

Thomas Paine Improvement Plan Summary

SY 2019 – 2020



Thomas Paine Elementary School
Delores Lloyd
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Part 1: School Improvement Plan Summary

School SMART Goal #1:		
Students not currently meeting grade level standards in grades 2nd- 5th will increase reading proficiency by 7 percentage points from September 2019 (39% Aims Web Plus Reading Composite Score Low Risk) to May of 2020 (46%) of all students reading composite in the low risk level; the goal will continue with an expected increase of 7% each year for the 2020-21(53%) and 2021-2022 (60%) school years as measured on the Aims Web Plus Assessment.		
WORTHY TARGETS/OBJECTIVES	ADULT PERFORMANCE MEASURE WHAT WILL ADULTS DO TO MEET THE OBJECTIVE?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
A. All Teachers will adhere to expectations established in the USD 116 Collaborative Framework regarding instruction and assessment to include: Daily 5, running records, guided reading groups, sight words, Words Their Way, and reading interventionist support.	<ul style="list-style-type: none"> ● 100% of grade level teachers will follow the Collaborative Framework expectations as evidenced by <ul style="list-style-type: none"> ○ lesson plan development; ○ running records analysis; ○ plans for implementation of instructional practices based on differentiated groups ○ Coaching support for reading instruction ○ principal observations 	<ul style="list-style-type: none"> ● Aims web plus assessment scores in September, December, and May ● BAS Assessment scores in October and April ● Running Records Analysis monthly
B. All teachers will receive training in analyzing and applying running record data.	<ul style="list-style-type: none"> ● Classroom teachers grades 1st - 5th will receive training in analyzing and applying running record data for all students 	<ul style="list-style-type: none"> ● Aims web plus assessment scores in September, December, and May ● BAS Assessment scores in October and April

School SMART Goal #2:

Thirty percent of students have a chronic absenteeism rate. We will decrease the percentage of chronic absenteeism from 30% (2019) by 3% of the 2019 chronic absenteeism rate each year with the goal of 27% (2020); 24% (2021); and 21% (2022).

WORTHY TARGETS/OBJECTIVES	ADULT PERFORMANCE MEASURE	STUDENT PERFORMANCE MEASURE
A. Create an attendance improvement team to develop and implement an attendance improvement plan to include strategies and activities to decrease chronic absenteeism to be implemented February 1, 2020.	<ul style="list-style-type: none">● Attendance Improvement Plan completed as evidenced by a finalized written document and implemented by February 1st, 2020.● All certified staff will actively support the attendance improvement plan as evidenced by employee participation in activities and strategies.	<ul style="list-style-type: none">● Monthly chronic absenteeism reports

Part 2: Implementation and Monitoring Details for all Goals

Implementation and Monitoring Details						
SMART Goal #1:						
Students not currently meeting grade level standards in grades 2nd- 5th will increase reading proficiency by 7 percentage points from September 2019 (39% Aims Web Plus Reading Composite Score Low Risk) to May of 2020 (46%) of all students reading composite in the low risk level; the goal will continue with an expected increase of 7% each year for the 2020-21(53%) and 2021-2022 (60%) school years as measured on the Aims Web Plus Assessment.						
Worthy Target/Objective and Practice/Performance Measures						
A. All Teachers will adhere to expectations established in the USD 116 Collaborative Framework regarding instruction and assessment to include: daily 5, running records, guided reading groups, sight words, words their way, and reading interventionist support.						
Needs assessment alignment: Standard VII Student and Learning Development: Indicator C: <i>Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.</i>						
Measures/Success Criteria	Baseline Data	Progress Data	Progress Data	Progress Data	Progress Data	Progress Data
Adult Practice/Performance Measure	Sept 2019	Jan 2020	May 2020	Sept 2020	Jan 2021	May 2021
Weekly principal and grade level collaboration meetings.	Established					
100% of grade level teachers will follow the Collaborative Framework expectations as evidenced by 1) lesson plan development; 2) running records analysis; 3) plans for implementation of instructional practices based on differentiated groups; 4) principal observations.	Established					
Student Practices/Performance Measure	Sept 2019	Jan 2020	May 2020	Sept 2020	Jan 2021	May 2021
Training on Heggerty Phonemic Awareness						
Training on Jolly Phonics						
Aims web plus scores in September, December, and May: percentage on or above grade level in reading	39%					
BAS Assessment scores in October and April: percentage on or above grade level in reading	41%					

Running Records Analysis Monthly: percentage on or above grade level in reading						
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Implementation and Monitoring Details

SMART Goal #1:

Students not currently meeting grade level standards in grades 2nd- 5th will increase reading proficiency by 7 percentage points from September 2019 (39% Aims Web Plus Reading Composite Score Low Risk) to May of 2020 (46%) of all students reading composite in the low risk level; the goal will continue with an expected increase of 7% each year for the 2020-21(53%) and 2021-2022 (60%) school years as measured on the Aims Web Plus Assessment.

Worthy Target/Objective and Practice/Performance Measures

B. All teachers will receive training in analyzing and applying running record data.

Needs assessment alignment: **Standard VII Student and Learning Development:** Indicator C: *Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.*

Measures/Success Criteria	Baseline Data	Progress Data	Progress Data	Progress Data	Progress Data	Progress Data
Adult Practice/Performance Measure	Sept 2019	Jan 2020	May 2020	Sept 2020	Jan 2021	May 2021
All certified staff who teach reading will receive training in analyzing and applying running record data for all students through support with the instructional coach	23%					
Student Practices/Performance Measure	Sept 2019	Jan 2020	May 2020	Sept 2020	Jan 2021	May 2021
Aims web plus assessment scores in September, December, and May	39%					
BAS Assessment scores in October and April	41%					

Implementation and Monitoring Details

SMART Goal #2:

Thirty percent of students have a chronic absenteeism rate. We will decrease the percentage of chronic absenteeism from 30% (2019) by 3% of the 2019 chronic absenteeism rate each year with the goal of 27% (2020); 24% (2021); and 21% (2022).

Worthy Target /Objective and Practice/Performance Measures

- A. Create an attendance improvement team to develop and implement an attendance improvement plan to include strategies and activities to decrease chronic absenteeism.

Needs assessment alignment: **Standard VI** Family and Community Engagement: *In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, (linguistic, if applicable) and academic growth.*

Measures/Success Criteria	Baseline Data	Progress Data	Progress Data	Progress Data	Progress Data	Progress Data
Adult Practice/Performance Measure	May 2019	Jan 2020	May 2020	Oct. 2020	Jan. 2021	May 2021
Attendance Awareness Campaign	Not yet initiated					
Attendance Recognition Program	Not yet initiated					
Attendance Information on School Website & Social Media Accounts	Not yet initiated					
Educate parents about the impact of absences	Not yet initiated					
Student Practices/Performance Measure	May 2019	Jan 2019	May 2019	Sept 2019	Jan 2020	May 2020
Chronic Truancy Rate	30%					

Implementation and Monitoring Details

SMART Goal #2:

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Worthy Target/Objective and Practice/Performance Measures

B. Create an attendance improvement team to develop and implement an attendance improvement plan to include strategies and activities to decrease chronic absenteeism.

Needs assessment alignment: **Standard VI** Family and Community Engagement: *In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, (linguistic, if applicable) and academic growth.*

Measures/Success Criteria	Baseline Data	Progress Data	Progress Data	Progress Data	Progress Data	Progress Data
Adult Practice/Performance Measure	Sept 2019	Jan 2019	May 2019	Sept 2019	Jan 2020	May 2020
Attendance Improvement Plan completed as evidenced by a finalized written document and implementation started.	Not yet initiated					
All certified staff will actively support the attendance improvement plan as evidenced by employee PARTICipation in activities and strategies.	Not yet initiated					
Student Practices/Performance Measure	Sept 2019	Jan 2019	May 2019	Sept 2019	Jan 2020	May 2020
Chronic Truancy Rate	30%					

If additional SMART Goals are developed, copy and paste tables from above.

Part 3: SIP Goal Actions and Key Tasks and Strategies for School Year 2019-20

School SMART Goal #1:

Students not currently meeting grade level standards in grades 2nd- 5th will increase reading proficiency by 7 percentage points from September 2019 (39% Aims Web Plus Reading Composite Score Low Risk) to May of 2020 (46%) of all students reading composite in the low risk level; the goal will continue with an expected increase of 7% each year for the 2020-21(53%) and 2021-2022 (60%) school years as measured on the Aims Web Plus Assessment.

A. Worthy target/Objective: All Teachers will adhere to expectations established in the USD 116 Collaborative Framework regarding instruction and assessment to include: daily 5, running records, guided reading groups, sight words, words their way, and reading interventionist support.

Actions	Success Criteria/ Data Sources	Person(s) Responsible	Implementation Timeline				Resources & Support Needed (e.g., \$, materials, technology, partnerships)	Progress		
			Aug.- Oct.	Nov.- Dec.	Jan.- March	April - May		C o m p l e t e d	I n p r o g r e s s	Not Started
Use formative assessment to create sight words and fluency phrases for student practice	documents	staff					Materials		X	
All teachers provide a daily reading lesson with a clear purpose aligned to learning targets/standards.	documents	grade level teachers					IARSS		X	
Balanced Literacy Program - Teachers implement a balanced literacy model for at least a 90 minute block, 5 times per week to include Daily 3-5 based on student instructional reading level and appropriateness. Teachers meet daily with below grade level groups.	documents	grade level teachers					IARSS		X	

All teachers provide feedback and goal setting with students based on formative assessments in reading.	documents	grade level teachers	X	X			Materials		X	
Supplemental Instruction to provide additional individualized instruction to students reading below grade level.	documents	literacy tchr & tutors					Materials & IARSS			X
Grade-Level Data Meetings - to progress monitor monthly; and discuss data, planning, interventions, and resources to meet the needs of students reading below grade level.	documents, meetings, notes	assessment team					IARSS			X
Title I/FASE sponsored family reading event each quarter to increase parental involvement, promote positive literacy habits and provide free leveled books to students.	documents, plans, event	Teachers, Admin., FASE					Materials		X	
Teachers in grades K-5 provide additional reading materials for parents to support literacy at home through Raz-Kids, Reading A-Z, and home-based competitions with incentives.	documents	Teachers, Admin., FASE					Materials		X	
Increase books in classroom literacy libraries to provide greater range of student choices and high interest, low level reading texts.	books	Admin					Materials		X	

KEY TASKS AND STRATEGIES HOW WILL THE ABOVE ACTIONS GET DONE?	Timeline		Accountability	Budget					
	Start Date	Completion Date		Person(s) Responsible/	Salaries/ Stipends	Fringe Benefits	Materials/ Supplies	Other Services	Capital Outlay
Use formative assessments to create sight words and fluency phrases for student practice	Jan. 2020	May 2020	Certified Staff	N/A	N/A	N/A	N/A	N/A	\$0
All teachers provide a daily reading lesson with a clear purpose aligned to learning targets/standards.	Jan. 2020	May 2020	Certified Staff who teach reading	N/A	N/A	N/A	N/A	N/A	\$0
Balanced Literacy Program - Teachers implement a balanced literacy model for at least a 90 minute block, 5 times per week to include Daily 3-5 based on student instructional reading level and appropriateness. Teachers meet daily with below grade level groups.	Jan. 2020	May 2020	Certified Staff who teach reading	N/A	N/A	N/A	N/A	N/A	\$0
All teachers provide feedback and goal setting with students based on formative assessments in reading.	Jan. 2020	May 2020	Classroom teacher	N/A	N/A	N/A	N/A	N/A	\$0
Supplemental Instructional materials to provide additional individualized resources to students reading below grade level.	Jan. 2020	May 2020	School Team	\$3500	\$520	N/A	N/A	N/A	\$4020
Grade-Level Data Meetings - to progress monitor monthly; and discuss data, planning, interventions, and resources to meet the needs of students reading below grade level.	Jan. 2020	May 2020	School Team	\$8480	N/A	N/A	N/A	N/A	\$8480
Sponsored family reading event each quarter to increase parental involvement, promote positive literacy	Jan. 2020	May 2020	Title I/FASE	N/A	N/A	N/A	N/A	N/A	\$0

habits and provide free leveled books to students.									
Teachers in grades K-5 provide additional reading materials for parents to support literacy at home through Raz-Kids, Reading A-Z, and home-based competitions with incentives.	Jan. 2020	May 2020	Certified Staff who teach reading	\$1250	N/A	N/A	N/A	N/A	\$1250
Increase books in classroom literacy libraries to provide greater range of student choices and high interest, low level reading texts.	Jan. 2020	May 2020	School Team	\$1250	N/A	N/A	N/A	N/A	\$1250

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A. Worthy target/Objective:

Actions	Success Criteria/ Data Sources	Person(s) Responsible	Implementation Timeline				Resources & Support Needed (e.g., \$, materials, technology, partnerships)	Progress		
			Aug.- Oct.	Nov.- Dec.	Jan.-M arch	April - May		C o m p l e t e d	I n P r o g r e s s	Not Started
Attendance Awareness Campaign	Attendance increase Completion of task/posting	Team to include Staff & Student Government					Materials & Technology			X

Attendance Recognition Program	Attendance increase	Team to include Staff & Student Government					Materials & Technology			X
Attendance Information on School Website & Social Media Accounts	Completion of task/posting	Team to include Staff & PTA					Materials & Technology			X

KEY TASKS AND STRATEGIES	Timeline		Accountability	Budget						
	Start Date	Completion Date		Person(s) Responsible/	Salaries/ Stipends	Fringe Benefits	Materials/ Supplies	Other Services	Capital Outlay	TOTAL
Order of Tasks to accomplish the action.										
Attendance Awareness Campaign	Jan. 2020	May 2020	Team to include Staff & Student Government	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Attendance Recognition Program	Jan. 2020	May 2020	Team to include Staff & Student Government	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Attendance Information on School Website & Social Media Accounts	Jan. 2020	May 2020	Team to include Staff & PTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2500 Supplementary Instructional Materials
8480 Lead Partner IARSS
3500 Stipends; 520 Benefits (\$15,000 Planning Year)

School Improvement Team:

Delores Lloyd - Principal

Tara Olsen - Instructional Coach

Jackie Martin - 5th grade Teacher

Kari Marino - 5th grade Teacher

Taloya Walker - Speech Language Pathologist

Kati DeHaven - Special Education Teacher

Alaina Nott - Title Teacher

Michelle Brown - Title Teacher

Dr. Cathleen Weber, ISBE-School Support Manager

Mrs. Kimberly Norton, Assistant Superintendent of Student Learning

Lead Partner: Regional Office of Education