

M L KING JR ELEM SCHOOL

School Improvement Plan 2007

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

M L KING JR ELEM SCHOOL - URBANA SD 116

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090101160222004

District Name: URBANA SD 116

School Name : M L KING JR ELEM SCHOOL

Superintendent: DR Preston Williams Jr.

Principal :DR JENNIFER IVORY-TATUM

District Address: PO BOX 3039

School Address : 1108 W FAIRVIEW AVE

City/State/Zip : URBANA, IL 61803 3039

City/State/Zip : URBANA, IL 61801

District Phone : (217) 384-3636

School Phone : (217) 384-3675

District Email :

School Email :

Is this for a Title I School? Yes

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	76.0		Yes	77.9		Yes	95.5	Yes		
White														
Black	100.0	Yes	100.0	Yes	68.0		Yes	73.3		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.6		Yes	78.0		Yes				

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.7	94.8	95.5	95.6	95.5	95.5
Truancy rate (%)	0.5	0.3	0.3	0.7	1.7	0.0
Mobility rate (%)	39.5	47.5	61.1	27.2	37.4	31.4
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	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 (#)	390	358	334	324	306	297
Economically disadvantaged (%)	64.1	74.0	70.1	82.4	82.0	85.9
Limited English proficient (LEP) (%)	39.7	43.3	39.8	32.1	33.7	39.1
Students with disabilities (%)						
White, non-Hispanic (%)	14.4	17.3	17.7	12.0	13.1	12.8
Black, non-Hispanic (%)	42.6	48.6	53.6	59.9	56.9	57.9
Hispanic (%)	13.3	3.4	3.0	1.9	2.6	2.0
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.3	0.0
Asian/Pacific Islander (%)	29.7	30.7	25.7	20.4	21.9	22.9

M L KING JR 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(%)
S C H O O L	2001	15.3	39.8	11.3	33.1	0.5	-
	2002	14.4	42.6	13.3	29.7	-	-
	2003	17.3	48.6	3.4	30.7	-	-
	2004	17.7	53.6	3.0	25.7	-	-
	2005	12.0	59.9	1.9	20.4	-	5.9
	2006	13.1	56.9	2.6	21.9	0.3	5.2
	2007	12.8	57.9	2.0	22.9	-	4.4
D I S T R I C T	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
	2007	48.1	35.1	5.6	5.7	0.3	5.3
S T A T E	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
	2007	54.9	19.6	19.3	3.8	0.2	2.2

M L KING JR 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 (%)
S C H O O L	2001	48.6	70.7	100.0	94.1	42.7	6.0	1.5	-	-
	2002	39.7	64.1	99.0	94.7	39.5	2.0	0.5	-	-
	2003	43.3	74.0	100.0	94.8	47.5	1.0	0.3	-	-
	2004	39.8	70.1	100.0	95.5	61.1	1.0	0.3	-	-
	2005	32.1	82.4	100.0	95.6	27.2	2.0	0.7	-	-
	2006	33.7	82.0	100.0	95.5	37.4	5.0	1.7	-	-
	2007	39.1	85.9	100.0	95.5	31.4	-	-	-	-
D I S T R I C T	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
	2007	8.5	58.9	100.0	92.7	22.9	251.0	6.3	2.2	85.1
S T A T E	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
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

M L KING JR 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)
S C H O O L	2001	399	-	-	-	-	-	-
	2002	390	54	53	61	-	-	-
	2003	358	69	55	48	-	-	-
	2004	334	59	59	44	-	-	-
	2005	324	53	50	61	-	-	-
	2006	306	53	54	46	-	-	-
	2007	297	47	40	48	-	-	-
D I S T R I C T	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
	2007	4,054	322	313	293	315	330	274
S T A T E	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	-
	2007	2,077,856	-	-	-	-	-	-

M L KING JR 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 (%)
D I S T R I C T	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	-
	2007	326.0	15.3	53,545	42.0	58.0	15.4	17.8	2.9	-
S T A T E	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
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

M L KING JR 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, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	33.3	51.3	51.6	70.0	48.6	36.9	54.5	52.8	59.4	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	18.5	44.8	50.0	62.5	27.3	13.6	48.2	31.8	51.7	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	81.8	100.0	-	-	-	-	-	-	-	-
Students w/Disabilities	-	7.1	-	-	-	-	15.4	-	16.7	40.0	-	-	-	-	-
Economically Disadvantaged	-	28.6	45.1	51.6	66.6	34.6	31.0	54.3	44.8	58.8	-	-	-	-	-

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	51.6	70.0	65.8	77.8	52.8	59.4	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Black	50.0	62.5	59.4	76.9	31.8	51.7	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	16.7	40.0	-	-	-	-	-	-
Economically Disadvantaged	51.6	66.6	65.6	76.9	44.8	58.8	-	-	-	-	-	-

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	51.3	48.8	71.0	76.6	51.5	42.1	64.6	61.1	70.3	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	33.3	45.2	71.4	70.8	31.8	22.7	63.6	45.5	64.5	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	90.9	90.0	-	-	-	-	-	-	-	-
Students w/Disabilities	-	35.7	-	-	-	-	16.7	40.0	25.0	50.0	-	-	-	-	-
Economically Disadvantaged	-	48.5	45.5	71.0	74.1	42.3	39.3	66.7	55.1	70.6	-	-	-	-	-

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	71.0	76.6	68.5	85.2	61.1	70.3	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Black	71.4	70.8	62.5	84.6	45.5	64.5	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	25.0	50.0	-	-	-	-	-	-
Economically Disadvantaged	71.0	74.1	68.7	84.6	55.1	70.6	-	-	-	-	-	-

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

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? What areas of strength are indicated?

Math continues to be an overall strength area as well as a strength for our African American and Economically Disadvantaged students. Reading is our current area of weakness for all identified sub-groups which has been a continued data trend in recent years.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

RTI is still relatively new to our teaching staff. This was the first full year of problem solving implementation in reading and math for grades 3-5. Intermediate teachers are also using new district core curriculum materials for both reading and math

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-A Data & Analysis - Report Card Data

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

We need to continue to solidify and strengthen our overall reading instruction and core reading instruction. By improving in consistent implementation of our core literacy instruction and also providing all King students an additional reading dose through our new intervention group model, our data should show an improvement in reading scores and progress monitoring and benchmark data.

M L KING JR ELEM SCHOOL - URBANA SD 116

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

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?What areas of strength are indicated?

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

M L KING JR ELEM SCHOOL - URBANA SD 116

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

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

M L KING JR ELEM SCHOOL - URBANA SD 116

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

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?

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 1 - Attributes and Challenges

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

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 1 - Attributes and Challenges

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

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 2 - Educator Qualifications

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

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 3 - Parent Involvement

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

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 3 - Parent Involvement

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

M L KING JR ELEM SCHOOL - URBANA SD 116

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

Item 3 - Parent Involvement

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section I-D Data & Analysis - Key Factors

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.

Teachers will continue to be held to a high level of accountability as related to lesson planning, ongoing assessment, curriculum implementation, the problem solving process, and using data to make informed teaching decisions. These factors are part of our school culture and our teacher/staff expectations. By continuing these expectations paired with an intense 3-tiered blend of intervention support, our data will show increases in overall reading performance of students in grades k-5.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

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.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : All King School students (including all identifiable sub-groups) will continue to increase their reading performance.

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.

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).

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : All King School students (including all identifiable sub-groups) will continue to increase their reading performance.
No deficiencies have been identified from your most recent AYP Report.

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : All King School students (including all identifiable sub-groups) will continue to increase their reading performance.

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. All classroom teachers will provide 120 minutes of literacy instruction during a literacy block framework.	August 2008	June 2009	During School	Title I	
2. We will continue to strengthen our blended 3-tiered model for intervention support (RTI/PBIS/SEL).	August 2008	June 2009	During School	Title I	
3. Our RTI problem solving team and King staff will continue to review, assess, and implement our Tier 1, 2, and 3 interventions with integrity using data based decisions as core.	August 2008	June 2009	During School	Title I	
4. All King students will continue to be universally screened during a benchmarking period three times a year (DIBELS, DRA, ThinkLink, high-frequency sight words).	September 08	May 2009	During School	Title I	
5. Students receiving Tier 2 and Tier 3 supports will continue to be progress monitored more frequently (bi-monthly, monthly).	September 08	May 2009	During School	Title I	
6. All ESL teachers will provide 120 minutes of literacy instruction during a literacy block using ESL strategies.	September 08	May 2009	During School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. A variety of grade-level specific evidence-based instructional supports/programs will be provided at all tiers (i.e. Fast Start, Heggerty, Words Their Way, Sunform).	September 08	May 2009	During School	Title I	
8. All classroom teachers will provide literacy instruction using Houghton Mifflin as the core (comprehension, fluency, phonemic awareness, vocabulary, alphabetic principle) and combined with supplemental strategies based on the individual needs of students.	August 2008	June 2009	During School	Title I	
9. Reading buddies and peer tutoring programs will continue to be used to increase fluency rate, promote comprehension, and increase reader confidence and enjoyment.	September 08	June 2009	During School	Title I	
10. All teachers will provide differentiated instructional strategies based on data, student need, and interest.	September 08	June 2009	During School	Title I	
11. Thirty minute intervention groups will be implemented in grades K-5 three days a week to provide every King student one additional literacy dose.	October 2008	May 2009	During School	Title I	
12. Grade level collaborative time will be incorporated into our master schedule three times per month during the school day or after school Monday meetings.	September 08	May 2009	During School	Title I	
13. King will continue to offer Extended Day opportunities for grade 3-5 students focusing on reading strategies during after school (Teen Reach, ISAT Prep) and Saturday School.	October 2008	May 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : All King School students (including all identifiable sub-groups) will continue to increase their reading performance.

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. PBIS/SEL internal coaches will meet and train staff on the 3-tiered blend of support (RTI, PBIS, SEL).	October 2008	January 2009	After School	Title I	
2. Through a book study model, King staff will focus on differentiated instruction using proven instructional strategies from the work of reputable differentiated instruction researchers.	September 08	May 2009	After School	Title I	
3. King Staff will utilize resources and instructional strategies provided by University of Illinois Chancellor Academy teacher collaborators related to Differentiated Instruction.	September 08	May 2009	During School	Title I	
4. King Staff will utilize resources and instructional strategies to improve core instruction and Tier 2 & 3 interventions through the RTI problem solving team and/or professional development coaches.	September 08	May 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : All King School students (including all identifiable sub-groups) will continue to increase their reading performance.

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. Kindergarten and first grade teachers will continue to implement the daily at-home reading program, Fast Start, as a home school connection including 2-3 parent meetings yearly to support parents through implementation.	September 08	June 2009	During School	Title I	
2. Parents will be integrated more consistently into our RTI problem solving team meetings.	September 08	June 2009	During School	Title I	
3. Parents will continue to be represented at the building-wide Title I meetings and as members of Title I school-wide planning and school improvement planning teams.	September 08	June 2009	After School	Title I	
4. King staff and administration will continue to host several family events throughout the year related to literacy and home school connections (Fast Start meetings, Family Reading Night, parent make and takes, ISAT parent informational meetings, etc.)	September 08	June 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : All King School students (including all identifiable sub-groups) will continue to increase their reading performance.

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

The School Improvement Planning Team for Reading meets regularly throughout the year for goal setting, data analysis and review. This team also collaborates with the RTI Core Team during monthly Monday meetings. Data is analyzed regularly and our reading protocols, goals and interventions are reviewed and assessed for their effectiveness.

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 _____

Dr. Jennifer Ivory-Tatum

Principal

Jennifer Powell

Psychologist, RTI internal coach, Core Team Facilitator

Jill Shoda

Literacy Interventionist

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : All King School students will continue to increase their mathematics performance.

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.

By the end of the 2009-2010 school year, 77.5% 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).

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : All King School students will continue to increase their mathematics performance.

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

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : All King School students will continue to increase their mathematics performance.

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. All classroom teachers will provide 60 uninterrupted minutes of math instruction (BSM, Houghton Mifflin, Math Literacy, Extended Response).	August 2008	June 2009	During School	Title I	
2. All King students will be universally screened during a benchmark period three times a year.	September 08	May 2009	During School	Title I	
3. Peer tutors will continue to work with targeted students using math games, hands-on manipulatives, math literacy, etc.	September 08	June 2009	During School	Title I	
4. All teachers will provide differentiated instructional strategies based on data, student need, and interest.	September 08	June 2009	During School	Title I	
5. Our math specialist and classroom teachers will coordinate and team teach in order to differentiate instruction to meet specific needs of individual students and small intervention groups.	September 08	June 2009	During School	Title I	
6. 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.	September 08	June 2009	During School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Our RTI Problem Solving Team and King staff will review, assess, and implement our Tier 1, 2, and 3 math interventions with integrity using data based decisions as core.	September 08	June 2009	During School	Title I	
8. Grade level collaborative time will be incorporated into our master schedule three times per month during the school day or during Monday Meetings.	September 08	June 09	During School	Title I	
9. King will continue to offer Extended Day Opportunities for grades 3-5 students focusing on math strategies after school (Teen Reach, ISAT Prep) and during Saturday School.	October 2008	May 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : All King School students will continue to increase their mathematics performance.

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. PBIS/SEL internal coaches will meet and train staff on the 3-tiered blend of support (RTI, PBIS, SEL).	October 2008	May 2009	After School	Title I	
2. Through a book study model, King staff will focus on differentiated instruction using proven instructional strategies from the work of reputable differentiated instruction researchers.	September 08	May 2009	After School	Title I	
3. King Staff will utilize resources and instructional strategies provided by University of Illinois Chancellor Academy teacher collaborators related to Differentiated Instruction.	September 08	May 2009	During School	Title I	
4. King Staff will utilize resources and instructional strategies to improve core mathematics instruction and Tier 2 & 3 interventions through the RTI problem solving team and/or professional development coaches.	September 08	May 09	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : All King School students will continue to increase their mathematics performance.

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 integrated more consistently into our RTI problem solving team meetings.	September 08	June 2009	During School	Title I	
2. Parents will continue to be represented at the building-wide Title I meetings and as members of Title I school-wide planning and school improvement planning teams.	September 08	June 2009	After School	Title I	
3. King staff and administration will continue to host several family events throughout the year related to literacy and home school connections (Fast Start meetings, Family Reading Night, parent make and takes, ISAT parent informational meetings, etc.)	September 08	June 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : All King School students will continue to increase their mathematics performance.

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

The School Improvement Planning Team for Reading meets regularly throughout the year for goal setting, data analysis and review. This team also collaborates with the RTI Core Team during monthly Monday meetings. Data is analyzed regularly and our reading protocols, goals and interventions are reviewed and assessed for their effectiveness.

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 _____

Dr. Jennifer Ivory-Tatum

Principal

Mrs. Jennifer Powell

Psychologist/RTI Core Team Facilitator

Mr. Joseph Karny

Title I Math Specialist

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 3

Title : All King School Students will improve their writing performance.

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.

King Elementary teaching staff and students will develop and implement a common writing language by teaching the writing process in grades k-5 while continuing to strengthen our six trait writing skills and programming.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 3

Title : All King School Students will improve their writing performance.

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

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : All King School Students will improve their writing performance.

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. Writing instruction will be included in 120 minute daily literacy block.	August 2008	June 2009	During School	Title I	
2. Writing will be integrated across all content areas.	August 2008	June 2009	During School	Title I	
3. A common language for the process of writing will be implemented at all grade levels (prewriting, draft, revising, editing, publishing, sharing).	August 2008	June 2009	During School	Title I	
4. All teachers will incorporate elements of six trait writing using Write Traits as core instructional programming.	August 2008	June 2009	During School	Title I	
5. School-wide opportunities for purposeful writing will be incorporated (newspaper, post office, journaling).	August 2008	June 2009	During School	Title I	
6. Staff will develop a tool for assessing writing in accordance with district writing standards (currently under development at district level).	August 2008	June 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : All King School Students will improve their writing performance.

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. King staff will strengthen their core knowledge of Write Traits strategies through district inservice opportunities.	August 2008	June 2009	After School	Title I	
2. King 3rd and 5th grade teachers will receive training from district curriculum specialists regarding skills and strategies to improve ISAT writing techniques.	August 2008	June 2009	After School	Title I	
3. King Staff will utilize resources and instructional strategies provided by University of Illinois Chancellor Academy teacher collaborators related to Differentiated Instruction in the area of writing across the content areas.	September 08	June 2009	During School	Title I	
4. Through a book study model, King staff will focus on differentiated instruction using proven instructional strategies from the work of reputable differentiated instruction researchers.	September 08	June 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : All King School Students will improve their writing performance.

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 integrated more consistently into our RTI problem solving team meetings.	September 08	June 2009	During School	Title I	
2. Parents will continue to be represented at the building-wide Title I meetings	September 08	June 2009	After School	Title I	
3. King staff and administration will continue to host several family events throughout the year related to literacy and home school connections (Fast Start meetings, Family Reading Night, parent make and takes, ISAT parent informational meetings, etc.)	September 08	June 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : All King School Students will improve their writing performance.

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

The School Improvement Planning Team for Writing meets regularly throughout the year for goal setting, data analysis and review. This team also collaborates with the RTI Core Team during monthly Monday meetings. Data is analyzed regularly and our goals for writing and interventions (if any) are reviewed and assessed for their effectiveness.

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 _____

Dr. Jennifer Ivory-Tatum

Principal

Mrs. Jennifer Powell

Psychologist, RTI Core Team Facilitator

Mrs. Michelle Turner

SIP Writing Team Chairperson

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 4

Title : All King School staff and students will maintain a positive learning environment through PBIS implementation.

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.

King students and staff will improve reading, mathematics, and writing performance by increasing the use of PBIS/SEL strategies and techniques to improve school climate specifically in the areas of self-discipline and student responsibility thereby decreasing suspensions and detentions.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 4

**Title : All King School staff and students will maintain a positive learning environment through PBIS implementation.
No deficiencies have been identified from your most recent AYP Report.**

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 4

Title : All King School staff and students will maintain a positive learning environment through PBIS implementation.

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. 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.	September 08	June 2009	During School	Title I	
2. Our Core RTI/PBIS Team will continue to review, assess, and implement our Tier 1, 2, and 3, ODR data, universal reward data, and interventions for behavior support with integrity with data-based decisions as core.	August 2008	June 2009	During School	Title I	
3. King staff will continue to consistently utilize the universal reward system, complete monthly universal star documentation, and support core/universal incentives and interventions.	August 2008	June 2009	During School	Title I	
4. 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).	August 2008	June 2009	During School	Title I	
5. Students will receive training on our school-wide expectations and universal system the first full school week and mid-year following winter break (i.e. matrix walk throughs).	September 08	January 2009	During School	Title I	

Strategies & Activities	Start Date	End Date		Fund Source	Amount
6. Students receiving Tier 2 and Tier 3 supports for behavior will have their interventions and ODR data reviewed, analyzed, and evaluated monthly by the core RTI team and building PBIS team.	September 08	June 2009	After School	Title I	
7. Both the PBIS core team and building team will meet with building staff monthly during faculty meetings to review ODR and intervention data to keep staff abreast of school-wide intervention needs and problem solve an changes for Tier 1, 2, and 3 behavior supports.	September 08	June 2009	After School	Title I	
8. The PBIS core team and specified building team members will have a goal setting meeting with students and their families determined to need targeted or tertiary levels of support during the first 2 weeks of school to set positive goals for improvement for 08-09 SY.	September 08	October 2008	During School	Title I	
9. Both the PBIS core team and building team will develop site-based wrap plans for students and families determined to require tertiary support based on ODR data and current/previous interventions.	September 08	June 2009	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 4

Title : All King School staff and students will maintain a positive learning environment through PBIS implementation.

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. King staff, administration, and PBIS teams will strategize to develop, implement, and evaluate more intense effective interventions for Tier 2 and Tier 3 students utilizing the PBIS/SEL external coaches and workshops or available training opportunities.	September 08	June 09	During School	Title I	
2. Both the core RTI and PBIS building teams will develop a plan for integration of SEL standards as teaching tools utilizing the PBIS/SEL external coaches.	August 08	June 09	After School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 4

Title : All King School staff and students will maintain a positive learning environment through PBIS implementation.

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 and families will participate in beginning of the year goal setting conferences for students receiving tertiary or targeted interventions and develop personal goals to support at home.	September 08	October 2008	During School	Title I	
2. Parents and guardians will be integrated more consistently into our RTI problem solving team meetings especially when developing functional behavior plans.	October 2008	June 2009	During School	Title I	
3. Parents, guardians and significant family and/or community members will be expected to actively participate in monthly site-based building wrap meetings for students receiving tertiary and/or targeted supports.	October 2008	June 2009	After School	Title I	
4. Parents will continue to be represented at the building-wide Title I meetings and as members of Title I school-wide planning and school improvement planning teams.	September 08	June 2009	During School	Title I	

M L KING JR ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 4

Title : All King School staff and students will maintain a positive learning environment through PBIS implementation.

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

The School Improvement Planning Team for PBIS meets regularly throughout the year for goal setting, data analysis and review. This team also collaborates with the RTI Core Team during monthly Monday meetings. Data is analyzed regularly and our behavioral protocols, goals and interventions are reviewed and assessed for their effectiveness.

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>
Dr. Jennifer Ivory-Tatum	Principal
Mrs. Amy Thomas	Core RTI Member/Behavior Resource
Mrs. Jennifer Powell	Psychologist/RTI Core Facilitator

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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.

Several parents meetings are held throughout the school year to update parents on school improvement and Title I planning, goals, and new initiatives. Our parent handbook also outlines detailed information regarding curriculum and programming initiatives. Parents and guardians receive regular communication from the building principal regarding our academic status as well as academic initiatives and opportunities for students throughout the school year.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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.

Our staff is broken into School Improvement Planning Teams for the major areas of our SIP plan (i.e. reading, math, writing, PBIS/parent involvement). Each planning team has team leaders, these planning leaders comprise our Core Leadership Team and our Title One School-Wide Planning Team which includes parents. Periodically during the course of the school year the different SIP planning teams meet to discuss progress made on our goals and activities during our Monday meetings. Toward the end of the school year, these teams begin discussions regarding what goals are working and if/what new initiatives could be added. At the end of the year, all SIP teams come together and as a staff they present information and make group decisions at the building level with direction from the principal. Parents and community members are kept abreast of these on-going developments throughout the year during different parent meetings and monthly PTA meetings.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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.

There are three trained staff members at King who actively participate in the New Teacher Mentor Program supported by the district. These teachers are assigned to a first year teacher or a new King teacher to support throughout the school year. Our new teachers complete three classroom observations and maintain a written log. The conversations and written reflections between mentors and their proteges are confidential and are non-evaluative. Mentors are also given release and substitute time to perform peer-observations and meet with their mentee regarding suggestions for improvement or praise. The district mentor coordinator schedules quarterly mentor and mentee dinner meetings for new teachers and their mentors from the entire district to get together to network. All of the above activities have been effective in building and sustaining a positive mentor-mentee teacher relationship.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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.

No text has been entered on the screen for this part.

M L KING JR ELEM SCHOOL - URBANA SD 116

Section III - Development, Review and Implementation

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. Jennifer Ivory-Tatum	Principal
2. Jennifer Powell	Psychologist/RTI Facilitator
3. Jill Shoda	Literacy Interventionist/RTI Core Mem.
4. Paige Waggoner	Data Interventionist/RTI Core Member
5. Carla Vincent-Westfield	Title I Literacy Specialist/RTI Core Mem.
6. Amy Thomas	Behavior Resouce/RTI Core Member
7. Stephanie Czelder	ESL Teacher/RTI Core Member
8. Beth Mears	First Grade Teacher/RTI Core Member
9. Sandra Carter	Parent/Parent Liaison
10. Joseph Karny	Title I Math Specialist
11. Laura Campbell	Kindergarten Teacher
12. Cheryl Camacho	Second Grade Teacher
13. Karen Beckrum	Third Grade Teacher
14. Melanie Traxler	Fourth Grade Teacher
15. Michelle Turner	Third/Fourth Grade Teacher

M L KING JR ELEM SCHOOL - URBANA SD 116

Section IV-A Local Board Action

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.

Signature of LEA Superintendent

M L KING JR ELEM SCHOOL - URBANA SD 116

ISBE Monitoring - Part I