

PRAIRIE ELEMENTARY SCHOOL
Schoolwide Plan
2008 – 2009

I. School-wide Committee Members: (Principal, Parents, Teachers)

The Title I Team consists of: Yavonnda Smith (Principal), Theresa McDaniel (Teacher), Paige Waggoner (Data Literacy Specialist), Kelli Mills (Teacher), Mary Tewell (Parent), and Penny Rearden (Parent).

II. School-wide Goals

A. Literacy - 80% of all students will meet or exceeds district and state benchmarks.

1. Each subgroups of students will meet or exceed AYP (70%)

B. Math – 80% of all students will meet or exceeds district and state benchmarks.

1. Each subgroup of students will meet or exceed district and state benchmark

III. Instructional and Schoolwide Strategies

1. Response to Intervention meetings occur weekly with the specific purpose of coordinating all available resources within the school and/or community. Participants may include Literacy teacher, classroom teacher, Title 1 teacher/interventionist, psychologist, special education teacher, social worker, principal, and parent if needed. Progress monitoring data and interventions are discussed, implements and monitoring schedule determined.

2. Professional Development was provided for Write Traits, Houghton Mifflin Math, Harcourt Brace Reading, Guided Reading, U of I Chancellors Academy consultant, Thinklink Training Data to create probes, Chancellor Academy teams for Reading across the content areas. Professional Development Coaching was also completed by our Teacher Collaborator.

3. Data Binders for all teachers were analyzed at regularly planned RTI meetings. Staff members were provided with acceptable examples of assessment data and information to be shared.

4. Collaborative Staff Meetings on the principal's Checklist for Guided Reading. Literacy Walkthroughs were completed on every staff member at least twice throughout the year.

IV. Assessments for Data Collection and Monitoring

1. DIBELS assessment given 3 times a year; progress monitoring would provide more frequent monitoring for targeted assistance.
2. DRA is given to students at least two times a year in grades (K-2)
3. Think Link is given three times a year for all students in grades 3rd – 5th. Staff members attended Data Assessment Meetings once a month during the months of December – February to monitor student's progress.
4. District Math Assessments were given every quarter for students in grades K-2. The assessment data was shared at grade level and district level meetings.
5. Read Well Curriculum Assessment for targeted Literacy students and/or Special Education Literacy Students.

V. Needs Survey Results

A. Parent survey identified interest in the following areas: (parent climate surveys, teacher surveys, students' surveys, describe how the surveys were used to make decisions about program goals and effectiveness).

B. The staff responded with offering specific opportunities on the topics. The following is a list of activities at Prairie School:

1. Reading Night
2. Math Night
3. Prairie Family Night (Chemistry w/ Kids & Parent workshops)
4. School-wide Open House
5. Title 1 Steering Committee Meeting
6. PTA/Title I Meeting Night
7. NAAPID
8. District Cultural Fair
9. **Kindergarten Breakfast**

10. Walk to School Safety Day
11. Jump for Heart
12. Field and Fun Day
13. 10,000 Book Reading Challenge
14. 100th Day of School Enrichment
15. Dr. Seuss Reading Celebration – ISAT Assembly

VI. Highly Qualified Staff

A. Our Highly Qualified Teachers as verified by the District Human Resources and Regional Office of Education.

VII. Ongoing Professional Staff Development:

1. Professional Development will continue for:
 1. Write Traits
 2. Houghton Mifflin Math Expressions
 3. Harcourt Brace Reading
 4. Guided Reading
 5. U of I Chancellor's Academy consultant
 6. Think Link Training Data to create probes
 7. Technology in the Classroom
 8. Positive Behaviors & Interventions (including parent workshops, newsletter tips, home/school matrix)
2. New initiatives for 2009-10 are: Social Emotional Learning Standards and PBIS, Power of Words Book Study, & Chancellor's Academy will focus on Differentiated Instruction

VIII. Plan to Recruit and train highly qualified teachers –

1. Collaborate with District Human Resource Office for candidates.
2. Provide tuition assistance for graduate work
3. Opportunities to advance in the field of education
4. Teacher Mentoring
5. Networking with other districts
6. Partnership with local universities to provide student teacher placements
7. Novice Teacher Project
8. Introduction to the quality of life of the university community

IX. Increase Parental Involvement

1. Class and School newsletters and flyers
2. Public Relations Director, Mark Schultz, provides an e-news letter to promote activities within the district. He is a liaison with local media (TV and newspaper)
3. Special attention to inviting parents for assemblies and events
4. Each One, Reach One – personal invitations to parent workshops and community resources

X. Transition Plan for Preschool

- A. 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.

- B. Each school participates in collaboration meetings occur with early childhood program and Headstart to ensure smooth transition for special needs population.

XI. Use of Academic Assessments

- A. The school organizational system allows for grade level meetings for collaboration between special education and regular education teachers, RTI Meetings, Staff Meetings, School Improvement Planning Time and Teacher Institute Days.

- B. District Level Opportunities – District PBIS Leadership, Program Council, Collegial Principal's Meetings, Cabinet Meetings, Instructional Support Team Meetings and other district and building teams.

- C. Elementary Principals met as a discipline committee to align buildings and provide systematic guidelines for discipline and positive culture in schools.

XII. Addressing Needs of Lowest Achieving Students

1. Formative assessments used are: DRA, Read Naturally, Adopted text materials' assessment to drive instruction
2. Differentiated Instruction is guided by the RTI team plans for interventions with progress monitoring.
3. Extended Day Learning
4. Summer Bridges
5. Teen Reach
6. ISAT Prep Academy
7. Big Brother and Big Sister
8. Mentors

XIII. Integrating federal, state and local services and programs

A. 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 (Literacy & Math)
6. Quarterly Celebrations for positive behavior (PBIS)
7. Second Step Program – Social Emotional Learning
8. Rainbows (loss of family member)
9. Peer Mediation
10. Mental Health Services