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

Potential motion: Move to approve the Title I Schoolwide Plan 2013-2014
                                    for North Boone Middle School

Recommended action: Approve the motion.

Matt Klett has worked with the ISBE to get the Title 1 program into the best situation to maximize funding and flexibility of those dollars.   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: North Boone Middle School

School ID #: 0400420001001   District: North Boone School District 200

Mailing Address: 17641 Poplar Grove Rd

City: Poplar Grove   Zip: 61065

Principal: Lindsay Abbeduto   Phone: (815)765-9274

E-Mail: labbeduto@nbcusd.org   FAX: (815)765-9275

Plan Status: New X   Revised ☐

Initial Effective Date: June 30, 2014   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   Lindsay Abbeduto
Printed Name of Superintendent   *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

Printed Name	Representation	Roles/Responsibilities
Required: _____	_____	_____
Principal: _____	_____	_____
Lindsay Abedutto	North Boone Middle School	Principal
Matt Klett	North Boone Middle School	Assistant Principal
Teachers: _____	_____	_____
Tammy O'Toole	North Boone Middle School	Reading Specialist
Jason Williams	North Boone Middle School	Science Teacher
Parents & Community:	_____	_____
Josh Bryan	North Boone Middle School	Parent
_____	_____	_____
Students (if secondary school program): _____	_____	_____
NA	_____	_____
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.

A team was selected that was simple, yet represented our school. Meetings were scheduled for the first Monday of each month from September through May and covered the prerequisites as listed below:
- Comprehensive Needs Assessment
- Summarizing Strengths and Needs of Current Program
- Priority of Specific Needs and Objectives
- School-wide Reform Strategies
- Instruction by Highly Qualified Teachers
- Professional Development
- Parent Involvement
- School Context and Organization
- Annual Evaluation/Review Process
- Final Review with all Parents interested

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 used the following communication tools:
- School Newsletters that go out every other month
- Principal Blog
- School Messenger
- Facebook
- Twitter

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.

North Boone Middle School is the only middle school representing grades 7 & 8 in North Boone CUSD #200. Our school serves all students that come from North Boone Upper Elementary School. 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 (%)	95.8
Truancy Rate (%)	2.5
Mobility Rate (%)	12.5
School Population (#)	281
Low Income (%)	48
Limited English Proficient (LEP) (%)	6.0
Students with an IEP (%)	14.9
White, non-Hispanic (%)	70.1
Black, non-Hispanic (%)	2.8
Hispanic (%)	22.8
Asian/Pacific Islander (%)	0.4
Native American or Alaskan Native (%)	-
Multiracial/Ethnic (%)	3.9

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 students, parents and staff online. All students and staff were asked to complete the survey during school hours. Parents were sent the link through powerschool, schoolmessenger, school newsletter, twitter, and our blog. If they preferred, they were given the opportunity to fill it out the old fashioned way on paper!

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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
	Student Achievement
High	*Needs:* ECRA data shows SP Ed students performance below average in reading. -.5 valued added growth (yellow) which equates to 33 students not meeting expectations. *Strengths:* 7th grade math according to ECRA was .53 value added growth.
	Curriculum & Instruction
High	*Needs:* Social studies. As we transition to a new means of delivering instruction we realized the need to address this area. *Strengths:* Reading Language Arts; we have worked really hard to align our curriculum to the common core. Our staff has worked intently with an outside consultant to make sure we are up to the Common Core standards.
	Professional Development
Medium	*Needs:* Technological support to provide enhanced opportunities for implementation of the common core through a variety of media *Strengths:* Science. With the adoption of FOSS several years ago and with staff all having been trained with the new Next Generation Science Standards.
	Parent/Community Involvement
Medium	*Needs:* According to the Parent Survey, parents are not taking advantage of all our communication tools. We would like to see an increase in the use of parents using technology in communicating with our school. *Strengths:* Parents have opportunities to volunteer for the school. These opportunities are opened to parents before the school year even starts and continues well into the school year.
	School Context/Organization
Medium	**Needs**: Three categories rated lower than expected (from students): • I feel safe at this school • I feel like I belong at this school • I like this school *Strengths:* Three categories rated very high in the survey (from staff): • The school has created a positive environment for student learning • I feel satisfied with the discipline of the students • I am satisfied with the media services of this school *Note:* Not enough parents participated to validate their input

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 *State in measurable terms and include current baseline data and targets.*	Evaluation *Identify how you will determine whether your objective has been met. Include the data source and/or evaluation tools to be used.*
Social Studies	Social Studies unit plans will be developed by 100% of the Instructional Team to define a unit of instruction and outline the standards and target objectives addressed in the unit of instruction.	Information needed to provide evidence that this objective is fully met will be seen in lesson plans that are collected weekly. This will need to be noted in 100% of weekly plans for all teachers responsible for daily 30-minute blocks of Social Studies and for those incorporating Social Studies into their subject area.
Professional Development	We will concentrate our professional development in technology integration so that 90% of staff records their satisfaction with the full and proper implementation of technology into the curriculum.	In student measurable terms, 80% of our students will increase by the appropriate national norms their RIT score on the MAP Language Arts, Science, and Math assessments in comparison to the beginning of the year.
Special Ed	We want to see positive growth in 75% of our special ed population in regard to reading.	ECRA data will need to show SP Ed students performance at .01 and higher on average in reading valued added growth which equates to the majority of students meeting expectations.

The schoolwide reform strategies must provide opportunities <u>for all children</u> 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 under-served populations.

We have been instituting a most aggressive professional development plan which will allow teachers and staff to meet the needs of our students. This year we concentrated on Language Arts, Physical Education/Health, and Technology as listed below.

Professional on-site training provided by Midwest Educational Consulting Agency, Inc. (M.E.C.A.) Areas include: Common Core Standards Curriculum Alignment/Mapping, Exemplary Core Reading Instruction, Balanced Literacy, Guided Reading, Explicit Comprehension Strategy Instruction, and Academic Vocabulary.

Professional on-site training provided by Kathryn Terasaki to develop a scope and sequence with K-12 Physical Education and Health staff.

Professional on-site and off-site training for staff to implement the 1:1 Technology Initiative. Presenters included our own 7th grade staff as well as presenters at the ICE conference that several staff attended.
- Students will use technology practically and master the basics of managing their electronic resources so that they can achieve their learning goals.
- Students will use technology creatively and in a way that reflects the goals of their courses by showing enriched learning and depth of thinking.

Professional on-site training provided by Michael Gorman in Digital Resources. This entails Project Based Learning units, internet research collection, digital portfolios, lessons with scaffolding and a variety of media, subject themes for student investigation, and internet resource links.

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 North Boone Middle School meet the qualifications to be NCLB Highly Qualified.

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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
- Inform the professional development leaders
- Inform the building principal
- Inform the 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. Data is also looked at and professional development is offered for areas of concern.

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 at least once a month
- Staff requests to attend professional development outside the school district
- Independent Study
- Team Meetings
- "Appy Hours"

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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 from the principal
- School Newsletters
- School Messenger (automated phone messenger system)
- Principal Blogs
- Teacher Website
- Twitter
- Facebook

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 school-wide 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 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.

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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 2013-14 school year is the first year of developing a schoolwide plan so we now have a baseline for implementation. For the 2014-15 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.

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
- Art Showcase/Music Concerts
- Special Education Open House
- District ELL Family Nights
- Parent Education Events
- Spirit Days
- Field Day
- Parent/Teacher Conferences
- Volunteer Opportunities
- Family Reading Nights
- Rec Nights
- Awards Assembly
- Schoolwide Assemblies

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 Capron/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 North Boone Middle School. 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 – which will be PARCC in 14/15 & 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), Fountas and Pinnell, and ECRA 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.

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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
None Needed		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

	10. Fiscal Requirements

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:
$238,592	Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
$28,156	Title II, Part A: Improving Teacher Quality
$43,895	Title III, (TBE/TPI): Transitional Bilingual Education/Transitional Program of Instruction
$17,550	Title III, (LIPLEPS): Language Instructional Program for Limited English Proficient Students
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____	
____	
____	