

Wiley Elementary School

Section I-A. Data & Analysis – Report Card Data

2008 Adequate Yearly Progress (AYP) Status Report

Calculated based on 09/05/08 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2008-09 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		62.5			62.5			90.0		75.0	
<b>ALL</b>	99.2	Yes	99.2	Yes	80.4		Yes	88.2		Yes	95.0	Yes		
<b>White</b>	98.8	Yes	98.8	Yes	85.7		Yes	92.9		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial/Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	70.2		Yes	82.5		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75.0% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2007.

\*\* Safe Harbor Targets of 62.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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**Wiley Elementary School  
Section I-A. Data & Analysis – Report Card Data  
Item 2 – AMAO Report**

[Responsibility of District only]

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**Wiley Elementary School  
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Item 3 – District Information**

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**Section I-A Data & Analysis - Report Card Data**  
**Item 4 - Student Race/Ethnicity**

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
<b>S C H O O L</b>	1999	58.8	39.1	0.9	1.3	-	-
	2000	53.2	44.2	0.3	2.3	-	-
	2001	57.4	40.0	0.9	1.7	-	-
	2002	56.7	40.0	0.8	2.5	-	-
	2003	53.6	39.3	2.6	4.0	0.6	-
	2004	56.5	39.8	0.9	2.4	0.3	-
	2005	56.9	30.7	0.7	2.1	-	9.7
	2006	64.2	22.4	0.9	3.4	0.4	8.6
	2007	64.6	20.4	1.7	5.0	-	8.3
	<b>D I S T R I C T</b>	1999	62.2	28.2	2.2	7.2	0.3
2000		59.9	29.6	2.5	7.6	0.3	-
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
		1999	62.0	20.8	13.9	3.2	0.2

<b>T E</b>	<b>2002</b>	59.3	20.8	16.2	3.5	0.2	-
	<b>2003</b>	58.6	20.7	17.0	3.6	0.2	-
	<b>2004</b>	57.7	20.8	17.7	3.6	0.2	-
	<b>2005</b>	56.7	20.3	18.3	3.7	0.2	0.7
	<b>2006</b>	55.7	19.9	18.7	3.8	0.2	1.8
	<b>2007</b>	54.9	19.6	19.3	3.8	0.2	2.2

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**WILEY ELEMENTARY 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 Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>SCHOOL</b>	1999	0.9	55.0	100.0	93.7	21.5	3	1.0	-	-
	2000	0.3	58.7	100.0	94.3	20.9	7	1.9	-	-
	2001	-	44.0	100.0	94.1	22.2	3	0.8	-	-
	2002	-	58.4	100.0	93.8	27.0	4	1.0	-	-
	2003	0.9	51.3	100.0	95.0	34.1	1	0.3	-	-
	2004	0.3	49.5	100.0	94.4	25.5	1	0.3	-	-
	2005	0.7	55.9	100.0	94.5	26.8	1	0.3	-	-
	2006	5.2	47.8	100.0	94.5	27.2	-	-	-	-
	2007	6.3	51.7	100.0	94.8	22.9	-	-	-	-
<b>DISTRICT</b>	1999	6.2	41.2	97.0	93.4	25.5	59	1.4	5.5	89.2
	2000	6.2	40.7	92.5	93.1	22.7	107	2.3	2.2	92.2
	2001	5.6	40.1	100.0	93.0	21.9	68	1.5	4.6	92.4
	2002	4.9	40.4	99.9	93.1	21.8	185	4.2	6.1	79.7
	2003	6.5	43.7	100.0	93.1	27.1	120	2.8	3.8	81.0
	2004	5.5	47.2	99.8	92.4	28.3	184	4.3	4.6	97.8
	2005	5.5	51.6	99.7	93.0	21.6	234	5.6	2.4	85.6
	2006	7.3	55.3	100.0	92.7	24.9	237	5.9	4.2	86.9
	2007	8.5	58.9	100.0	92.7	22.9	251	6.3	2.2	85.1
<b>STATE</b>	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525	1.9	4.9	86.0

<b>2004</b>	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.5
<b>2005</b>	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
<b>2006</b>	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
<b>2007</b>	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9

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**WILEY ELEMENTARY 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)
<b>S C H O O L</b>	<b>1999</b>	320	-	-	-	-	-	-
	<b>2000</b>	346	-	-	-	-	-	-
	<b>2001</b>	350	-	-	-	-	-	-
	<b>2002</b>	365	79	56	52	-	-	-
	<b>2003</b>	349	57	68	61	-	-	-
	<b>2004</b>	329	46	50	68	-	-	-
	<b>2005</b>	290	40	46	43	-	-	-
	<b>2006</b>	232	38	30	41	-	-	-
	<b>2007</b>	240	39	37	30	-	-	-
<b>D I S T R I C T</b>	<b>1999</b>	4,371	-	-	-	-	-	-
	<b>2000</b>	4,551	-	-	-	-	-	-
	<b>2001</b>	4,410	348	335	368	379	339	327
	<b>2002</b>	4,424	361	344	324	328	361	339
	<b>2003</b>	4,369	343	351	340	344	321	317
	<b>2004</b>	4,309	324	332	345	328	357	324
	<b>2005</b>	4,264	313	319	322	328	341	286
	<b>2006</b>	4,128	313	292	305	355	322	248
	<b>2007</b>	4,054	322	313	293	315	330	274
<b>S T A T E</b>	<b>1999</b>	1,962,026	-	-	-	-	-	-
	<b>2000</b>	1,983,991	-	-	-	-	-	-
	<b>2001</b>	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	<b>2002</b>	2,029,821	-	-	-	-	-	-
	<b>2003</b>	2,044,539	-	-	-	-	-	-
	<b>2004</b>	2,060,048	-	-	-	-	-	-
	<b>2005</b>	2,062,912	-	-	-	-	-	-

<b>2006</b>	2,075,277	136,123	139,619	146,935	153,566	154,856	-
<b>2007</b>	2,077,856	-	-	-	-	-	-

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**WILEY ELEMENTARY SCHOOL - URBANA SD 116**  
**Section I-A Data & Analysis - Report Card Data**  
**Item 7 - Educator Data**

**\*\*Educator Data is available only for district level\*\***

Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)	
<b>D I S T R I C T</b>	1999	355	14	39,591	37	63	16	16	-	-
	2000	359	15	40,364	38	62	16	18	-	-
	2001	366	14	40,868	40	60	15	18	-	-
	2002	359	15	44,308	38	62	16	18	-	-
	2003	356	15	46,348	39	62	16	18	0	-
	2004	330	16	49,719	35	65	17	19	-	-
	2005	317	16	50,858	38	63	17	20	1	-
	2006	329	16	51,684	40	60	16	18	1	-
2007	326	15	53,545	42	58	15	18	3	-	
<b>S T A T E</b>	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
2007	127,010	13	58,275	48	52	19	19	2	3	

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**WILEY ELEMENTARY SCHOOL - URBANA SD 116**  
**Section I-A Data & Analysis - Report Card Data**  
**Item 8b - Assessment Data (Mathematics)**

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ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007															
	GR3 - Mathematics					GR5 - Mathematics					GR8 - Mathematics				
Groups	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	40.0	40.0	47.5	47.5	55.0	40.0	40.0	47.5	47.5	55.0
All	62.0	94.0	81.0	92.0	80.0	50.0	59.0	75.0	87.0	80.0	-	-	-	-	-
White	86.0	100.0	97.0	93.0	89.0	62.0	73.0	91.0	96.0	95.0	-	-	-	-	-
Black	32.0	86.0	54.0	-	50.0	30.0	24.0	53.0	70.0	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	36.0	-	-	-	-	8.0	8.0	36.0	-	-	-	-	-	-	-
Economically Disadvantaged	47.0	89.0	65.0	89.0	72.0	40.0	37.0	60.0	86.0	62.0	-	-	-	-	-

	GR3		GR4		GR5		GR6		GR7		GR8	
Groups	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	92.0	80.0	94.0	87.0	87.0	80.0	-	-	-	-	-	-
White	93.0	89.0	100.0	92.0	96.0	95.0	-	-	-	-	-	-
Black	-	50.0	-	80.0	70.0	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial /Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	89.0	72.0	85.0	82.0	86.0	62.0	-	-	-	-	-	-

**WILEY ELEMENTARY 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															
	GR3 - Reading					GR5 - Reading					GR8 - Reading				
Groups	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	40.0	40.0	47.5	47.5	55.0	40.0	40.0	47.5	47.5	55.0

All	51.0	87.0	71.0	75.0	77.0	52.0	51.0	61.0	86.0	74.0	-	-	-	-	-
White	75.0	96.0	85.0	85.0	89.0	71.0	63.0	85.0	96.0	80.0	-	-	-	-	-
Black	20.0	71.0	45.0	-	42.0	25.0	24.0	31.0	62.0	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	18.0	-	-	-	-	8.0	-	20.0	-	-	-	-	-	-	-
Economically Disadvantaged	36.0	83.0	56.0	66.0	71.0	38.0	30.0	41.0	81.0	56.0	-	-	-	-	-

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007														
Groups	GR3		GR4		GR5		GR6		GR7		GR8			
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007		
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	75.0	77.0	81.0	79.0	86.0	74.0	-	-	-	-	-	-	-	-
White	85.0	89.0	90.0	88.0	96.0	80.0	-	-	-	-	-	-	-	-
Black	-	42.0	-	60.0	62.0	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	66.0	71.0	57.0	70.0	81.0	56.0	-	-	-	-	-	-	-	-

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 Section I-A Data & Analysis - Report Card Data  
 Item 3 - School Information**

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School Information							
Basic Information	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Attendance rate (%)	94.1	93.8	95.0	94.4	94.5	94.5	94.8
Truancy rate (%)	0.8	1.0	0.3	0.3	0.3	0.0	0.0
Mobility rate (%)	22.2	27.0	34.1	25.5	26.8	27.2	22.9
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 (#)	350	365	349	329	290	232	240
Economically disadvantaged (%)	44.0	58.4	51.3	49.5	55.9	47.8	51.7
Limited English proficient (LEP) (%)	0.0	0.0	0.9	0.3	0.7	5.2	6.3
Students with disabilities (%)							
White, non-Hispanic (%)	57.4	56.7	53.6	56.5	56.9	64.2	64.6
Black, non-Hispanic (%)	40.0	40.0	39.3	39.8	30.7	22.4	20.4
Hispanic (%)	0.9	0.8	2.6	0.9	0.7	0.9	1.7

Native American or Alaskan Native (%)	0.0	0.0	0.6	0.3	0.0	0.4	0.0
Asian/Pacific Islander (%)	1.7	2.5	4.0	2.4	2.1	3.4	5.0

**Screen #12**

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 Plus warning pop-up reminding user to save data before leaving screen

**Wiley  
Elementary  
School**

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

This section prompts a description and analysis of local assessment data deemed relevant by the school leading directly to the strategies and activities in the action plan (Section II) which the school considers relevant to not making AYP. Data included in this sections must be used in the development of the action plan as part of the strategies and activities. Data that does not lead to the strategies and activities in this action plan are not expected or desired. If used to develop the action plan, the data must be available to ISBE and the local community upon request. Compose a brief analysis of the relevant data in responding to the following questions:

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.

The math scores indicate that just over 88% of our students achieved the meets or exceeds level for intermediate students. Reading scores indicate that at about 80% 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’s Director of Curriculum and Instruction reported in the summary called the “impact report for the core reading program” that 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 that the majority of students, 85%, are meeting grade level benchmarks.

(a) What do these data tell you? What areas of weakness are indicated by these data?

**Intermediate Level: The Wiley School Think Link data 2007-2008 end-of-year average scores by grade level and subject follow:**

<b>Reading</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Math</b>	<b>Grade</b>	<b>Grade</b>	<b>Grade</b>
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					<b>3</b>	<b>4</b>	<b>5</b>
% meeting or exceeding expectations:	<b>73.8</b>	<b>84.9</b>	<b>66.7</b>		<b>100</b>	<b>94.1</b>	<b>97.3</b>

The Think Link data indicates that the core curricula are meeting the needs of the majority of Wiley students who demonstrate strengths in math but less so in reading, especially in reading at 5<sup>th</sup> grade. (The 5<sup>th</sup> grade students on this chart will be in 6<sup>th</sup> grade for the 2008-09 year.) The incoming 5<sup>th</sup> and 4<sup>th</sup> grade reading scores were stronger.

**GRADES 1-5: The Wiley School Dibels reading assessment data for the end-f-year scores by grade and area follow:**

<b>Grade</b>	<b>Oral Reading Fluency: % meeting benchmark standards</b>
<b>1</b>	<b>74</b>
<b>2</b>	<b>51</b>
<b>3</b>	<b>49</b>
<b>4</b>	<b>60</b>
<b>5</b>	<b>79</b>

In reading oral fluency, only 51% of the incoming third graders met and only 49% of incoming 4<sup>th</sup> graders, so the RtI team and literacy team will work with classroom teachers to address the concern. This is a point of further analysis, that is to compare the stronger Think Link data, particularly for incoming 4<sup>th</sup> and for 5<sup>th</sup> graders as well.

**Kindergarten level: Dibels Phonemic Segmentation Fluency**

Only 80% of students met this benchmark and this is an area of concern.

(b) What factors are likely to have contributed to these results?

Through our monthly “Response to Intervention (RtI)” meetings with teachers, we have identified students needing interventions and routinely monitored their progress. As was often appropriate, we met with parents to provide assistance/support at home.

For intermediate students, Extended Day Learning/skill booster sessions for students identified below the grade level benchmark in reading and sometimes also in math were offered in 12 afterschool sessions at the start of second semester.

A data notebook was assembled and teachers met in grade level groups at staff meetings and at other times with literacy teachers to review areas of strength and concern. Continuing to build the individual teacher capacity to review data and respond is a major goal. For intermediate teachers, learning to use Think Link and then to create “probes” designed to help students address deficiencies was a staff development focus. Teachers attended an optional training session and worked with a Think Link team to gain the fundamental skills required to use the Think Link online program for assessment and targeted practice (probes).

Professional development to help teachers learn to use the Think Link program to its full potential will be continued over time.

At kindergarten level, there was a somewhat inconsistent implementation of one component of the emerging literacy instruction expectation, that of the “Heggerty” strategies.

(c) What conclusion for school improvement do you draw from the above answers? Responses to the third question are carried forward to Part D (key factors).

Wiley math scores were very good with over 88% of intermediate students meeting or exceeding benchmarks. Reading scores indicate that approximately 80% of intermediate students achieved a meets or exceeds level and approximately 68% of primary students met fluency benchmarks.

The school improvement plan will continue to focus on math and reading instruction using the district-selected curricula, grade level teams called Professional Learning Communities, and the RtI process to ensure students are making progress.

Wiley is in process with the establishment of “Professional Learning Teams, PLCs” and embedded collaboration time for the purpose of creating the time for teachers to look at data and to dialogue with their colleagues regarding curriculum, assessments, and best practices. The PLC structure will help to provide a positive approach to instruction and the planning done by the PLCs promises to contribute to ensuring consistency and integrity of instruction.

The Extended Day Learning sessions with the classroom teachers were helpful and highly targeted since the teachers knew the students so well. Wiley hopes to use Title One dollars to offer some version of Extended Learning booster sessions again next year, particularly in reading, based on data and available funds.

**Screen**

**Factors** - What factors are likely to have contributed to these results?

- The reading adoption and materials were still relatively new and teachers seem to need more training in how to use them most effectively. Though there were required sessions on District staff development days, the implementation of literacy blocks and a more uniform curriculum is still underway. Yet more support and time must be given to this crucial area.
- Wiley had a moderately high mobility rate of approximately 25% for the 07-08 school year, partially due to shifting housing patterns.
- There was also an increased percentage of low SES students, at approx. 61%, up significantly from the previous year. The BOE has begun discussions of boundary changes to balance demographics in the district.
- There was an identified need for systematic embedded collaboration in the form of Professional Learning Teams.
- There was a transition to new principal after the former principal of 17 years retired.
- New requirements were set for teachers to do a computerized, standards-based report card.
- There were new or recently acquired assessments as described earlier. Teachers were involved in initially learning systems and tools for best practice.
- The District continued to change by guiding a more directed and district wide approach to curriculum over the past two years.
- There are new reading and math curricula and reading and math adoption materials, as well as increased expectations for implementing a “literacy block” instructional approach.
- Professional development and collaboration time for staff was limited so it was challenging to have meeting time to analyze data and discuss the observations on a school-wide basis. The lack of meeting time is a barrier to teachers making as much progress with creative instructional responses as possible.

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

- The staff must increase its efforts to reach out to families to help them be highly involved in their children’s school life. In 2007-08, Wiley School initiated a number of parent involvement activities and continued most of its former efforts as well. For 2008-2009, Wiley is adding 3 or 4 family activities in the evenings and intensifying its efforts in this area during the day in a variety of ways.
- All elementary principals engaged in a year-long study on discipline in order to make recommendations for a more common approach to behavior management and discipline that also promotes, overall, a positive school culture. The District is joining other state and national schools in the “Positive Behavior Interventions and Supports, PBIS” network

which is endorsed by ISBE. Wiley and a sister school will have had large teams participate in 3 days of intense summer training and planning for the implementation of PBIS in upcoming year.

- There will be professional development both at the district and school levels. Two other initiatives will be aligned with PBIS in the future, called “Response to Interventions (RtI)” and the “Illinois Social and Emotional Learning Standards.”
- Continuing to develop and strengthen the effectiveness of the RtI team approach will be a focus for the district and school level administration, RtI team members, and other teachers.
- Further, elementary principals met as a discipline committee to revise and to make the application of the discipline code more consistent across schools.
- The “Community Involvement” part-time person will continue to recruit and train mentors and other volunteers, having made major progress in 2007-08.
- 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, and to make staff aware of the Illinois Learning Standards for technology.
- Continue training of staff in the administration and wise use of assessments.
- Continue training of staff in the district-mandated core curriculum and practices.

**Page #15**  
**Section I – Data & Analysis**  
**Part C – Other Data**  
**(Optional)**

**Wiley Elementary School**  
**Section I-C. Data & Analysis – Other Data (Optional)**

In this section provide a description of other data analyzed in this plan leading directly to the strategies and activities in the action plan (Section II). If used to develop the action plan, the data must be available to ISBE and the local community upon request. The information screens prompt you for data and information on the attributes and challenges of the school and community that have affected student learning; educator qualifications and professional growth and development data; and parent involvement data.

**Screen #16**

**Wiley Elementary School  
Section I–C. Data & Analysis – Other Data  
Item 1 - Attributes and Challenges**

**Data** - Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

- There is a moderately high approx. 25% mobility rate, partially due to shifting housing patterns.
- There was a significant increase in the percentage of low SES students, which was approx. 61%.
- The Urbana BOE has begun discussions of boundary changes to balance demographics in the district. They have not changed boundaries in many years, though there have been changes in the community, including a drop in enrollment.
- There is an increased challenge to fund schools, based on a lack of business tax revenue and on the fact the Urbana community already pays a very high rate of property taxes, along with many other practical and political factors.
- There is an identified need for systematic embedded collaboration and the development of Professional Learning Teams.
- Transition to new principal after principal of 17 years retired.

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

Creating opportunities to collaborate this year was an important and critical change. Much of the staff's meeting time was spent in areas such as reviewing staff meeting procedures, Title One activities such as Family Nights, DRA updates, discussing topics by grade level teams, continuing the discussion on the need for establishment of Professional Learning Communities, learning about the RtI strategy, and analyzing data. Identification of common assessments and studying the new curriculum were also components of the collaboration times via staff meetings, institute and school improvement days, and other opportunities to meet.

**Conclusions** - What conclusions for school improvement do you draw from the above answers?

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

Increase and enhance volunteer and mentor participation at Wiley.

Increase and enhance connections to the community.

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:

Create a gently-used book exchange and give-away to provide children with good books in their homes called the Coyote Book Exchange.

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

Increase the number of Title One Family activities and implement the planned four new ones. Continue other events such as the “First Day of School,” Open House, African American Read-In, NAPPID, Walk-to-School Day, and others.

Implement the PBIS framework on a school-wide basis to improve the school culture and decrease discipline referrals.

Promote the effective implementation of Professional Learning Teams.

Embed collaboration time in the school day to ensure instructional integrity, continuity and consistency to any extent possible.

Provide opportunity for Extended Day skill booster sessions for students identified needing additional support.

Problem-solve how to provide tier two support for students in Math with interventions and progress monitoring through the RtI process.

Screen

**Wiley Elementary School**  
**Section I-C. Data & Analysis – Other Data**  
**Item 2 - Educator Qualifications**

**Data** - Briefly describe data on educator qualifications. 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.

**Factors** - In what ways (if any) have educator qualifications 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.

**Conclusions** - What conclusions for school 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 a great deal 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.



**Wiley Elementary School**  
**Section I-C. Data & Analysis – Other Data**  
**Item 3 - Parent Involvement**

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

Wiley received over 740 hours from volunteers and mentors. The new person serving as our Community Involvement Coordinator did an outstanding job of increasing volunteerism.

The membership of the PTA is small and the leadership changed dramatically last year, so our staff needs to work closely with the PTA to strengthen the base of parent and teacher involvement in this important organization. There is a core of very dedicated parents on which to build more involvement.

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.

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

There was a high rate of attendance for all the school events.

The Family Math Night was an opportunity for parents to learn how to practice math with children at home. Two teachers held parent education workshops for their classes. We believe that building parent confidence and capacity is a foundation for student success academically.

The PTA contributed a lot to our school, not only with funding, but most importantly with support during parent involvement events such as the Ice Cream Social.

**Conclusions** - What conclusions for school improvement do you draw from the above answers?

Continue to increase and enhance connections to the community.

Increase collaboration with U of I to provide staff development, as through the Chancellor's Academy.

Continue to increase and enhance volunteer and mentor participation at Wiley.

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

Establish the Coyote Book Exchange to provide books to read at home and for children to be able to have home libraries.

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

Increase parent awareness regarding their impact on student progress. Provide more structured information at family events to increase parent knowledge of grade level curriculum.

Implement PBIS school-wide to improve school culture and reduce discipline referrals.

Implement Professional Learning Teams to best address instruction and student needs.

Embed as much collaboration time in the school day as possible to ensure instructional integrity, continuity and consistency.

Provide the opportunity for Extended Day sessions for intermediate students identified as needing additional support.

Consider how to add support for Math with interventions and progress monitoring through the RtI process.

Continue staff development opportunities, though funding for doing some things, such as attending conferences, is limited.

**Screen #19**  
**Section I – Data & Analysis**

**Wiley Elementary School**  
**Section I-D. Data & Analysis – Key Factors**

**Summary Conclusions:**  
**I-A. Report Card Data**

Observations by grade level:

3<sup>rd</sup> grade reading: the extended response part of ISAT showed a relative weakness, even though across all 5 parts, the students overall scores showed 80% met or exceeded standards.

3<sup>rd</sup> grade math: the measurement part of ISAT was relatively weak. The teams will address this not only at 3<sup>rd</sup> grade but at the earlier grade levels as well. Geometry was a strength.

4<sup>th</sup> grade reading: again the extended response was relatively weak, and vocabulary strong.

4<sup>th</sup> grade math: short response was relatively weak, while the algebra was strong.

5<sup>th</sup> grade reading: as in the other grades, extended response is relatively weak, while vocabulary was strong.

5<sup>th</sup> grade math: while still strong, the number sense part of ISAT was the weakest, while the extended response was the strongest, in contrast to the third and fourth grades.

**I-B. 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. In addition, the establishment of Professional Learning Teams and embedded collaboration time will allow teachers to look at data, dialogue with their colleagues regarding curriculum and assessments, and to implement best practices consistently.

For math instruction, one focus will be to use grade level exit expectations to construct grade level curriculum maps, ensuring students are receiving appropriate instruction. Even more math support and interventions are being developed for students below grade level expectations.

Skill booster classes for math and reading will be offered after school for intermediate students, as funds allow..

**I-C item 1. Attributes and challenges of the school and community that have affected student learning.**

- Moderately high mobility rate of approx. 25%, partially due to shifting housing patterns.
- 61% low SES, increased by approx. 7%.
- The Board of Education will be challenged to begin discussions of boundary changes to balance demographics in the district.
- There was an identified need for systematic embedded collaboration, especially to create Professional Learning Community teams.
- There was a transition to new principal after principal of 17 years retired.
- There were new requirements for standards-based report card to be completed on the computer.

- The implementation of new or recently acquired assessments, as described earlier, is an ongoing challenge. Teachers are learning systems 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.

### **I-C item 2. Educator qualifications data**

Restated from former section of this document:

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.

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

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.

### **I-C item 3. Parent involvement data**

#### **Section I-D - Key Factors**

Continue to increase and enhance connections to the community.

Increase collaboration with U of I to provide staff development, as through the Chancellor's Academy.

Continue to increase and enhance volunteer and mentor participation at Wiley.

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

Establish the Coyote Book Exchange to provide books to read at home and for children to be able to have home libraries.

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

Increase parent awareness regarding their impact on student progress. Provide more structured information at family events to increase parent knowledge of grade level curriculum.

Implement PBIS school-wide to improve school culture and reduce discipline referrals.

Implement Professional Learning Teams to best address instruction and student needs.

Embed as much collaboration time in the school day as possible to ensure instructional integrity, continuity and consistency.

Provide the opportunity for Extended Day sessions for intermediate students identified as needing additional support.

Consider how to add support for Math with interventions and progress monitoring through the RtI process.

Continue staff development opportunities, though funding for doing some things, such as attending conferences, is limited.

**Screen #20**  
**Section II – Action**  
**Plan**  
**Landing Page**

**Wiley Elementary School  
Section II –Action Plan**

**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

**Screen #21  
Section II – Action  
Plan**

None; Wiley School met AYP.

**Section II-A. Action Plan – Objectives**

Each objective must 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. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the school from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State’s target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated.

**Describe Objective:**

- During the past school year, the Wiley School staff has discussed what Professional Learning Communities are and started a book study over the summer that will be a major part of the 08-09 staff development. By updating common beliefs, vision and mission statements, and organizing a structure for Professional Learning Teams, Wiley staff will establish the framework for collaboration and staff development which will lead to improved instruction, more efficiency, and a positive school culture, for examples.
- Through Professional Learning Teams, we will continue to create a climate where teachers work with parents and even community stakeholders toward the common goal of preparing our students to become good citizens and life long learners.
- Wiley School students achieved 80.4% meeting and exceeding in reading on the ISAT. We will increase overall students meeting and exceeding from 80.4% to at least 81.0%. In addition, we will increase the number of students in our low income subgroup meeting and exceeding from 70.2% to 71.0% across content area.
- Wiley School students achieved 88.2 meeting and exceeding in math on the ISAT. We will increase overall student meeting and exceeding from 88.2.8% to 89.0%. In addition, we will increase the number of students in our low income subgroup meeting and exceeding from 82.5 to 83.0%.

**This objective addresses the following areas of AYP deficiency: no deficiencies for year for time frame of this SIP.**

SI  
**Screen #22  
Section II – Action  
Plan  
Part B – Student**

**Wiley School Elementary School**  
**Section II-B. Action Plan – Student Strategies and Activities**

**Short title for this Objective:** Professional Learning Community con't

Strategy or Activity	Draft Timeline	Budget/funding source
Collaborate at grade level and across grades to ensure integrity of instruction, using common assessments, curriculum maps, etc.	Staff meetings, PLC meetings with principal regarding core and data. Periodic meetings with RtI team for students not at benchmarks	School budget, Title 1 as well as other potential budget sources
Data driven instruction through the use of DIBELS, Thinklink, Curriculum based assessments, Qualitative Reading Inventory, progress monitoring and other assessments as needed	Benchmark periods and progress monitoring as determined in RTI and PLC meetings.	School budget, Title 1 and other potential budget sources
Provide additional support for students identified below benchmark using the RtI process	During school day	School budget, Title 1, America Reads/Counts tutors, and other potential budget sources
Establish skill booster classes to assist intermediate targeted students an after school	Multiple sessions spanning a number of weeks in reading and math instruction.	School budget, Title 1 and other potential budget sources

**Objective 2**

**Short Title for this objective: Positive Behavior Interventions and Supports, PBIS**

**This objective addresses the following areas of AYP deficiency:** no deficiency

**Describe this objective:**

Wiley School has used Character Counts and Choice Language as the framework of student learning appropriate school behavior and citizenship. In conjunction with the district initiative of the implementation of Positive Behavior Interventions and Supports (PBIS) district wide, we have established that the School Culture/PBIS Team will lead the implementation. The 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 RtI. The long-term goal is to reduce office referrals by about 50%.

Strategy or Activity	Draft Timeline	Budget/Funding
Consider creating a PBIS school calendar for staff and parents and students which will identify expectations and promote monthly, schedule discussion	Fall	School Budget and other funding as identified

dates for teaching and/or reviewing expectations, and celebration dates for successes.		
By end of year, provide “Cool Tools” (social skills lessons) to teachers for teaching expectations which also connect with the Illinois Social Emotional Learning standards.	Monthly or quarterly meeting as needed	School Budget and other funding as identified
Establish Behavior flowchart for discipline and RTI referral	August and expand with more detail throughout school year	School Budget and other funding as identified
Monitor school wide discipline 11/7/2008 referrals.	On-going	School Budget and other funding as identified

**Screen #23**  
**Section II – Action Plan**  
**Part C – Professional Development**  
**S&A**

**Wiley School**  
**Elementary School**  
**Section II-C. Action Plan – Professional**  
**Development Strategies and Activities**

**Short title for this Objective:** Professional Learning teams can't (This objective is connected to objective 1)

Strategy or Activity	Draft Timeline	Budget/funding source
Through our Professional Learning Teams, improve instruction across content area	On- going This will occur during the staff meetings, staff development days, and other meetings as needed	School budget, Title 1 and other potential budget sources
Through our Professional Learning Teams, create a climate where teachers and parents and other community stakeholders are working toward the common goal of preparing our students to become good citizens and life-long learners.	On-going	School budget, Title 1 and other potential budget sources
Provide training/workshops for district initiatives and other identified needs to enhance instruction	Weekly meetings and staff development days	School budget, Title 1 and other potential budget sources

**Screen #24**  
**Section II – Action Plan**  
**Part D – Parent Involvement S&A**

**Wiley School**  
**Elementary School**  
**Section II-D. Action Plan – Parent**  
**Involvement Strategies and Activities**

**Short title for this Objective:** Parent Involvement

**Describe Objective 3:**

Enhance and increase parent participation and support by increasing the number of volunteer hours from nearly 800 to 1000 hours.

**This objective addresses the following areas of AYP deficiency:** no deficiencies

**Parent Involvement Strategies and Activities:**

Strategy or Activity	Timeline	Budget/funding source
Establish the Coyote Book Exchange to provide books and help students build home libraries	On-going	School budget, Title 1 money and research for grant monies
School Events – First Day of School, Ice Cream Social and Open House, Family Reading Night, Family Math Night, Family Fine Arts Night, NAAPID, African American Read-In Day	September 08 – May 09	School budget, Title 1, some PTA financial support
Kindergarten transition coordinator assists kindergarten students and families with activity packets and home visits.	On going	School budget, Title 1

**Screen #25**  
**Section II – Action Plan**  
**Part E – Monitoring**

**Wiley School Elementary School  
Section II-E. Action Plan – Monitoring**

**Short title for this Objective:** Monitoring

Objective 4: Identify and ensure systems for ensuring student learning are effective.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

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

Persons Responsible - Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Objective	Person (s) Responsible
Objective 1: On professional development, esp. implementing Professional Learning Communities	School Improvement Team: Principal, PLCs
Objective 2: On implementing the Positive Behavior Interventions and Supports framework	School Culture/PBIS team: Principal, staff, Whicker from Central Office
Objective 3: On Parent Involvement	School Improvement Team: Principal, staff, District Title 1 committee, school Title 1 committee with parent reps on committees, Frerichs from Central Office

**Screen #27**  
**Section III – Plan Development, Review,  
and Implementation**  
**Part A – Parent Notification**

**Wiley Elementary School**  
**Section III – Plan Development, Review and  
Implementation**  
**A. Parent Notification**

**Parent Notification -**

Parents will receive a PTA/Wiley School newsletter and the AYP status will be explained there.

PTA will select a parent representative for the District Title 1 committee.

Teachers will review ISAT scores at conferences and explain the AYP status at that time, as well reviewing the individual ISAT scores with parents.

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**Screen #28**  
**Section III – Plan Development, Review, and**  
**Implementation**  
**Part B – Stakeholder Involvement**

**Wiley Elementary School**  
**Section III – Plan**  
**Development, Review and**  
**Implementation**  
**B. Stakeholder**

**Involvement**

**Stakeholder Involvement -**

The school improvement team was: Barb Sartain, principal; Marion Lynch, parent; Marcia Richards, teacher; Rebecca Cortright, teacher; Evelyn Walton, teacher; Richard Clift, teacher; Debbie Heffernan, teacher; Patricia Bergan, teacher; Marcy Vancil, teacher; Nancy Fehr, teacher; Jill Quisenberry, teacher; Kathy Endsley, teacher; Amanda Rutledge, teacher; Becky Orenic, teacher; Michelle Shaw, teacher; Linda Busey, teacher; Bette Long, teacher; Marcia Wickes, teacher; Linda Patterson, librarian; Kim Fitton, social worker. (The Title One team and School Improvement Team were combined as one team.)

Meetings with members of the school improvement team and all staff to review the recommended school improvement draft were held in May 2008.

**Screen #29**  
**Section III – Plan Development, Review, and Implementation**  
**Part C – Peer Review**

**Wiley Elementary School**  
**Section III – Plan Development, Review and Implementation**  
**C. Peer Review**

**Peer review for Wiley School:**

All elementary principals met at Leal and at a second meeting with Don Owen, Assistant Superintendent. Then, presentations by each school were made to the Board in May 2008.

**Screen #30**  
**Section III – Plan Development, Review, and Implementation**  
**Part D – Teacher Mentoring Process**

**Wiley Elementary School**

**Section III – Plan Development, Review and Implementation**  
**D. Teacher Mentoring Process**

**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.

Teachers with no previous experience are paired with an experienced teacher in a District program headed by a Central Office person, Mrs. Jones. It is a formal process with a stipend paid to the mentor teacher.

The ROE also sponsors a voluntary new teacher program.

Informally, new teachers are supported by his or her grade level colleagues and by other staff members, especially the principal.

**Screen #31**  
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**Wiley Elementary School**  
**Section III – Plan Development, Review and Implementation**  
**E. District Responsibilities**

**District Responsibilities** – The District-level administration leads reflection and provides resources for School Improvement efforts in schools individually and collectively.

**Screen #32**  
**Section III – Plan Development, Review, and Implementation**  
**Part F – State Responsibilities**

**Wiley Elementary School**  
**Section III –**

**Plan Development, Review and Implementation**  
**F. State Responsibilities**

**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 the district fails to do so.

**Screen #33**  
**Section III – Plan Development, Review, and Implementation**  
**Part G – School Support Team**

**Wiley Elementary School**

**Section III – Plan**

**Development, Review and Implementation**  
**G. School Support Team**

**State Responsibilities** – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide “sustained and intensive support” for those schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

**Wiley Elementary School**  
**Section IV -A Local Board Action**

Date Approved by local board:

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 ensures alignment of curriculum, instruction, and assessments 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 the plan on behalf of the district the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By clicking "Submit," in the Final Submissions page the plan shall be deemed to be executed by the superintendent on behalf of the school [insert this last sentence at submit page]

<b>Screen #35</b> <b>Section IV- Board Action</b> <b>B. ISBE Monitoring</b>	<b>School</b>  <b>Monitoring</b>	<b>Wiley Elementary</b>  <b>Section IV -B ISBE</b>
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This Monitoring Prompt is the document ISBE will use for monitoring your School Improvement Plan. It is posted here for your information and use in preparing your School Improvement Plan.

<b>Screen #36</b> <b>Final Submission</b>	<b>School</b>  <b>Submission</b>	<b>Wiley Elementary</b>  <b>Final</b>
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This plan has been approved by the local board on

This plan has been locked on [date boxes]