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**Wiley Elementary School – 1602 S. Anderson St. - Urbana, IL 61801**

## Title One Plan 2008-2009

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

\*\*Identifies those serving as District Title One parent and teacher representatives:

Barb Sartain, Principal

\*\* Liz Wheatley, parent

\*\* Rebecca Cortright, teacher

Marcia Richards, teacher

Evelyn Walton, teacher

Richard Clift, teacher

Debra Heffernan, teacher

Patricia Bergan, teacher

Ben Steele, teacher

Nancy Fehr, teacher

Jill Quisenberry, teacher

Kathy Endsley, teacher

Michelle Shaw, teacher

Amanda Rutledge, teacher

Becky Orenic, teacher

Marcia Wickes, teacher

Bette Long, teacher

Linda Busey, teacher

Kim Fitton, social worker

Linda Patterson, librarian

Shontelle Looney, teacher

## I. School-wide Goals

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

1. Each subgroup of students will meet or exceed AYP (70.0%)

B. Math – 80% of all students will meet or exceeds district and state benchmarks. (70.0%)

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

## II. Instructional, Staff development, and Schoolwide Strategies

1. As applicable, review screening data, benchmark assessments, and teacher assessments and judgment to select students for Title One literacy support. Note these students are receiving a Tier Two intervention through the literacy teachers. Monitor for progress.
2. Plan differentiated instruction in classroom based on data. Use *Grade Level Plus* meetings to help accomplish this.
3. Response to Intervention discussions occur weekly both at *Grade Level Plus* meetings and in individual meetings. The purpose is to coordinate and target all available resources within the school and/or community. Participants may include the Literacy teacher, classroom teacher, Title 1 teacher/interventionist, psychologist, special education teacher, social worker, principal, and parent on occasion. Progress monitoring data and interventions are discussed, implementation strategies are selected, and a monitoring schedule is determined.
4. Professional Development Activities and Sessions- Staff development sessions for the school year to include the following major initiatives:
  - “Professional Learning Communities” 6-day training for trainer-of-trainers team of 4 and the pilot implementation of grade level teams,
  - Response to Interventions continuing training,
  - “Positive Behavioral Interventions and Supports” training for a leadership team and for all staff,
  - Work with a U of I Chancellor’s Academy consultant who models intervention strategies and confers on Rtl,

- “Think Link” continued training on understanding and responding to data and on creating probes at grades 3-5,
- “Language!” program training for special ed and two literacy teachers,
- And a variety of staff development choices at District sessions.

## II. Assessments for Data Collection and Monitoring include:

- A reading assessment called “DIBELS” is done 3 times a year to identify students in need of support and to monitor progress of all students. It is given more frequently to students who need targeted assistance.
- The “Developmental Reading Assessment” is given twice a year to determine the students’ instructional and independent levels for instructional planning.
- “Common Assessments” charts are being introduced for *Grade Level Plus* teams to quickly review very specific skills at agreed-upon intervals.
- “Think Link” assessments are given 3 times a year to intermediate students. Teachers can follow up by creating practice exercises on various skills for students. A new computer lab is making this training more meaningful and practical for intermediate teachers.
- The 3<sup>rd</sup> and 4<sup>th</sup> grade teachers are considering whether the QRI assessment would be more efficient for many students, compared to the more time-consuming DRA. May pilot at the end of year.
- District Math Assessment are done 3 times per year for primary grades. Think Link math is done three times for intermediate grades.
- The “Read Well” program is being continued with literacy teachers. Special Education teachers have been trained and are implementing a new “Language!” program. Two literacy teachers are also being trained. Both programs are selected for targeted Literacy students and/ or Special Education literacy students.
- Data binders are provided for all teachers and they are used by the teachers individually and at staff and Rtl meetings on an ongoing basis.

### III. Parent Survey Responses

A Wiley Parent Survey will identify the top three areas of interest to our parents.

The staff responded to the past year's survey results to make decisions about program goals and effectiveness for the 2008-2009 school year. The following are some examples of activities to address identified needs:

- Hold 3 Family Nights: Reading, Math, and Fine Arts
- Coyote Book Exchange implementation with volunteer support
- "First Day of School" community-building event under the U. S. flag on front lawn
- Two Book Fairs, done in conjunction with PTA
- Fall Open House and Ice Cream Social
- PTA/Title 1 Meetings
- National African American Parent Involvement Day
- African American "Read-In" Day
- Parent Teacher Conferences
- Second Annual District Cultural Festival
- New Kindergarten Parents Reception in May
- Walk-A-Thon
- Walk to School Safety Day
- Jump for Heart Community Service
- Field Day
- Begin PBIS "stations" and "boosters" to pre-teach and re-teach social skills and routines
- PBIS "Pick of the Week" program- implement
- Celebrations and Carnival will be done as part of PBIS

#### IV. Increase Parental Involvement

- Add one more Family Night to yearly schedule, for 3 in total
- Send home class and school newsletters and flyers regularly. (Also, a couple of teachers have developed web sites.)
- Public Relations director provides an e-newsletter to promote activities within the district. He is a liaison with local media (TV radio, and newspaper)
- Give special attention to inviting parents for assemblies and other events
- Plan for Wiley's web site improvement