

## **Schoolwide Title Plan**

### **Leal: 2008 – 2009**

#### **I. Schoolwide Committee Members: (Principal, Parents, Teachers)**

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#### **II. Schoolwide Goals**

##### **Goal 1:**

To improve the reading achievement, as measured by state, district, and school assessments, of all students by rigorous use of a strong core curriculum, across all grade levels and in each classroom, and by providing supplemental, strategic, research based interventions for identified at-risk students.

##### **Benchmarks:**

- A. Given regular, consistent classroom implementation of the Houghton-Mifflin Reading Series at all grades (K-5), by June 2009, 80% of the students at each grade level 1-5 will meet district benchmark goals on Oral Reading Fluency (ORF).
- B. Given regular practice in the classroom, by June 2009 80% of students in each classroom in grades K-3 will read aloud at least 90% of the district sight vocabulary words.
- C. Given regular, consistent classroom implementation of the H-M Reading Series, by June 2009, 80% of the students in each grade level 3-5 will demonstrate mastery of vocabulary, phonics skills, comprehension skills and strategies, and grammar as measured by a score of 80% or greater on the ThinkLink benchmark assessments.

##### **Goal 2:**

To improve the math achievement, as measured by state, district, and school assessments, of all students by rigorous use of a strong core curriculum, across all grade levels and in each classroom, and by providing supplemental, strategic, research based interventions for identified at-risk students.

**Benchmarks:**

- A. Given regular, consistent classroom implementation of the math core curriculum at all grades, by June 2009, 80% of the students at each grade level will meet district benchmark goals in all assessed areas.
- B. Given a word problem or illustration, each student in grades 1-5 will be able to use grade level appropriate math vocabulary to describe the problem and computation skills to solve it.
- C. Given a grade level appropriate assessment of math facts, by June 2009, each student at every grade level 1-5 will demonstrate mastery of those math facts by scoring 90% or greater on the assessment.

**Goal 3:**

To improve the achievement of LEP students by increasing the collaboration and coordination between classroom teachers with LEP students and the Spanish and ESL teachers serving those students and increasing opportunities and activities that foster integration and collaboration of English and Spanish speaking students in both academic and social activities.

**Benchmarks:**

- A. Given two family oriented instructional events targeting grades 3-5, students will demonstrate a willingness to make new friends and cooperate with their family members and new friends in reading and math activities as measured by an increase in attendance of all racial/ethnic student groups from the first to the second event.
- B. At least one English speaking class at all grades K-2 will partner with a Spanish speaking class of the same grade level for both an academic and a nonacademic activity at least once a month as measured by a log of events.
- C. Certified staff will increase their knowledge of techniques and strategies for working with and awareness of instructional issues that affect LEP students as measured by pre and post assessments for the year long building professional development course on working with ELLs.

### III. Schoolwide Reform Strategies

1. Benchmark assessments for all students in literacy and math administered in fall, winter, and spring.
2. All classrooms continue use of Houghton-Mifflin core reading curriculum at all grades and Houghton-Mifflin core math curriculum for grades 3-5 and supplemented language based, hands-on math curriculum at grades K-2.
3. Response to Intervention (RtI) model provides progress monitoring (weekly or bi-weekly) and daily, supplemental literacy supports to identified (benchmark testing, classroom formative assessments, and teacher referrals) students. RtI team (Literacy/Data Teacher-Facilitator, Psychologist; TitleI LiteracyTeacher, Classroom Teacher, Principal) meets twice monthly with classroom teachers to review classroom progress monitoring data and conduct problem solving meetings on individual students.
4. Utilize America Reads (AR) and other individual tutors and volunteers to provide supplemental reading support for students. (During SY2007-2008, 71 AR, 25 mentors, 59 parent/community volunteers contributed **3711** volunteer hours the majority of which involved direct one on one reading support to students. Similar or greater numbers are anticipated for SY2008-2009.)
5. Continue Caldecott Reading Program at grades 3 and 4.
6. Continue use of Heggerty Phonemic Awareness Program at grades K-2.
7. Continue Reading Buddies Program: each primary class is paired with an intermediate class for weekly reading sessions.
8. Continue use of PBIS system and effective classroom management systems to promote prosocial learning environments that minimize disruptions and maximize instructional time for all students.
9. Continue to create and support academic and nonacademic integration activities for Spanish and English speaking students and provide collaboration and coordination opportunities for classroom teacher and bilingual and ESL teachers promote those efforts.

#### **IV. Highly Qualified Staff**

All staff are highly qualified with the exception of one Spanish bilingual teacher working on a Type 29 Transitional Bilingual certificate while perfecting her elementary and bilingual certification. A current plan for this process has been filed with ISBE.

#### **V. Professional Development: Ongoing and New Initiatives**

##### **Ongoing Initiatives**

- Write Traits
- H-M and BSM math
- Guided Reading
- PBIS
- American History Teacher Collaborative
- CRISS

##### **New Initiatives**

- Site specific professional development course on working with ELL students conducted by Dr. Christina DeNicolo, University of Illinois, during building in-service release days through SY2008-2009.
- U of I Chancellor's Summer Academy on differentiated instruction. The Leal team will coordinate with Dr. DeNicolo to tie their plan in with her professional development course and will focus on developing a building instructional leader model for continued professional development after SY2008-2009.
- Social-Emotional Learning Standards.

#### **VI. Plan to Recruit and Train Highly Qualified Teachers**

1. Collaborate with District Human Resources office for candidates.
2. Provide tuition assistance for graduate work or additional certification.
3. District sponsored teacher mentoring.
4. Partnerships with local universities to provide student teacher placements.
5. Novice Teacher Support Project.

#### **VII. Leal School Parent Involvement Policy**

Utilizing current research and best practice methods regarding parent involvement and its positive effect on academic achievement, Leal Elementary School has established a strong school and community relationship. Leal School features an active Parent & Community Volunteer Program, an active PTA, and an active mentoring program. Parents are encouraged to assist in activities such as an Ice Cream Social, Walk-a-thon, Olympics, Family Chemistry Night, Book Fair, and Fun Fair. Parent volunteers will be solicited to tutor children and assist in the classroom. A “joint calendar” that includes activities of all of the school’s leadership groups, is to be produced annually. The Joint Calendar will include our parent & community activities for each school month.

In order to build an effective home-school partnership, Leal Elementary will provide the following:

1. Each year Leal Elementary School hosts Grade Level Parent Nights in which the parents have the opportunity to meet with their child’s teacher for information regarding rights and responsibilities for parent involvement, academic & curricular programming and student expectations.
2. A flexible number of meetings and activities are provided throughout the year to assist parents in understanding academic content and student achievement standards, as well as local academic assessments (DIBELS, ThinkLink, Core Expectations).
3. A varied schedule for meetings and conferences in order to accommodate the needs of our diverse population.
4. Parent-Teacher conferences are scheduled twice a year, where the progress of the student will be discussed as well as the expectation for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have. In order to meet the complex schedules and transportation issues of families, Leal School is committed to providing face-to-face conferences during the daytime and evening hours, phone conferences, home visits and pre-arranged alternate times.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through Classroom Friday News Notes, Bi-Weekly Office Note from the Principal, Progress Reports, Leal Parent Handbook, handouts, mailings and progress monitoring continuums. The Leal School Office is committed to simultaneously providing important school information in Spanish to better meet the needs of our Spanish speaking families.
6. A School & Community compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
7. Periodic survey of all parents. The goal is to collect opinions and concerns of parents about current programs, to collect suggestions for improvement, and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community members are always to be made welcome at Leal School.

A parent survey indicated interest in programs that provide information on how parents can work with students at home in the areas of literacy and math. During SY2007-2008, response to two Make-It/Take-It nights for first and second grade students and their parents was excellent. During SY2008-2009 there will be two similar events for 3<sup>rd</sup> – 5<sup>th</sup> grade students and their parents where each student and parent(s) will make and learn one math and one reading activity that can then be used at home.

Additional planned activities for SY2008-2009:

- Hispanic Heritage Month Program in October 2008
- Two Scholastic Book Fairs
- Leal Walk-A-Thon
- International Walk to School Day activities (10/8/08)
- D.E.A.R. (Drop Everything and Read) home reading program
- Leal Book Bin book exchange
- PTA Ice Cream Social
- Lego First Robotics Team
- Leal Arts Night

### **VIII. Transition Plan for Preschool**

1. Kindergarten registration, screening, reception is coordinated by the kindergarten transition teacher. School staff assists with screening and welcome activity. Kindergarten Information Meeting for parents is scheduled in the fall.
2. Collaboration meetings with Washington Early Childhood program and Champaign County Headstart to ensure smooth transition for special needs population.
3. Split start to school for Kindergarten students. K students do not attend on opening day of school with 1- 5 grade students. The following day, one-half of each K class (by alphabet) attends all day. The next day, the other half of the class attends. This provides a smaller group in a less hectic environment for students' introduction to Kindergarten.

### **IX. Leal School Decision Making**

Programmatic decisions are influenced by a wide range of variables such as availability of resources, staff skills and training and student population. However, the consistent determinative factor is the proposition that decisions are made based on what is best for children. Data collection and analysis identify needs, and research based strategies are considered to determine how best to meet those needs. Some decisions are made by grade level teams and some by the whole faculty. All staff impacted by a decision share

in the responsibility of making, implementing and supporting it, as well as assessing the efficacy of the strategies developed.

Grade level teams minimally meet weekly, and the entire faculty meets twice each month. Most building committees meet monthly with special meetings held as needed. Meeting topics, decisions and actions are documented and recorded.

A variety of group discussion methods are employed at grade level and faculty meetings, including discussion circles. Programmatic changes are subject to approval by a 2/3rds majority of a quorum of certified staff (29). Votes are taken by a show of hands or occasionally by e-mail. Generally, the group discussion and the vote are taken on separate days.

## **X. Allocating Support**

Benchmark testing at the beginning of each school year is used to identify and rank at-risk students and determine individual needs. In addition, teachers employ continuous formative assessment throughout the year to inform instruction and identify deficit areas. Curriculum bases assessments are administered to students who enroll during the school year to determine academic level.

Progress monitoring for identified at-risk students is conducted by a member of the RtI team and forms the basis for differentiated instruction and supplemental interventions. Regular problem solving meetings are conducted with the classroom teacher and the RtI team to determine and address individual student needs. Supplemental supports may involve small group or individual instruction or time with an America Reads tutor or volunteer.

In addition, extended day learning opportunities (in both English and Spanish) and Summer Bridges summer school program are available to a limited number of identified at-risk students.

## V. Integrating federal, state and local services and programs

Superintendent and other district offices inform school principals of federal, state and local services available. We reach out to the community for business partnerships, grant opportunities, donations and volunteers and mentors. Listed below are services provided:

1. Risk Watch
2. Health based clinic,
3. Nutrition Programs
4. Champaign –Urbana Schools Foundation
5. Walk to Interventions
6. Second Step Program – social emotional learning