th); 2010 ISAT (3 rd -5 th)				H-M units Assessments; ThinkLink (3 rd -5 th); ISAT (3 rd -5 th); ISAT Math Short Answer and Math Extended Response scoring rubrics			
<p>DATA ANALYSIS: (What part of your needs assessment led you to this goal?) The ISAT assessment includes short answer response questions that require students to not only solve a word problem but also explain their solution process. We feel it is necessary to begin building this skill at grades 1 and 2 in order to establish a firm foundation that will allow students in 3rd through 5th grade (and beyond) to meet ISAT standards in this area.</p>					<p>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: H-M Core Curriculum; H-M Expressions; Saxon Math</p>		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Implementation, with integrity, H-M Core Math curriculum and H-M Expressions curriculum in all classrooms	Teachers; Principal;	Benchmark assessments; unit assessments; classroom assessments	Aug. 2010	June 2011	District; Building	Sufficient copies of core curriculum materials for all students	On going training for new staff
America Counts students work with individual/small groups of students	Classroom teachers; AC tutors	Benchmark assessments; unit assessments; AC/Volunteer logs	Sept. 2010	May 2011	U of I; District		
Supplemental support for identified students	Teachers; Title I teachers;	Benchmark assessments	Aug. 2010	June 2011	Building; Title I		Ongoing training of new staff

TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL: Math							
Given a grade level appropriate assessment of math facts, by June 2011, 80% of students at grades 1-5 will demonstrate mastery of math facts by scoring 80% or greater on the district math assessments.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Grade Level Targets: 1 st : Addition through 10; Subtraction through 10 2 nd : Addition through 20; Subtraction through 20 3 rd : Addition through 20; Subtraction through 20; Multiplication through 5's 4 th : Addition through 20; Subtraction through 20; Multiplication through 10; Division through 5's. 5 th : Addition through 20; Subtraction through 20; Multiplication through 12; Division through 10's				AIMSWeb Basic Facts probes			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) As with mastery of high frequency words impacting reading fluency and comprehension, so too does mastery of basic math facts facilitate mastery of multi-digit computation. By setting grade level mastery goals we seek to build a strong foundation that will allow students to more easily master more advanced computational activities.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: H-M Core Curriculum; H-M Expressions; Regular administration of timed fact tests		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Grades 1 st -5 th responsible for developmentally appropriate math fact mastery	Classroom teachers	AIMSWeb fact probes	Aug. 2010	June 2011	District; Building	Triangle Flash Cards	On going training for new staff
America Counts students work with individual/small groups of students	Classroom teachers; AC tutors	Benchmark assessments; unit assessments; AC/Volunteer logs	Sept. 2010	May 2011	U of I; District		
Peer Tutors will work with partner students at same or different grade level	Classroom teachers	Fact assessments	Sept 2010	June 2011	Building		

TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:							
Reduce total number of Office Discipline Referrals by 10% from 2009-2010 levels and reduce the number of students with more than 3 referrals by 10% from 2009-2010 levels.							
DATA SUPPORTING GOAL:				STANDARD INDICATORS			
2009-2010 Discipline data – Total Referral = 248 Number of students with more than three referrals = 22				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 students, and referrals by time; Benchmark of Quality (BoQ); School-Wide Surveys (EBS), School-Wide Tracking Tool, PBIS Unified Action Plan, SEL universal program data, target interventions for behavior and social emotional interventions.			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Implementation of Check-In/Check-Out during 2009-2010 year was very successful and resulted in an over 30% reduction in referrals and students with more than 3 referrals. However, continued reduction in both of these areas is desired and possible. In addition, developing multiple layers for our universal interventions will promote student acknowledgement and recognition for desired behaviors and thereby increase the percentage of students supported solely by Tier I interventions.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: Response to Intervention Model for 3-tiered blend for support for academic/PBIS/SEL; CICO; Integrated SEL curriculum		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Continued participation in PBIS Tertiary Replication Project pilot will strengthen Secondary and Tertiary supports for at risk students.	Principal; PBIS Universal Team; Behavior Intervention Team	2010-2011 Discipline data; BoQ; EBS; SET Survey	Aug 2010	June 2011	State PBIS Network; Mental Health Grant	Release time for training of Intervention and Tertiary Teams;	Tertiary Level training/supports On going training for new staff
Each classroom will develop classroom matrix for teaching classroom expectations	Teachers; Principal; PBIS Universal Team	2010-2011 Discipline data; BoQ; EBS; SET Survey	Aug 2010	June 2011	District		On going training for new staff
Develop and implement additional layers for universal intervention – individual student recognition slips earns class right to fly PBIS flag.	Teachers; Principal; PBIS Universal Team	2010-2011 Discipline data; BoQ; EBS; SET Survey	Aug 2010	June 2011	Building; District		On going training for new staff

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School-wide implementation of Second Step SEL curriculum	Teachers; Principal	2010-2011 Discipline data; BoQ; EBS; SET Survey	Aug 2010	June 2011	District		On going training for new staff
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TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL: PBIS							
Reduce total number of students who are tardy by 10% from 2009-2010 levels.							
DATA SUPPORTING GOAL:				STANDARD INDICATORS			
2009-2010 Attendance data				State/ROE Attendance Policies			
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) Students who are tardy to school, even if just a few minutes, miss valuable instructions about the school day and start the school day already "one down." Number of tardies grew in 2009-2010, although many of these can be attributed to new school start time of 8:15 a.m.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL: PBIS Secondary Booster Group; Individual student action plans for identified students		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Use 2009-2010 attendance data to identify students with propensity for excessive tardies (as determined by State/ROE Attendance Policies); initiate early and immediate parent contact	Outreach worker; Principal; Office staff	2010-2011 attendance data	Aug. 2010	June 2011	Outreach-attendance grant; bldg.		
PBIS Committee to explore methods to promote on time attendance.	Principal; PBIS Committee	Attendance Data	Aug 2010	June 2011	District PBIS Funds		

TITLE I SCHOOL WIDE PLAN: School Climate

SMART GOAL:							
Adopt and implement a school-wide anti-bullying curriculum.							
DATA SUPPORTING GOAL:				ASSESSMENTS:			
Disrespect to students and staff and verbal aggression have replaced physical aggression as the most frequent reasons for ODRs during SY09-10							
DATA ANALYSIS: (What part of your needs assessment led you to this goal?) .Currently, issues of bullying have been dealt with on a situational basis. We would like to be more proactive and address this issue under a PBIS format with a universal intervention that would reach 80% - 90% of all students. This will then let us target more focused interventions on those students not reached by the universal intervention.					RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Review potential anti-bullying curricula and select one or more that will integrate into building curriculums.	Form staff committee to work on this issue		May 2010	Sept 2010			
In-service all staff on implementation.	Anti-bullying Committee		Sept 2010		District; Building		Ongoing training of new staff
Introduce and teach chosen curriculum to students in classrooms.	Classroom teachers; social workers	Discipline data for 2010-2011	Sept. 2010	June 2011			

TITLE I SCHOOL WIDE PLAN: School Climate

SMART GOAL:

Increase opportunities for Spanish speaking and English speaking students to interact, work together and learn from each other.

DATA SUPPORTING GOAL: **ASSESSMENTS:**

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<p>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</p>	<p>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</p>
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STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			

TITLE I SCHOOL WIDE PLAN: TRANSITION/INTEGRATION

TRANSITION FOR PRESCHOOL		
ROLE/ACTIVITY	PERSON(S) ACCOUNTABLE	
Kindergarten Registration	School Secretaries, Principals, and Staff.	
Kindergarten Screening	School Staff	
Kindergarten Reception	School Secretaries, Principals, Staff	
Parent Information Meeting	School Secretaries, Principals, Staff	
Collaboration with Early Childhood Teachers	Early Childhood Teachers, Elementary Teachers	
Parent Information Packets/Activities	School Secretaries, Principals, Staff	
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	

**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	