

ATTACHMENT NO. VIII-E: Approval of Title I Schoolwide Plan 2012-2013

Potential motion: Move to approve the Title I Schoolwide Plan 2012-2013 for Poplar Grove Elementary.

Recommended action: Approve the motion.

The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning and criteria as outlined in section 1114 of the NCLB Act. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

North Boone CUSD #200
SCHOOLWIDE PLAN
Title I

School Building Name: Poplar Grove Elementary School

School ID #: 040042000262004

District: North Boone School District 200

Mailing Address: 208 North State Street

City: Poplar Grove

Zip: 61065

Principal: Sharon D. Olds

Phone: (815)765-3113

E-Mail: oldssharon@nbcusd.org

FAX: (815)765-1604

Plan Status: New X Revised

Initial Effective Date: August 26, 2013

Revision Date: _____

Non-Regulatory Guidance to assist in designing Schoolwide Programs is available at the following link (press CTRL & click on link simultaneously):

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Assurance Agreement for Schoolwide Planning

The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning and criteria as outlined in section 1114 of the NCLB Act. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Dr. Steven Baule

Printed Name of Superintendent

Kristi Crawford

Printed Name of Principal

Signature of Superintendent

date

Signature of Principal

date

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1. Schoolwide Program Planning Team

Schoolwide plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the schoolwide program in accordance with all applicable Title I rules and regulations.

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant)

Schoolwide Program Planning Team

<i>Printed Name</i>	<i>Representation</i>	<i>Roles/Responsibilities</i>
Required: _____	_____	_____
Principal: _____	_____	_____
Sharon D. Olds	Poplar Grove Elem. School	Principal
Teachers: _____	_____	_____
Jill Grove	Poplar Grove Elem. School	Reading Teacher
Kristi Franseen	Poplar Grove Elem. School	Kindergarten Teacher
Parents & Community:	_____	_____
Debra Kosla	Poplar Grove Elem. School	Parent
_____	_____	_____
Students (if secondary school program): _____	_____	_____
_____	_____	_____
IF Appropriate: _____	_____	_____
Administrators: _____	_____	_____
*Title Programs: <u>Matt Klett</u>	<u>Capron Elementary School</u>	<u>District Grant Coordinator</u>
*Reading First: _____	_____	_____
*Even Start: _____	_____	_____
*Carl Perkins: _____	_____	_____
*Head Start: _____	_____	_____
_____	_____	_____
Pupil Services Personnel: _____	_____	_____
Rhonda Boeke	North Boone CUSD #200	Business Manager
_____	_____	_____

- B. Describe the process used to develop the plan, including information about meeting dates and agenda items/topics as well as future meeting dates.

The first task in the process was to select a planning team that would include pertinent members as required. Once the team was established, we set up our first meeting (September 13, 2012) to map out a process to accomplish the goal of becoming a Schoolwide Title I school. Meetings were set up to take place the 2nd and 4th Thursdays during the first 2 months and the 2nd Thursday of every month after that until the plan was completed. Agenda items included all qualification requirements in order for the school to become school-wide. The items discussed and meeting dates are as follows:

- Comprehensive Needs Assessment (September 13, 2012)
- Summarizing Strengths and Needs of Current Program (September 27, 2012)
- Priority of Specific Needs and Objectives (October 11, 2012)
- School-wide Reform Strategies (October 25, 2012)
- Instruction by Highly Qualified Teachers (November 8, 2012)
- Professional Development (December 13, 2012)
- Parent Involvement (January 10, 2013)
- School Context and Organization (February 14, 2013)
- Annual Evaluation/Review Process (March 14, 2013)
- Final Review with all Parents interested (April 11, 2013)

- C. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan's development.

Our parent representative is an officer of the PTO (treasurer) so she was very helpful in the communication process. In addition, we used the following communication tools:

- Principal Blog
- School Newsletters that go out electronically and are available in the office
- School Messengers, when needed
- Classroom teacher weekly newsletter
- Handouts/Notes sent home to families through teaching staff
- Parent Resource Center in our school which is always accessible

2. Comprehensive Needs Assessment

The needs assessment includes all students attending the school (including taking into account the needs of migratory children) that is based on information which includes the achievement of children in relation to the state academic content & achievement standards, particularly in reading, writing and math. A brief description of the school attendance including any factors that affect student success should be included.

A. Provide a brief description of your school, your attendance area, and your community.

Poplar Grove Elementary School is one of three elementary schools in North Boone CUSD #200. Our school serves approximately 308 students in grades K-4. Our school services all of the K-4 special education students with intensive need, and we have a life skills program and provide intensive emotional and academic support for students district-wide. The school is located in northern Boone County in the Village of Poplar Grove.

The demographics of the school are as follows:

Components	
Attendance Rate (%)	96.1
Truancy Rate (%)	0.9
Mobility Rate (%)	9.1
School Population (#)	308
Low Income (%)	30.8
Limited English Proficient (LEP) (%)	9.4
Students with Disabilities (%)	11.4
White, non-Hispanic (%)	72.7
Black, non-Hispanic (%)	1.0
Hispanic (%)	17.2
Asian/Pacific Islander (%)	1.6
Native American or Alaskan Native (%)	-
Multiracial/Ethnic (%)	7.1

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, and students with limited English proficiency, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

A comprehensive needs assessment was made available to all parents and staff utilizing a Survey Monkey survey. People without technology at home were made welcome to complete this at the school. Our Bilingual teacher was available at a district parent meeting Spanish speaking parents complete the survey if desired. The survey was open for 10 days, and we had a final response rate of 38 % (parents) and 95% (staff).

C. Summarize the strengths and needs of your current educational program as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium or Low.

Priority	Summarize Strengths and Needs of Current Program
	<i>Student Achievement</i>
High	<p>Needs: Reading Performance for LEP, Special Ed, and Economically Disadvantaged Students. These two categories of students continue to lag behind the general population in the typical percentages of those who meet and exceed expectations.</p> <p>Strengths: Science and Math. Students, including all subcategories, continue to score well in these areas.</p>
	<i>Curriculum & Instruction</i>
High	<p>Needs: Language Arts. The curriculum in Language Arts continues to evolve through a curriculum mapping process that will align the Common Core with resources, assessment and instruction at all three elementary schools. This is an ongoing process.</p> <p>Strengths: Science. FOSS has been adopted district-wide for all elementary schools and extensive professional development has been provided.</p>
	<i>Professional Development</i>
Medium	<p>Needs: Language Arts. Many professional development opportunities have been offered, especially in the area of Common Core Implementation.</p> <p>Strengths: Math. The summer of 2012 provided an opportunity for all staff to attend professional development for the new enVision math program.</p>
	<i>Parent/Community Involvement</i>
Medium	<p>Needs: Additional involvement from the ELL community. Parents of the ELL community do not participate in as many school related activities in relation to the overall parent population.</p> <p>Strengths: Parent/Teacher Organization/Volunteers. We have a strong group of parents and staff that work together to fundraise for the school. In addition, we have a strong network of school volunteers who assist with a variety of projects around the school.</p>
	<i>School Context/Organization</i>
Medium	<p>Needs: Academic Support. There is a feeling that there is not enough support in the area of RtI relative to student need.</p> <p>Strengths: Dedicated Staff. Our staff takes full responsibility for student achievement and works hard to provide a solid academic program for students.</p>

D. As a result of the comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed the first year of the schoolwide plan. Include current baseline data and targets.

Priority Focus Area	Objective <i>State in measurable terms and include current baseline data and targets.</i>	Evaluation <i>Identify how you will determine whether your objective has been met. Include the data source and/or evaluation tools to be used.</i>
ELL Language Arts	We want to see the LEP population increase performance in the area of reading so that at least 80% meet/exceed state standards on the ISAT. During the previous school year, a third of these students did not meet/exceed reading state standards in ISAT. We will also replace a bilingual teacher with an ELL teacher.	Data Team meetings will take place every six weeks. The objective of these meetings is to evaluate each student based on frequent data checks using Fountas and Pinnell, MAP, AIMSWeb and local measures so that appropriate instructional intervention can be designed for each student. In addition, we can look at ACCESS and ISAT when those are available.
Language Arts Curriculum Mapping	We would like to finish and implement the development of a comprehensive balanced literacy curriculum aligned with the Common Core. The curriculum will include assessment, resources, and instruction and will be 100 % completed for implementation.	Grade level curriculum teams will meet no less than once per month to develop aligned Common Core curriculum. Completed documents will be submitted to administration for approval.
Schoolwide Language Arts/Positive movement between RtI tiers	We want to see our overall reading scores on the ISAT increase to meet the AYP target of 92.5%. During the previous school year, 71% of the students met/exceeded reading state standards in ISAT.	Data Team meetings will take place every six weeks. The objective of these meetings is to evaluate each student based on frequent data checks using Fountas and Pinnell, MAP, AIMSWeb and local measures so that appropriate instructional intervention can be designed and assessed for each student. In addition, we look at each grade levels as a whole.

3. Schoolwide Reform Strategies

The schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are based on scientifically based research, strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations.

Over the next several years, Poplar Grove Elementary School is implementing a Professional Learning Communities (PLC) approach that will provide support and strengthen our Response to Intervention program. The focus of the PLC will be to take available opportunities and to provide structure within in the school day for teachers to work together to research ways in which to improve instruction. Through this, we will be able to refine the RTI program so that only the most effective intervention and schedule design is utilized.

The primary goal for implementing this structure is to provide opportunities for all children to meet standard levels of achievement. The primary focus of the PLC is student learning. Within this model the school answers the questions of "What do we want students to learn?", "How do we know they have learned it?", "What do we do when they don't learn?" and "What do we do when they already know it?", which in a nutshell describes our RTI focus.

PLC's are characterized by creating a collaborative environment in which the members have a shared mission and vision for the school. It results in a cultural shift from a focus on teaching to a focus on learning that is supported by research-based instructional strategies, common formative assessments, and the infusion of technology solutions to support instruction. Under the PLC umbrella, the RTI model is used to identify what students know. Based on this information, additional instructional time will be provided for at-risk students to participate in research-based interventions that affect academics, including targeting specific classroom behaviors. At the same time, the three tiered model can provide for differentiated instruction to address the needs of all students. The frequent progress monitoring of students will enable teachers to make data-driven decisions to impact student learning.

We are also instituting more reading focused activities that rely strongly on the school-family connection that are both whole-school implemented but yet target individual students. One program that we are starting this year is the One Book, One School program that will extend to all of our families and promotes family literacy. All students will receive the same children's novel in either Spanish or English and will complete activities related to this family read aloud. Another project is a researched based summer reading program that will target regression of summer skills and will promote on-level reading over the summer. Targeted students will receive 3 books every few weeks in the mail and will complete written activities on postcards that will be mailed back to the school. The goal is to keep Fountas and Pinnell reading levels the same over the summer.

4. Instruction by Highly Qualified Teachers

High poverty, low performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, NCLB requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119.

Highly Qualified (HQ) means that a teacher has successfully completed **ONE** of the following:

1. Pass the IL state content test in the subject (all new teachers in IL in the past 2 years have been required to pass the content exam before they can receive their teaching certificate) or
2. Have a major in that subject – indicated by university transcript or
3. Have 32 semester hours in the subject or
4. Have a masters degree or higher degree in the subject or
5. Have a state master certificate in the subject (NBTPS)

All teachers at Poplar Grove Elementary School meet the qualifications to be NCLB Highly Qualified.

5. Professional Development

Schoolwide programs are required: to provide instruction by highly qualified professional staff; to support intensive and sustained professional development; and to include teachers in decisions regarding the use of assessments in order to provide information on, and to improve students' performance and overall instructional program. This section should include the professional development plan for the entire school regardless of the funding source.

- A. Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in your schoolwide plan.

Determining the professional development needs is ongoing. Throughout the year staff are directly asked for their input into what needs they want met. They are given this opportunity through participation in a survey monkey sent by the superintendent. At any time, staff is welcome to communicate staff development needs through the following channels:

- Inform their union representation
- Informing the building principal
- Inform the Superintendent
- Inform the Assistant Superintendent

In addition to the above, whenever a new program/curriculum is initiated, professional development is offered to ensure the proper implementation of that program/curriculum.

- B. Describe how the school will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Professional development is implemented through a variety of means:

- Early Release days that take place three times a year
- SIP days that are offered four times a year
- Staff meetings that take place twice a month
- Staff requests to attend professional development outside the school district
- Independent Study
- PLC/Collaboration Meetings

6. Parent Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

A. Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

All parents are invited to be involved in the design, implementation, and evaluation of the schoolwide plan. The first step to accomplishing this task is to communicate the importance of parental involvement and feedback.

Communication takes place through the following:

- E-mails/Paper communications from the principal
- School Newsletters
- School Messenger (automated phone messenger system)
- Teacher newsletters
- Communication from specialists
- PTO meetings
- Messages on our outside sign
- Principal Blogs
- Teacher Website

Through a variety of communication, we are able to invite parents to join and give feedback on this process. Not only do we allow for parent members in this program, but we also invite parents to attend as able. Any parent that is present is involved and input is considered and appreciated. Tasks are assigned on a voluntary basis and parent involvement is very much encouraged. At the completion of the development of the schoolwide plan, all parents (whether a part of the process to date or not) will be asked to participate in the evaluation. It does not matter at what stage in the process a parent joins us, they are always welcome.

B. Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet and how they will be encouraged to participate in decision making opportunities about their child's education.

Parents receive timely communication as indicated in A above. In addition, many opportunities are offered to inform parents of curriculum, assessments, and proficiency levels that the students are expected to meet. This process starts before the school year for students when teachers host a Back to School Night. Follow-up is also offered at parent/teacher conferences, data team meetings, IEP meetings, and as requested by parent or staff. Parents are invited to attend quarterly family reading nights with activities that promote family literacy. At all of these events, students receive on level reading materials to take home.

C. List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plans.)

We offer training in a few ways. Four times a year, ELL parents throughout the district are invited to meetings to help them learn about and understand the US educational system. They are also given the special opportunity through the IRC to attend an all expenses paid parent training in Springfield. The Reading Teachers offer

educational nights on how to best serve children in regard to language arts. In addition, we have an agreement with the University of Illinois Extension Office to host parent trainings as requested.

During the first month of the school year parents are invited to review the Parent Involvement Policy. Their input is valued as we continue to refine that policy and the parent compact. Once this review is complete, the policy is sent to all parents so they are aware of it. Parents of Title I students are expected to abide by and sign the compact, and they are invited to an informational meeting hosted by the reading teacher.

- D. Describe the yearly parental evaluation of the schoolwide program, including how this information is used to improve the schoolwide plan. Note that if the evaluation results or individual comments show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the district.

The 2012-13 school year is the first year of developing a schoolwide plan so we now have a baseline for implementation. For the 2013-14 school year we will make the plan available on-line and in the school,, and all parents will be invited to complete a Survey Monkey with the focus of plan evaluation. A meeting will also take place at the school where results can be discussed and the plan can be evaluated. This input will then be used to revise the plan as necessary for the 13/14 school year.

- E. Describe strategies that will be used to increase parent involvement including, if appropriate, family literacy services and activities that will inform families of college and career awareness and preparation programs.

Part of this is answered in C above. In addition, we offer the following parent involvement opportunities listed below that we believe increase parent involvement. Part of this strategy is to get the parents in the door and once they are here we can discuss with them the opportunities they have available.

- Back to School Night
- PTO Family Nights
- Curriculum Nights
- Special Education Open House
- District ELL Family Nights
- Miracle Parent Program
- Open House
- Parent Education Events
- Spirit Days
- Field Day
- Parent/Teacher Conferences
- Room Parents
- Volunteer Opportunities

7. School Context and Organization

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. This should include a coherent and seamless transition for preschool students into the school program and coordination with other federal state, and local programs.

- A. Describe strategies to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a district-run preschool program, to the local elementary school.

In accordance with the State of Illinois Preschool Program requirements, the following is offered as our transition plan (Students from Poplar Grove attend a District Pre-K Program):

Family-School Connections

1. Contact families during the **first few days** of pre-kindergarten kindergarten through telephone calls and e-mail.
2. Maintain **ongoing** periodic contact with the families through telephone calls, notes, newsletters and e-mail.
3. Encourage family participation in home-learning activities through materials sent home in an **ongoing** basis.
4. Encourage family participation in the classroom and at school events through telephone calls, notes, newsletters and e-mail in an **ongoing** basis.
5. Conduct **ongoing** regular family meetings at school during family nights **once a quarter**.
6. Coordinate information sharing about individual children between the families and the teacher during conferences.
7. Conduct parent orientation at the beginning of prekindergarten and kindergarten **during back-to-school nights** before the school year starts

Child-School Connections

1. Establish a connection between the prekindergarten child and the kindergarten teacher with visits to the kindergarten classroom(s) by the child **during spring**.
2. Has students practice kindergarten procedures **during spring**.
3. Incorporate prekindergarten activities (such as reading a favorite book) into the kindergarten year **during the fall**.
4. Prekindergarten teacher stays in contact with former students through classroom visits **during the Fall**.

Peer Connections

1. Allow peer connections to take place **during the summer**
2. Allow play dates **throughout the year**
3. Establish prekindergarten peer connections with kindergarten peers **throughout the year**

B. Describe the coordination and integration of Federal, State, and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

To address this area, we have agreements with the following agencies:

- Belvidere/Boone County Food Pantry
- Boone County Fire Protection District #1
- Boone County Health Department
- Capron Rescue Squad
- Poplar Grove Preschool
- RSVP of Boone County
- University of Illinois Extension
- Two Rivers Head Start
- YWCA Child Care Solutions
- Keen Age Center/Transportation Services
- ALERTA

8. Annual Evaluation/Review Process

The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation those results, to the parents of a child who participates in the assessment.

As a part of the school improvement process, at least once each year, the building principal will conduct an evaluation and needs assessment of the school-wide program for Poplar Grove Elementary. Input from staff and parents will be sought through surveys utilizing Survey Monkey to provide data on the effectiveness of the program. The data collected will then be used by the school improvement team to make recommendations or modifications to the schoolwide and school improvement plans. The plans will be reviewed with parents annually. Parents will be given the opportunity to review the plans and provide feedback.

The administration and staff will use the results of both local and state student assessments to determine the effectiveness of the schoolwide program. Annually, the staff will review the results of the state assessments (ISAT & ACCESS) to make adjustments or modifications to student instruction in an effort to continue to make AYP.

Throughout the year (ongoing) the staff will examine data collected locally from AIMSWeb, Measures of Academic Progress (MAP), and Fountas and Pinnell to make modifications and differentiate student instruction. This ongoing use of data will enable staff to evaluate the effectiveness of interventions used in the program.

Both the results from the Universal Screenings of AIMSWeb, Measures of Academic Progress (MAP), and Fountas and Pinnell and progress monitoring using AIMSWeb assessments will be provided to parents in a language that they can understand. With AIMSWeb and MAP, parents receive an individual report for their child along with an interpretation guide three times a year. This report provides information on how their child is progressing, and compares performance to the other students as a whole. In addition, parents will receive assessment data at parent teacher conferences scheduled in the fall and the spring. Assessment data collected throughout the year will also be shared with parents as decisions are made regarding a child's placement in the instructional program.

9. Technical Assistance

Schools developing and implementing a schoolwide program should receive high quality technical assistance. List technical assistance providers who have helped the school develop its plan. Examples could include district or ISBE staff, or others from agencies such as institutions of higher education, educational service agencies, staff from other successful schoolwide program schools, or other local consortia.

A. Provide a list of technical assistance providers who have contributed to the development of the schoolwide plan. Include meeting or consultation dates and topics.

Assistance Provider	Date	Type of Assistance
Mr. Matt Klett	8/30/2012	NBCUSD # 200 Title I Program Coordinator

10. Fiscal Requirements

Schoolwide plans must describes how Title I funds and funds from other sources will be used to implement the schoolwide plan and how Title I funding will be used to supplement state and local funding.

[Sections 1114 (a)(1) & 1114 (b)(2)(A)(ii)]

- A. Indicate which, if any, of the federal program resources are included in the school site budget. (Include only funds that go directly to the site to support the schoolwide plan, not other district level support. See CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

As this is our first year of applying and we are not yet a schoolwide program, the numbers presented below are just a reference as to the amount of money the school district received during the 2012/13 school year. Once we are approved to be a schoolwide program, we will update the financial numbers to accurately reflect the amount of money that went to our school for the 13/14 school year.

Dollar Amount	Please indicate the programs included in this application:
\$254,076	Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
\$30,905	Title II, Part A: Improving Teacher Quality
\$44,567	Title III, (TBE/TPI): Transitional Bilingual Education/Transitional Program of Instruction
\$20,293	Title III, (LIPLEPS): Language Instructional Program for Limited English Proficient Students

