

THOMAS PAINE ELEM SCHOOL

School Improvement Plan 2007

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

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 090101160222008

District Name: URBANA SD 116

School Name : THOMAS PAINE ELEM SCHOOL

Superintendent: DR PRESTON WILLIAMS

Principal :SANDRA J COOPER

District Address: PO BOX 3039

School Address : 1801 JAMES CHERRY DR

City/State/Zip : URBANA, IL 61803 3039

City/State/Zip : URBANA, IL 61801

District Phone : (217) 384-3636

School Phone : (217) 384-3602

District Email :

School Email :

Is this for a Title I School? Yes

THOMAS PAINE 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	2007-08 Federal Improvement Status	
		2007-08 State Improvement Status	

	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	71.2		Yes	80.6		Yes	93.6	Yes		
White	100.0	Yes	100.0	Yes	81.0		Yes	89.7		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	55.6		Yes	66.0		Yes				

THOMAS PAINE 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.

THOMAS PAINE 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	94.5	94.6	93.9	94.2	93.6
Truancy rate (%)	2.1	0.0	0.3	1.5	1.8	1.4
Mobility rate (%)	19.1	13.1	25.1	20.0	28.8	13.6
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 (#)	307	300	302	275	273	300
Economically disadvantaged (%)	39.1	40.0	54.6	59.3	60.8	63.3
Limited English proficient (LEP) (%)	0.3	0.3	0.0	0.0	2.2	2.3
Students with disabilities (%)						
White, non-Hispanic (%)	60.9	60.0	51.3	47.6	52.0	52.0
Black, non-Hispanic (%)	30.9	32.0	40.7	36.7	33.7	33.7
Hispanic (%)	2.6	1.3	4.0	0.7	0.7	3.3
Native American or Alaskan Native (%)	0.3	0.0	0.0	0.0	0.7	0.3
Asian/Pacific Islander (%)	5.2	6.7	4.0	4.7	4.4	3.7

THOMAS PAINE 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	65.6	27.4	2.4	4.4	0.3	-
	2002	60.9	30.9	2.6	5.2	0.3	-
	2003	60.0	32.0	1.3	6.7	-	-
	2004	51.3	40.7	4.0	4.0	-	-
	2005	47.6	36.7	0.7	4.7	-	10.2
	2006	52.0	33.7	0.7	4.4	0.7	8.4
	2007	52.0	33.7	3.3	3.7	0.3	7.0
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

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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	1.2	41.2	100.0	95.6	25.3	5.0	1.4	-	-
	2002	0.3	39.1	100.0	94.7	19.1	7.0	2.1	-	-
	2003	0.3	40.0	100.0	94.5	13.1	-	-	-	-
	2004	-	54.6	100.0	94.6	25.1	1.0	0.3	-	-
	2005	-	59.3	100.0	93.9	20.0	4.0	1.5	-	-
	2006	2.2	60.8	100.0	94.2	28.8	5.0	1.8	-	-
	2007	2.3	63.3	100.0	93.6	13.6	4.0	1.4	-	-
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

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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	340	-	-	-	-	-	-
	2002	307	54	54	47	-	-	-
	2003	300	49	54	54	-	-	-
	2004	302	46	53	51	-	-	-
	2005	275	51	38	49	-	-	-
	2006	273	48	45	37	-	-	-
	2007	300	44	55	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	-	-	-	-	-	-

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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.

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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	-	56.4	71.1	67.4	55.5	59.7	57.1	70.7	54.6	72.1	-	-	-	-	-
White	-	83.4	87.5	79.2	86.6	62.5	69.7	81.3	75.0	76.9	-	-	-	-	-
Black	-	33.4	53.3	41.2	29.4	58.9	20.0	53.3	30.8	53.9	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	20.0	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	27.3	56.5	44.4	40.0	45.0	36.4	66.6	33.4	55.0	-	-	-	-	-

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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	67.4	55.5	85.0	75.0	54.6	72.1	-	-	-	-	-	-
White	79.2	86.6	92.0	77.3	75.0	76.9	-	-	-	-	-	-
Black	41.2	29.4	63.7	68.4	30.8	53.9	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	44.4	40.0	73.3	64.3	33.4	55.0	-	-	-	-	-	-

THOMAS PAINE 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	-	64.1	71.1	76.1	75.0	52.7	69.4	77.5	63.6	76.8	-	-	-	-	-
White	-	88.9	83.4	91.7	93.3	64.5	78.8	87.5	81.3	88.4	-	-	-	-	-
Black	-	44.4	53.3	53.0	53.0	33.3	40.0	60.0	46.2	53.8	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	14.3	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	45.5	47.8	59.2	64.0	28.6	50.0	66.7	44.4	60.0	-	-	-	-	-

THOMAS PAINE 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	76.1	75.0	72.5	89.4	63.6	76.8	-	-	-	-	-	-
White	91.7	93.3	80.0	90.9	81.3	88.4	-	-	-	-	-	-
Black	53.0	53.0	54.5	83.4	46.2	53.8	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	59.2	64.0	46.7	81.5	44.4	60.0	-	-	-	-	-	-

THOMAS PAINE 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?

THOMAS PAINE 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.

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Section I-A Data & Analysis - Report Card Data

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

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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?

Common District Assessments are:

Thinklink is a web-based, standardized criterion referenced assessment for grades 3 – 5 in reading and math which correlates to Illinois Standards. This criterion referenced assessment is given as a benchmark three times per year. It provides additional practice for students by skill which teachers may to create additional practice for students in specific skills as determined by the assessment results.

Our math scores indicate that well over 85% of our students achieved the meets or exceeds level for intermediate students. Our reading scores indicate that at least 74% of our students achieved a meets or exceeds level.

Another assessment tool is DIBELS, Dynamic Indicator of Basic Early Literacy Skills. This is an assessment for progress monitoring reading fluency on a periodic basis which is graphed on Aimsweb for analysis and student referral for interventions.

The district Director of Curriculum and Instruction reported in the summary of the impact report for the core reading program shows all grades exceeded 85% mark for the district, which was a strong improvement for the year. The goal is to reach 95% effectiveness for core programming in all grades.

Benchmark Math Assessments for grades K-2 is given three times each year. Teachers use the data to determine curriculum and instructional responses. Again, results indicate for the majority of our students (85%) we are meeting grade level benchmarks.

The Thinklink data indicates our core curricula is meeting the needs of the majority of our students with strengths in literary elements/writing, and vocabulary/reading strategies. The average score across grade levels was 95% and 84% meeting and exceeding respectively.

Data indicates continued work on reading comprehension, information and writing organization are areas of weaknesses with average scores across grades 3, 4, and 5 as 80%, 82%, and 83% meeting and exceeding respectively.

Math data indicates strengths across all skill areas with the lowest skill level in measurement at 81% for fourth grade meeting or exceeding.

The DIBELS data for Oral Reading Fluency in grades 1-5 indicated 97% of students were at benchmark by spring. Fifteen percent of the

students who were identified as needing strategic intervention at the winter benchmark improved and met benchmark by the spring test. One of twenty students or 5% who were receiving intensive interventions improved and met benchmark.

Kindergarten scores for Initial sound fluency indicated 91% of the students were making benchmark. Ninety percent of the students were at benchmark for letter name fluency.

THOMAS PAINE 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.

Through our monthly response to intervention (RTI) meetings with teachers, we have identified students needing interventions and routinely progressed monitored. If appropriate, we met with parents to provide assistance/support at home. Additionally in the second semester, additional collaboration time was implemented as a trial. This time was used for teachers individually or by grade level to meet with the principal to discuss core instruction, and identify areas of need, and strengths or weaknesses as determined by data. This process will continue next year.

Skill booster classes for students identified below the grade level benchmark in both reading and math was offered in 2 afterschool sessions per week for approximately 15 weeks.

Math support was given to students identified below benchmark by the title teachers. Students met in small groups. Progress was discussed at the monthly Rtl meetings.

THOMAS PAINE 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?

The school improvement plan will continue to focus on math and reading instruction using the district selected curricula and the RtI process to ensure students are making progress. The establishment of professional learning teams will drive student learning as teachers work together to analyze data, collaborate with colleagues regarding curriculum, assessments, and interventions which are best practices with the goal to be a highly consistent level of instruction delivered with integrity.

In our Math curriculum and instruction, we will focus on grade level benchmarks to guide instruction. (These benchmarks are being developed at the district level.) We will use grade level exit expectations to construct grade level curriculum maps, ensuring students are receiving the appropriate and timely instruction. Math support and interventions will be continued for students below grade level expectations.

Skill booster classes for math and reading will be offered after school as well.

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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?

An increasing percentage of low SES students 63.3 in 2006-07. The trend for mobility is dropping from 28.8 in 2005-06 to 13.6 in 2006-07 at Thomas Paine. However because others schools in the district are impacted with high mobility and overcrowding. The BOE has begun discussions of boundary changes to balance demographics in the district.

There was an identified need for systematic embedded collaboration – professional learning teams.

Transition to new principal after principal of 19 years retired. This was after a year of personal and public stress created by the arrest of a second grade teacher for professional misconduct.

New requirements for standards-based report card to be completed on the computer.

New or recently acquired local assessments as described earlier. Teachers learning system and tools for practice.

The district is guiding a more directed and district wide approach to curriculum in the past two years. There is new reading and math curricula and reading and math adoption materials, as well as increased expectations for teaching literacy block instructional approach.

Professional development and collaboration time for staff was limited to analyze data and discuss building wide. Diagnostic and/or creative instructional responses were limited.

A district facilities committee has been established and headed by the director of Operations and Maintenance who guided the development of a long term plan.

District technology plan -There is a need to revise the district technology plan and provide additional funds.

Continue training of staff in the administration of assessments.

Continue training of staff in the district-mandated core curriculum and practices.

THOMAS PAINE 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?

The staff must increase its efforts to reach out to families to help them be highly involved in their children's school life and to rebuild community trust following the professional misconduct of the former teacher.

All elementary principals engaged in a year-long study/discussion on discipline in order to make recommendations for a common approach for the creation of an overall positive school culture. The goal will help students who are may move within the district by providing a common framework for expectations and discipline. The district is joining other state and national schools with the PBS network which is endorsed by ISBE.

Professional development both at the district and school levels is essential. Two other initiatives will be aligned with Positive Behavior Support (PBS) in the future; The Response to Interventions (Rtl), and Illinois Social and Emotional Learning Standards.

The physical space and aging facilities are often inadequate for wiring and networking, electrical capabilities, and creating good instructional space with healthy ventilation and natural sunlight. A district facilities committee has been established and headed by the director of Operations and Maintenance who guided the development of a long term plan.

District technology plan -There is a need to revise the district technology plan and provide additional funds.

Continue training of staff in the administration of assessments.

Continue training of staff in the district-mandated core curriculum and practices.

Opportunity to collaborate this year was an important and critical change. Much of the staff meeting time was spent establishing professional learning community. Identification of common assessments and studying the new curriculum were also components of the collaboration time.

Continued stress of the public trial and sentence of the former teacher affected parents and staff. This is a highly emotional trauma that will continue to impact the Thomas Paine population for many years. Regaining public trust and status in the community is important to the faculty and staff.

Promoting the importance of the RtI process and Sped Collaborations, Team Meetings as well as knowing the data was a beginning systems change to ensuring instruction is being implemented with integrity and interventions are being successful.

THOMAS PAINE 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?

Increase and enhance connections to the community.

Increase collaboration with U of I in a variety of ways, Chancellor's Academy dedicated to staff development and through the undergraduate program for teachers in training, as well as integrating technology in the classroom.

Increase and enhance volunteer and mentor participation at Thomas Paine.

The staff is increasing its efforts to reach out to families to help them be highly involved in their children's school life in the following ways:

Establish a family literacy library to provide books, video/CD, and flash cards to support parents with literacy work.

Kindergarten transition coordinator assists kindergarten students and families with activity packets and home visits.

Invite community to School Events – Open House, Winter Sing-A-Long, Talent Show, Family Reading Night, Family Game Night, and Science Fair

Implement PBS framework on a school-wide basis to improve climate and decrease discipline referrals.

Promote our Professional Learning Teams to establish peer observation and collaboration to improve instruction across content area.

Provide embedded collaboration time in the school day to ensure instructional integrity, continuity and consistency.

Provide opportunity for skill booster classes for students identified needing additional support.

Provide grade level benchmarks for students in Math with interventions and progress monitoring through the Rtl process.

THOMAS PAINE 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?

Teachers in the district have an average length of service of 15 years and 58% of all teachers in the district have master's degrees. This would indicate a high degree of commitment to the district and school.

THOMAS PAINE 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?

Teachers are aware of current best practice and research. Many have connections with the University of Illinois through workshops or continuing education.

THOMAS PAINE 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?

It is important to allow teachers to collaborate and discuss the current research based practice and other professional development. We learn best from each other and this would support the philosophy of a professional learning community. It will be critical to continue staff development opportunities and provide embedded time for collaboration as well as time to analyze data and plan instruction for differentiation to ensure we are meeting the needs of all students.

THOMAS PAINE 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?

Thomas Paine received over 700 hours from volunteers and mentors. We received a large number of volunteer hours from U of I students and mentors. The membership of the PTA increased this year and has a core group of highly involved parents. The staff must be creative to reach out to parents who are not available during school hours to ensure they feel like a part of the school community.

THOMAS PAINE 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?

There was a high rate of attendance for skill booster classes offered to students identified as below benchmark; needing additional support.

Two enrichment classes were offered in Math (teacher referral for students above grade level) and Odyssey of the Mind, a problem solving team. All students invited to attend the Math class attended for the entire semester. There was a wait list for Odyssey of the Mind.

THOMAS PAINE 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?

The staff is increasing its efforts to reach out to families to help them be highly involved in their children's school life.

Establish a family literacy library to provide books, video/CD, and flash cards to support parents with literacy work.

Kindergarten transition coordinator assists kindergarten students and families with activity packets and home visits.

Invite community to School Events – Open House, Winter Sing-A-Long, Talent Show, Family Reading Night, Family Game Night, and Science Fair

Establish a “book nook” which offers books for students to exchange or buy for a nominal amount to encourage home libraries and reading.

Increase parent awareness regarding their impact on student progress. Provide more structured staff- led information on parent nights to increase parent knowledge of grade level curriculum.

Implementing PBS school-wide to improve climate and discipline referrals with parent training.

THOMAS PAINE 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.

An increasing percentage of low SES students 63.3 in 2006-07. The trend for mobility is dropping from 28.8 in 2005-06 to 13.6 in 2006-07 at Thomas Paine. However because others schools in the district are impacted with high mobility and overcrowding. The BOE has begun discussions of boundary changes to balance demographics in the district.

There was an identified need for systematic embedded collaboration – professional learning teams.

Transition to new principal after principal of 19 years retired. This was after a year of personal and public stress created by the arrest of a second grade teacher for professional misconduct.

New requirements for standards-based report card to be completed on the computer.

New or recently acquired assessments as described earlier. Teachers learning system and tools for practice.

The district is guiding a more directed and district wide approach to curriculum in the past two years. There is new reading and math curricula and reading and math adoption materials, increased expectations for literacy block instructional approach.

Professional development and collaboration time for staff was limited to analyze data and discuss building wide. Creative instructional responses were limited

The district is guiding a more directed and district wide approach to curriculum in the past two years. There is new reading and math curricula and reading and math adoption materials, increased expectations for literacy block instructional approach.

Professional development and collaboration time for staff was limited to analyze data and discuss building wide. Creative instructional responses were limited.

THOMAS PAINE 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.

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : Professional Learning Communities

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.

During the past school year, the Thomas Paine staff has established a professional learning community through the development of common beliefs, vision and mission statements. Our Professional Learning Teams will provide the framework for collaboration, staff development and ultimately improving instruction.

Through our Professional Learning Teams, we will continue to create a climate where teachers and community stakeholders are working toward the common goal of preparing our students to become good citizens and life long learners.

Through our Professional Learning Teams, we will establish peer observation and collaboration to improve overall instruction.

Thomas Paine students achieved 75% meeting and exceeding in reading on the ISAT. We will increase overall students meeting and exceeding from 75% to 78%. In addition, we will increase the number of students in our low income subgroup meeting and exceeding from 64% to 74% across content area.

Thomas Paine students achieved 82.8 meeting and exceeding in reading on the ISAT. We will increase overall student meeting and exceeding from 82.8% to 86%. In addition, we will increase the number of students in our low income subgroup meeting and exceeding from 77.2 to 84%.

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 1

Title : Professional Learning Communities

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

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

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Professional Learning Communities

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. Collaborate at grade level and across grades to ensure integrity of instruction, using common assessments, curriculum maps, etc.	August 2008	June 2009	After School	Title I	tbd
2. Data driven instruction through the use of DIBELS, Thinklink, Curriculum based assessments, Qualitative Reading Inventory, progress monitoring and other assessments as needed	August 2008	June 2009	During School	Other	tbd
3. Provide additional support for students identified below benchmark using the Rtl process	August 2008	June 2009	During School	Title I	tbd
4. Establish skill booster classes to assist targeted students an after school	November 2008	March 2009	Before School	Title I	tbd

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Professional Learning Communities

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. Through our Professional Learning Teams, establish peer observation and collaboration to improve instruction across content area	August 2008	June 2009	During School	Other	TBD
2. Provide training/workshops for district initiatives and other identified needs to enhance instruction	August 2008	June 2009	After School	Title I	TBD

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Professional Learning Communities

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. Establish a family literacy library to provide books, video/CD, and flash cards to support parents with literacy work.	August 2008	June 2009	During School	Title I	TBD
2. School Events – Open House, Winter Sing-A-Long, Talent Show, Family Reading Night, Family Game Night, Science Fair	August 2008	June 2009	After School	Other	TBD
3. Kindergarten transition coordinator assists kindergarten students and families with activity packets and home visits.	August 2008	June 2009	During School	Local Funds	TBD
4. Increase parent awareness regarding their impact on student progress. Provide more structured staff led information on parent nights to increase parent knowledge of grade level curriculum.	August 2008	June 2009	After School	Title I	TBD

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Professional Learning Communities

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

School Improvement Team will have oversight of professional learning activities. Effectiveness will be determined by evaluating data and other outcomes of individual strategies as well as informal and formal surveys of staff.

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 _____

Sandra Cooper

Principal

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : Implement Positive Behavior Support School-Wide

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.

Thomas Paine has used Character Counts and Choice Language Therapy as the framework of student learning appropriate school behavior and citizenship. In conjunction with the district initiative of the implementation of Positive Behavior Support (PBS) district wide, we have established a PBS team made up of our faculty and open to parents. Their objective is to provide oversight and direction as we systematically and consistently refine and teach school expectations, implement the Illinois Social and Emotional Learning Standards school-wide, and provide behavior support through Rtl. Ultimately, we will reduce office referrals by 50% from approximately a yearly total of 250*. (This is an estimated number of students seen in the office.)

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part A. Objective 2

Title : Implement Positive Behavior Support School-Wide

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

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

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Implement Positive Behavior Support School-Wide

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. Monitor school wide discipline referrals and assist with recommendations for interventions and supports for students.	August 2008	June 2009	During School	Other	TBD
2. Establish Behavior flowchart for discipline and Rtl referral	August 2008	June 2009	During School	Other	TBD
3. Provide Cool Tools and train teachers to use "Cool Tools" an explicit lesson for teaching expectations and will connect with the Illinois SEL standards.	July 2008	June 2009	During School	Other	TBD

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Implement Positive Behavior Support School-Wide

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. Provide PBS training and support to all staff	August 2008	June 2009	After School	Other	TBD
2. Schedule walk through dates for teaching and/or reviewing expectations, and celebration dates for successes.			Before School	Title I	

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Implement Positive Behavior Support School-Wide

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. Use a School PBS school calendar to communciate with parents and students which will identify targeted expectations to review.	September 2008	June 2009	During School	Other	TBD

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Implement Positive Behavior Support School-Wide

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

The PBS team will meet twice monthly to analyze data. The data will determine what expectations should be taught as well as the effectiveness of the universal PBS plan. This team will also support teachers with problem solving for students needing additional support. Members of the team will participate as determined in the Rtl process to support students behaviorally.

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 _____

Sandra Cooper

Principal

Beth Hand

PBS Internal Coach

THOMAS PAINE 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.

Notification is included in the student handbook. It is announced at a school-wide open house in September.

THOMAS PAINE 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.

This plan was developed through dialogue with school improvement team and the faculty as a whole. Parents were invited for input and review.

The school improvement team is: Sandra Cooper, Principal, Delores Lloyd, First Grade teacher, Beth Hand, Social Worker, Pam Shallenberger, Special Education Teacher, April Hixson, Literacy Teacher, Rita Balbo, Title 1 teacher, Debby Voigt, Title 1 teacher, Katherine Albarella, Speech Language Therapist, Cheryl Shriner, Parent.

Meetings with members of the school improvement team and all staff to review the school improvement draft in April, 2008.

THOMAS PAINE 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

Principals met collectively and collaboratively with the assistant superintendent, Don Owen to discuss the school improvement plan during the school year. I also met with him individually as needed. At the May board meeting, elementary principals provided an overview to the Superintendent and the Board of Education.

THOMAS PAINE 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.

Teacher Mentoring is directed from Central Office.

THOMAS PAINE 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.

THOMAS PAINE 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.

THOMAS PAINE 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.

Name _____

Title _____

1. Don Owen

Assistant Superintendent of Curriculum and Instruction

THOMAS PAINE 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

THOMAS PAINE ELEM SCHOOL - URBANA SD 116

ISBE Monitoring - Part I