

ATTACHMENT NO. VIII-E

ATTACHMENT NO. VIII-E: Approval of Title I Schoolwide Plan 2013-2014

Potential motion: Move to approve the Title I Schoolwide Plan 2013-2014 for Capron 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.

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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: _____	_____	_____
Matthew T. Klett	Capron Elementary School	Principal
Teachers: _____	_____	_____
Karin Taylor	Capron Elementary School	Reading Teacher
Parents & Community: _____	_____	_____
Jamie Cunningham	Capron Elementary School	Parent
Students (if secondary school program): _____	_____	_____
IF Appropriate: _____	_____	_____
Administrators: _____	_____	_____
*Title Programs: _____	_____	_____
*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 issue addressed was to select a planning team that would include all the necessary members as required. Once all volunteers accepted the challenge we set up a first meeting (September 6, 2011) to map out a strategy to accomplish the goal of becoming a schoolwide Title I school. Meetings were set up to take place the first Tuesday of every month. Agenda items included the requirements of qualification in order for our school to become school-wide. The items and months addressed are listed below:

- Comprehensive Needs Assessment (September 6, 2011)
- Summarizing Strengths and Needs of Current Program (October 4, 2011)
- Priority of Specific Needs and Objectives (November 1, 2011)
- School-wide Reform Strategies (December 6, 2011)
- Instruction by Highly Qualified Teachers (January 4, 2012)
- Professional Development (February 1, 2012)
- Parent Involvement (March 1, 2012)
- School Context and Organization (April 5, 2012)
- Annual Evaluation/Review Process (May 3, 2012)
- Final Review with all Parents interested (June 7, 2012)

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.

We had parent representation that is an officer of the PTO so she was a great resource in the communication process. In addition, we used the following communication tools:

- E-mails from the principal that go out on a weekly basis
- School Newsletters that go out monthly
- School Messenger that goes out as needed
- Data collection as needed through classroom teachers
- 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.

Capron Elementary School is one of three elementary schools in North Boone CUSD #200. Our school serves approximately 200 students from 3 & 4 year olds in Early Childhood and Pre-K all the way through Grade 4. We are the only school in the district that serves Early Childhood and Pre-K. This school is located in northern Boone County in the Village of Capron.

The demographics of the school are as follows:

Components	11/12	12/13
Attendance Rate (%)	95.8	95.8
Truancy Rate (%)	0.7	0.7
Mobility Rate (%)	32.3	32.3
School Population (#)	197	198
Low Income (%)	47.85	48
Limited English Proficient (LEP) (%)	25.0	30.1
Students with Disabilities (%)	7.3	9.2
White, non-Hispanic (%)	57.1	54.1
Black, non-Hispanic (%)	0.5	0.5
Hispanic (%)	38.5	41.8
Asian/Pacific Islander (%)	-	
Native American or Alaskan Native (%)	-	
Multiracial/Ethnic (%)	3.9	3.6

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.

The comprehensive needs assessment was delivered to all through a hand delivery method, meaning the students in grades preschool through 4th took it home in their “take home folders” that we use as a normal delivery system for parent communication. Due to the fact that we really want to pay attention to the needs of the educationally disadvantaged children, we followed up when responses were not had. In this case the school secretary (who is bilingual) called parents to follow-up. We sent out another copy of the comprehensive needs assessment as needed to get as much participation as possible. The communication took place in English and Spanish as those are the two languages in our community. Of course, this assessment was also readily available in the school office in our Parent Resource Center.

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><i>Needs:</i> Language Arts to include ELL and Tier 2 & 3 student growth. These two categories of students continue to lag behind the general population in typical growth that we want to see in all our students.</p> <p><i>Strengths:</i> Science. Students, including all subcategories, continue to score high in this area.</p>
	<i>Curriculum & Instruction</i>
High	<p><i>Needs:</i> Language Arts. The curriculum in Language Arts continues to evolve with the additional adoptions of resources so that all three elementary schools are following the same curriculum. This is an ongoing process.</p> <p><i>Strengths:</i> Science. FOSS kits have been adopted district-wide for all elementary schools and professional development has been offered as to the instructional methods.</p>
	<i>Professional Development</i>
Low	<p><i>Needs:</i> Language Arts. Much additional professional development has been offered to keep abreast of all the curriculum changes required of staff.</p> <p><i>Strengths:</i> Math. The summer of 2012 has seen an opportunity for all staff to attend professional development in the area of our new curriculum – enVision. This will continue throughout the 13/14 school year.</p>
	<i>Parent/Community Involvement</i>
Medium	<p><i>Needs:</i> 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><i>Strengths:</i> Parent Teacher Organization. We have a wonderful group of parents that raises money for our school and volunteers during school hours and non-school hours to help make us a better school.</p>
	<i>School Context/Organization</i>
Low	<p><i>Needs:</i> Additional Support. The feeling here is that there is never enough support to meet all the needs of each student.</p> <p><i>Strengths:</i> Dedicated Staff. Our staff makes no excuses for not being able to reach all students to become successful lifelong learners.</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 ELL population increase their performance in the area of reading so that at least 80% meet/exceed state standards in ISAT. For the 11/12 school year, 4 out of 5 ELL students did not meet/exceed reading state standards in ISAT. Official 12/13 scores are not yet available.	Data Team meetings take place every six weeks. It is at these meetings that the objectives are evaluated by looking at the assessments of Fountas and Pinnell, AIMSWeb, and MAP. In addition, we look at ACCESS and ISAT when those are available.
Schoolwide Language Arts	We want to see our overall reading scores on the ISAT increase to meet the AYP standards of 92.5%. For the 11/12 school year, 77% of the students met/exceeded reading state standards in ISAT. Official 12/13 scores are not yet available.	Data Team meetings take place every six weeks. It is at these meetings that the objectives are evaluated by looking at the assessments of Fountas and Pinnell, AIMSWeb, and MAP. In addition, we look at ISAT scores when those are available.
Tier 2 & 3 Student Growth	We want to increase to 90% the number of our Tier 2 & 3 students to show at least a year's growth over the course of one school year. In looking at our AIMSWeb scores (which is used to progress monitor all Tier 2 & 3 students), 15% of these students are not showing a full year's growth.	Data Team meetings take place every six weeks. It is at these meetings that the objectives are evaluated by looking at the assessments of Fountas and Pinnell, AIMSWeb, and MAP. We pay particular participation to the progress monitoring which takes place every week for Tier 3 students and every other week for Tier 2 students. In addition, we look at ISAT scores when those are available to see growth from one year to the next.

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, Capron Elementary School is embarking on the process of implementing the following reform strategy – Professional Learning Communities (PLC) – to go along with two that we have been implementing the last few years – Response to Intervention (RtI) model and Positive Behavior Interventions and Supports (PBIS).

The primary goal for implementing these structures is to provide opportunities for all children to meet proficient and advanced levels of student achievement. Professional Learning Communities emphasize the focus on 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?”

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. 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.

Similar to RtI, PBIS utilizes a three tiered model to impact the behavioral needs of students. Using the same data-driven decision making approach, teachers and administrators utilize research-based strategies to affect change in individual student behavior. This provides for a more individualized approach to meeting the students behavioral needs rather than “a one size fits all” method.

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 Capron 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 sent by the superintendent. As well, staff at anytime can do any of the following:

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

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 manners:

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

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 that we want their involvement. Communication takes place through the following:

- E-mails from the principal
- School Newsletters
- School Messenger (automated phone messenger system)
- Teacher newsletters
- PTO meetings
- Messages on our outside signs

Through these communications, we are able to invite parents to join us in this process. Not only do we allow for parent members of this program, but we also invite parents to attend as able. Any parent that is present is involved. Their input is wanted and appreciated. Tasks are assigned on a voluntary basis and parent involvement is very much encouraged. At the completion of our schoolwide plan, all parents (whether a part of the process to date or not) are asked to be a participant in the evaluation. It does not matter at what stage 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 them of our curriculum, assessments, and proficiency levels that the students are expected to meet. This process starts before the school year even gets going for students when teachers host "Orientation Nights." Follow-up is also offered at parent/teacher conferences, data team meetings, at IEP meetings, and as requested by parent or staff.

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. Our PTO's sponsor educational assemblies meant for the students and the parent. We also have an agreement with the University of Illinois Extension to give parent training as requested by the parents.

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 tweak that policy and the parent compacts. 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 compacts.

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 2011/2012 school year was the first year of developing a schoolwide plan so we now have a baseline. This plan will be in place for the 2012/2013 and 2013/2014 school years with some revisions for the 2013/2014 school year. Parents were afforded the opportunity to give their input through the Illinois 5Essentials Survey during the 2012/2013 school year that could be included in this plan.

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 (Teacher Orientation)
- Open House
- Donuts w/Dad; Muffins w/Mom
- Fun Fair
- Movie Night
- Field Days
- Parent/Teacher Conferences
- PTO
- Room Parents

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:

Family-School Connections

- _____ Contacts families during the **first few days** of prekindergarten and kindergarten through telephone calls and e-mail
- _____ Maintains **ongoing** periodic contact with the families through telephone calls, notes, newsletters and e-mail
- _____ Encourages family participation in home-learning activities through materials sent home in an **ongoing** basis
- _____ Encourages family participation in the classroom and at school events through telephone calls, notes, newsletters and e-mail in an **ongoing** basis
- _____ Conducts **ongoing** regular family meetings at school during family nights **once a quarter**.
- _____ Coordinates information sharing about individual children between the families and the teacher **during conferences**
- _____ Conducts parent orientation at the beginning of prekindergarten and kindergarten **during back-to-school nights** before the school year starts

Child-School Connections

- _____ Establishes a connection between the prekindergarten child and the kindergarten teacher with visits to the kindergarten classroom(s) by the child **during spring**
- _____ Has students practice kindergarten procedures **during spring**
- _____ Incorporates prekindergarten activities (such as reading a favorite book) into the kindergarten year **during the fall**
- _____ Prekindergarten teacher stays in contact with former students through classroom visits **during the Fall**

Peer Connections

- _____ Allows peer connections to take place **during the summer**
 - _____ Allows play dates **throughout the year**
 - _____ Establishes prekindergarten peer connections with kindergarten peers **throughout the year**
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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
- Little Lambs Preschool
- Poplar Grove Preschool
- Rise N Shine Day Care
- RSVP of Boone County
- University of Illinois Extension
- Two Rivers Head Start
- YWCA Child Care Solutions

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 schoolwide program for Capron Elementary School. Input from staff and parents will be sought through surveys 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 at least 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 the staff will utilize 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 a tier of instruction

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
Dr. Alber Holmes	9/16/2011	ISBE
Linda Oshita	9/29/2011	ROE
Dr. Vinest Stelle	10/5/2011	Rockford School District, Title I Director
_____	_____	_____
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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.)

For the 12/13 school year, Capron Elementary School was able to take advantage of the funds provided to the district in the table below:

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

Title I funds were used for the following:

- Salary of our Title I Reading Teaching Assistants and the Math Interventionist
- Sending several of our students tuition free to Camp Invention – a week-long immersion into science over the summer
- Various supplemental materials for differentiated instruction for our reading and math programs
- Family Reading Nights
- Professional Development
- Homeless set-aside as required by the federal government. As we did have homeless students these funds were used for basic school supplies.

The use of Title II funds included professional on-site training provided by Midwest Educational Consulting Agency, Inc. (M.E.C.A.). Areas included Common Core Standards Curriculum Alignment/Mapping + Exemplary Core Reading Instruction + 6 Trait Writing + Writers Workshop + Balanced Literacy + Guided Reading + Reading Across the Curriculum + Explicit Comprehension Strategy Instruction + Vocabulary Development + Building Fluency.

Title III funds were used for the following:

- Spanish class for district employees provided by a certified instructor from NIU
- Providing after school tutoring/enrichment for our ELL population
- Professional Development for ELL staff