

Whitehead Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

WHITEHEAD ELEMENTARY SCHOOL

Rockford Public School District #205

Title I Plan for 2018-2019

1. Comprehensive Needs Assessment

OVERALL ACHIEVEMENT

PARCC		School	3 rd Grade	4 th Grade	5 th Grade	District	State
Composite	2014-2015	21%	21%	19%	24%	23%	33%
	2015-2016	13%	16%	10%	11%	20%	34%
	2016-2017	8%	8%	7%	7%	17%	34%
ELA	2014-2015	29%	29%	28%	30%	29%	38%
	2015-2016	12%	13%	13%	10%	23%	36%
	2016-2017	8%	9%	8%	8%	20%	37%
Math	2014-2015	14%	14%	9%	19%	17%	28%
	2015-2016	15%	17%	10%	15%	16%	31%
	2016-2017	8%	10%	7%	8%	15%	32%

Analysis, Hypotheses, and Possible Actions:

- ❖ PARCC scores went down from 2014-2018 for the school as a whole in both ELA and Math and across all grade-levels for ELA. .
- ❖ Whitehead scored significantly below both the district and the state in ELA and the state in Math.
- ❖ The PARCC test underwent a revision between 2014-15 and 2015-16, making these two scores problematic with comparing results.
- ❖ Overall improvement in Tier I/Core Curriculum is needed to improve these scores. Also, teaching test protocol is recommended for all students.

MAP % At or Above Norm Grade Level Mean RIT		2016-2017 School	K	1 st	2 nd	3 rd	4 th	5th	Goal
Reading	Fall 2016	34%	37%	31%	26%	42%	37%	32%	50%
	Spring 2017	34%	44%	28%	34%	43%	29%	27%	
	Fall 2017	31%	38%	29%	33%	31%	27%	26%	
	Spring 2018	41%	75%	35%	33%	32%	32%	36%	
Math	Fall 2016	21%	19%	31%	19%	22%	21%	15%	50%
	Spring 2017	23%	28%	29%	24%	20%	22%	14%	
	Fall 2017	30%	32%	29%	43%	26%	23%	24%	
	Spring 2018	41%	71%	42%	47%	27%	34%	24%	

Analysis, Hypotheses, and Possible Actions:

- ❖ Generally, Whitehead fell short of 50% of students At or Above the Norm Grade Level Mean RIT, with the exception of Kindergarten in Reading and Math, however, strong improvement in Spring scores year-over-year indicate building level initiatives are beginning to work.
- ❖ Continue implementation of Reading Horizons to develop a firm foundation in phonics.
- ❖ Continue implementation of Responsive Classroom techniques to strengthen academic instructional success.
- ❖ Continue common planning periods at least 4x a week and provide additional collaborative time for data-driven instructional planning.

ACHIEVEMENT OF SUBGROUPS

PARCC Achievement Gaps	Low Income/ Non Low Income			Hispanic/ White			Black/ White			Black/ Hispanic			Male/ Female			IEP/ Non IEP		
	W	D	S	W	D	S	W	D	S	W	D	S	W	D	S	W	D	S
2014-2015	-12	-29	-29	-11	-17	-20	-11	-26	-27	-1	-8	-7	-4	-5	-7	-21	-22	-29
2015-2016	-2	-14	-26	-14	-16	-19	-23	-24	-26	-9	-7	-7	-1	-4	-7	-14	-18	-27
2016-2017	-3	-13	-27	-8	-17	-20	-11	-23	-26	-3	-6	-7	0	-4	-6	-5	-16	-27

MAP 2017-18 % met or exceeded projected growth goal	School		K		1 st		2 nd		3 rd		4 th		5 th	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Black or African American	59.6	41.9	93.3	94.4	64.6	28.5	51.8	27.3	45.6	40.0	63.0	30.0	39.5	31.0
Multiracial	58.8	55.2	95.8	86.9	54.0	41.7	51.4	45.9	46.9	53.2	81.3	55.7	23.9	48.0
White or Caucasian	68.7	61.5	92.9	81.4	76.2	69.1	66.4	61.0	59.4	52.4	67.3	49.5	50.0	55.6
Male	69.1	54.9	88.7	84.8	78.9	59.7	70.6	50.0	53.1	41.0	76.8	50.6	46.5	43.0
Female	57.9	52.3	100	87.5	54.0	34.4	49.6	41.7	47.5	51.1	64.1	52.8	32.4	46.5

Analysis, Hypotheses, and Possible Actions:

- ❖ Only minor gaps are seen between Low Income and Non Low Income Students and between Male and Female Students on PARCC.
- ❖ Significant gaps are seen between Black/Multi-racial students and White students in MAP Math and, of particular note, in Reading achievement between Black and White students.

- ❖ Males scored higher in MAP math in every grade level.
- ❖ A significant gap also exists between IEP and Non IEP students.
- ❖ Continued emphasis in Responsive Classroom techniques and continued training in equity is planned for the upcoming year.
- ❖ Push-in model for Tier 2, Tier 3, and Resource will be implemented as much as possible in the 2018-19 school year.

ACHIEVEMENT GROWTH

MAP		School	K	1 st	2 nd	3 rd	4 th	5 th	Goal
Met Projected RIT Growth Goal									
Math	Fall to Spring 2017	45.3%	47%	42%	46%	36%	50%	51%	60%
	Fall to Spring 2018	63%	92%	66%	60%	51%	70%	38%	
Reading	Fall to Spring 2017	45%	52%	35%	54%	46%	37%	46%	60%
	Fall to Spring 2018	53%	86%	47%	47%	43%	52%	45%	

Analysis, Hypotheses, and Possible Actions:

- ❖ Whitehead fell short of the district goal of 60% of students meeting their Projected RIT Growth Goal in Reading though there was a significant 7% point increase from Fall to Spring.
- ❖ Work with teachers on goal setting with their students.
- ❖ Push-in model for Tier 2, Tier 3, and Resource will be implemented as much as possible in the 2018-19 school year.
- ❖ A change from .5 Academic Achievement Specialist in 2017-18 to 1.5 Title I teachers should result in increased growth for the 2018-19 school year.
- ❖ Teachers will participate in peer observations to encourage discussion and collaboration.
- ❖ Continue MTSS meetings with teachers and support staff to plan for targeted instruction.

MAP Student Growth Compared to Student Growth Norms - MATHEMATICS	Student Growth Norms Mean Begin-to-End (Projected Growth)	Mean RIT at Whitehead Fall-Spring	Mean Points Growth at Whitehead Fall-Spring
Kindergarten	20.3	133.8-163.5	29.8
1 st	19.3	153.3-177.8	24.4
2 nd	15.8	171.1-190.5	18.9
3 rd	13.0	181.7-195.8	14.1
4 th	11.0	193.5-208.2	14.7
5 th	9.1	201.7-209.3	7.5

MAP Student Growth Compared to Student Growth Norms - READING	Student Growth Norms Mean Begin-to-End	Mean Student Growth at Whitehead Fall-Spring	Mean Points Growth at Whitehead Fall-Spring

	(Projected Growth)		
Kindergarten	17.7	137.8-164.8	27.0
1st	17.4	154.7-173.2	18.5
2nd	15.0	167.2-182	14.8
3rd	11.7	178.8-190.0	11.3
4th	8.7	189.4-199.6	10.1
5th	6.8	197.6-205.1	7.5

MAP Mean RIT comparison- READING	Student Mean RIT Spring 2016-17	Student Mean RIT Spring 2017-18	MAP Student Status Norm Mean RIT-Spring	Change year-to- year at Whitehead
Kindergarten	157.1	164.8	158.1	+7.7
1st	169.3	173.2	177.5	+3.9
2nd	181.5	182.0	188.7	+0.5
3rd	193.0	190.0	198.6	-3.0
4th	196.4	199.6	205.9	+3.2
5th	202.2	205.1	211.8	+2.9

MAP Mean RIT comparison- MATH	Student Mean RIT Spring 2016-17	Student Mean RIT Spring 2017-18	MAP Student Status Norm Mean RIT-Spring	Change year-to- year at Whitehead
Kindergarten	152.9	163.5	158.1	+10.6
1st	172.5	177.8	177.5	+5.3
2nd	183.8	190.5	188.7	+6.7
3rd	194.8	195.8	198.6	+1.0
4th	203.0	208.2	205.9	+5.2
5th	206.9	209.3	221.4	+2.4

District Goal – Every grade will achieve a 0.5 Conditional Growth Index

MAP School Conditional Growth Index- READING	Spring 2016-17	Spring 2017-18
Kindergarten	0.62	3.26
1st	-0.81	0.39
2nd	0.46	-0.09
3rd	-0.57	-0.24
4th	-1.66	0.93
5th	-0.05	0.40

MAP School Conditional Growth Index- MATH	Spring 2016-17	Spring 2017-18
Kindergarten	-0.38	3.39
1st	-0.51	1075

Spring 2017				35%	34%	34%	26%	21%	20%	28%
Fall 2017				35%	44%	39%	32%	42%	32%	49%
Spring 2018				47%	48%	50%	27%	26%	27%	33%

Analysis, Hypotheses, and Possible Actions:

- ❖ In most Learning Areas, less than 50% of the students scored in the Average or above range. Learning Areas with less than 50% are highlighted in yellow. Learning Areas with less than 40% are highlighted in pink.
- ❖ Math MAP:
 - Operations and Algebraic Thinking – Kindergarten and 4th grade showed impressive gains year-to-year; 3rd grade showed no change
 - Numbers and Operations - Kindergarten and 4th grade showed impressive gains year-to-year; 1st grade grew the least year-over-year with a three percentage point growth
 - Measurement and Data – Kindergarten, 2nd grade, and 4th grade showed impressive gains year-to-year
 - Geometry - Kindergarten and 4th grade showed impressive gains year-to-year; 3rd grade showed an eight percentage point drop
- ❖ Reading MAP:
 - Foundational Skills - Kindergarten and 5th grade showed impressive gains year-to-year; 3rd grade showed a six percentage point drop
 - Language and Writing – Kindergarten showed a 28% percentage point improvement year-to-year, 2nd grade stayed near the same with a 1 percentage point improvement
 - Literature and Information - Kindergarten showed a 15% improvement year-to-year, 2nd grade showed a 9 percentage point drop
 - Literature – 5th grade showed a 12% percentage point improvement year-to-year, 3rd grade showed a 6 percentage point drop
 - Informational – 4th and 5th grade showed impressive gains year-to-year; 3rd grade showed a 16 percentage point drop
 - Vocabulary – Kindergarten, 1st grade, and 5th grade showed impressive gains year-to-year; 4th grade stayed near the same with a 1 percentage point drop
- ❖ Vertical grade level discussions need to take place to learn strengths in various areas of instruction. Teachers will participate in peer observations to encourage discussion and collaboration.
- ❖ Continue to implement and strengthen Daily 5 and Responsive Classroom schoolwide with an emphasis on Tier I instruction.
- ❖ Utilize the Instructional Coach and Title I teachers to collaborate with teachers in data-driven instructional planning.

STUDENTS IN NEED OF INTENSIVE SERVICES

MAP –Overall	School	K	1 st	2 nd	3 rd	4 th	5 th
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Performance percentage of students at 21 st percentile or below														
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Spring 2017	42%	33%	28	16	39	39	41	36	38	31	49	36	56	40
Spring 2018	28%	27%	12	9	27	29	29	31	32	37	20	23	48	35

Analysis, Hypotheses, and Possible Actions:

- ❖ Sharp decrease in overall performance in Math is encouraging, as is the drop of six percentage points schoolwide in Reading which suggests the initiatives in place are working.
- ❖ Professional literature typically states that 80% of students should be able to meet achievement expectations with Tier 1/Core Curriculum Instruction, with about 15% needing some type of more intensive instruction and possibly 5% of those needing Special Education Services.
- ❖ Whitehead currently finds 11% of students having IEPs, below the district and state averages of 14%.
- ❖ Using the MAP guideline of students scoring at or below the 21st percentile (Low) on MAP as being in need of interventions, 28% of Whitehead students would need interventions in Math and 27% would need interventions in Reading.
- ❖ Having more than 20% of students in need of intensive interventions “overwhelms the system.”
- ❖ Continue to implement and strengthen Daily 5 and Responsive Classroom schoolwide with an emphasis on Tier I instruction.
- ❖ Utilize the Instructional Coach and Title I teachers to collaborate with teachers in data-driven instructional planning and delivery of instruction.
- ❖ Based on IES/WCC What Works Clearinghouse Practice Guide “Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades” **recommendation to “meet between three and five times a week, for 20 to 40 minutes.”**
- ❖ Title I tutors could be used in a push-in model to provide additional small-group differentiated instruction in the classroom with students while students with the most intense needs might receive services in a pull-out model.
- ❖ The addition of one more day of a Social Worker should support continued academic growth.
- ❖ Teachers would need to structure their classrooms to accommodate the push-in model.

DISCIPLINE

Discipline		School
Referrals/Incidents	2017-2018	525
Major Referrals	2017-2018	59

Analysis, Hypotheses, and Possible Actions:

- ❖ As our population of students has increased by almost 50%, it has become apparent that there is a need to address the social/emotional behavior within the school.
- ❖ The addition of a Behavior Intervention Specialist has greatly improved the ability to meet the needs of certain students with an emphasis on little loss of instructional time in the classroom.
- ❖ The addition of a Behavior Interventionist has allowed administration to focus more on supporting instruction.
- ❖ Many students are living in poverty throughout out district. Whitehead elementary is experiencing a % low income
- ❖ Teachers will be focusing on the “Responsive Classroom” in the following year
- ❖ Administrators will be sent to the “Equity in Education” workshop in Texas in late June, 2018. They will share this information with staff in the fall.
- ❖ Teachers are also participating in a book study which focuses on the “Teacher Talk” from Responsive Classroom.

ATTENDANCE

Attendance		School	District	State
Attendance	2013-2014	93%	94%	95%
	2014-2015	93%	94%	94%
	2015-2016	94%	94%	94%
	2016-2017	94%	94%	94%
Chronically Truant	2013-2014	17%	9%	9%
	2014-2015	7%	7%	9%
	2015-2016	7%	7%	10%
	2016-2017	9%	8%	11%

Analysis, Hypotheses, and Possible Actions:

- ❖ Attendance has held steady this year. Attendance initiatives have not impacted attendance rates.
- ❖ Truancy continues to be a problem; however, it is still below the state average
- ❖ Whitehead has begun to work closely with our truancy specialist in order to get our students to school on time.
- ❖ Whitehead has utilized phone calls as well as different methods of transportation in order to get students to school on time.
- ❖ Improving attendance will be put on the agenda of Building Innovation Committee for the Fall of 2019.

STUDENT POPULATION

Students		School	District	State
Low Income	2013-2014	88%	89%	52%
	2014-2015	89%	79%	54%
	2015-2016	66%	58%	50%
	2016-2017	61%	51%	50%
Students with Disabilities	2013-2014	11%	13%	14%
	2014-2015	11%	14%	14%
	2015-2016	10%	14%	14%
	2016-2017	11%	14%	14%
Homeless	2013-2014	7%	6%	2%
	2014-2015	6%	7%	2%
	2015-2016	12%	7%	2%
	2016-2017	8%	7%	2%
English Learners	2013-2014	9%	12%	10%
	2014-2015	9%	13%	10%
	2015-2016	14%	13%	11%
	2016-2017	28%	14%	11%
Mobility	2013-2014	18%	15%	12%
	2014-2015	14%	17%	12%
	2015-2016	14%	15%	12%
	2016-2017	12%	13%	7%
Class Size	2013-2014	25	20	21
	2014-2015	23	19	21
	2015-2016	26	20	21
	2016-2017	20	21	20

Analysis, Hypotheses, and Possible Actions:

- ❖ Our low income student percentage still remains well above the state and district average
- ❖ Our homeless population had doubled between 2014/15 to 2015/16 to 12%, but then fell to 8% in 2016/17.
- ❖ Our ELL students have also grown by 14% in 2016-17.
- ❖ Mobility is a great concern at Whitehead, but with zoning in the district there is hope this will continue to drop.
- ❖ Responsive classroom will continue to be utilized and strengthened next year to focus more on our social/emotional issues that stem from low income households
- ❖ Various initiatives are being put in place to encourage attendance and stability within Whitehead (see chart below).

Special or Support Programs Offered

- ✦ Science Olympiad
- ✦ Lego League
- ✦ Chess Club
- ✦ Garden Club

- ✦ Yearbook Club
- ✦ Running Club
- ✦ Knitting Club
- ✦ Basketball –boys
- ✦ Basketball – girls
- ✦ Cheerleading
- ✦ Boy Scouts
- ✦ Girl Scouts
- ✦ 5th grade Rec Nights-monthly

2. Schoolwide Improvements or Reform Strategies

a. Opportunities for All Students, including Each of the Subgroups

Need Based on Data	Strategy(s)	Research
41% of students scored at or above the norm grade level mean RIT	<ul style="list-style-type: none"> • Provide time for teachers to plan for instruction of Foundational Skills using the MAP Learning Continuum • Coach teachers to focus on academic improvement and provide opportunities for all students to achieve, including differentiated instruction in small groups and on-going assessments to determine mastery • Support and coach teachers in Reading Horizons to strengthen core instruction in phonics 	<p><i>"...educators should emphasize the critical reading skills of phonemic awareness, decoding, reading comprehension, and fluency [both high frequency words and connected text]" (What Works Clearinghouse, <u>Assisting Students Struggling with Reading</u>, 2009 – Strong Evidence, p. 19)</i></p> <p><i>"...when teachers were given only a description of new instructional skills, only 10% used the skill in the classroom... However, when coaching was added to the staff development, approximately 95% of the teachers implemented the new skills in their classrooms." (<u>Coaching Approaches and Perspectives</u> by Jim Knight, Corwin, 2009)</i></p>
Differences have been noted in student subgroups (such as between African American, Hispanic, and White)	<ul style="list-style-type: none"> • Data, including all subgroups, will be gathered and summarized for review by the Leadership team and by grade level teachers in order to determine school improvement and professional development needs • The Principal and Assistant Principal will gather and summarize behavioral data including all subgroups • Provide professional development regarding subgroup gaps including but not limited to conferences, books and presenters 	<p><i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000.</i></p> <p><i>Datnow, A., Park, V., & Wohlstetter, P. (2007). <u>Achieving with data: How high-performing school systems use data to improve instruction for elementary students</u>. Los Angeles: University of Southern California, Rossier School of Education, Center on Educational Governance.</i></p>
63% of students met or exceeded their Math growth goal and 53% of students met or exceeded their Reading Growth goal. The district goal is 60% - Whitehead's goal is to further strengthen math across every grade level and improve	<ul style="list-style-type: none"> • The Leadership team will review the data 3 times a year in order to revise whole school goals and determine the needs for strategies for improvement 	

<p>reading instruction to raise reading levels of students.</p>		
<p>Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading (53%)and just over in Math(63%).</p>	<ul style="list-style-type: none"> • Continue the SMART School Improvement Process, including revising targets and strategies as indicated by the data with expanded time meeting outside of school hours. 	
<p>Attendance/tardy data as provided by Eschool has indicated a need for improvement</p>	<ul style="list-style-type: none"> • Research and implement additional strategies to address absenteeism and tardiness such as conferencing with parents, parent liaison, professional development, informational nights, incentives for attendance, etc. 	<p><i><u>“Attendance in the Early Grades; Why it Matters for Reading”</u> A research brief from Attendanceworks.org, February 2014 supports the initiative for low income children to be in school every day and for engaging families to reduce chronic absenteeism.</i></p>
<p>Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal</p>	<ul style="list-style-type: none"> • Funds to support Title I teachers 	<p><i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i></p>

b. Methods and Strategies to Strengthen and Enrich the Program

Need Based on Data	Strategy(s)	Research
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above in Math and below expectations on the PARCC test.	<ul style="list-style-type: none"> Grade-level Teams/PLCs will meet monthly for more than the required time to review data for their grade-level goals for improving student achievement in targeted areas and for subgroups including classroom observations and measures 	<i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i>
Academic Achievement levels are below the district goal of 60% of students meeting the Reading MAP growth goal as well as on the PARCC in district and state. Math MAP growth goals were just over the 60% goal (63%).	<ul style="list-style-type: none"> Purchase materials to enhance learning opportunities Purchase technology/online services to support improved student achievement 	
MAP data shows that we do have students performing at or above their current grade level	<ul style="list-style-type: none"> Provide enhanced learning opportunities for before, during and/or after school, including materials and staff 	

c. Ways to Address Students' Needs, Especially Those At Risk of Failing

Need Based on Data	Strategy(s)	Research
27% of students scored at the 20 th percentile or below in Mathematics on the Spring 2017 MAP	<ul style="list-style-type: none"> • Students to receive additional instruction using materials to aid conceptual understanding • Interventionists/tutors to provide intensive, systematic instruction in math with increased intensity (small group, one-on-one), time (additional 10 minutes outside of regular math instruction) and duration (6-8 weeks) • Monitor the progress using various assessments • Increase math fluency and conceptual understanding with the support of online subscriptions 	<p><i>“Recommendation 5: Intervention materials should include opportunities for student to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual presentations of mathematical ideas. (What Works Clearinghouse, <u>Assisting Students Struggling with Mathematics</u>, 2009 – Moderate Evidence, p. 30)</i></p> <p><i>“Recommendation 6: Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.” (What Works Clearinghouse, <u>Assisting Students Struggling with Mathematics</u>, 2009 – Moderate Evidence, p. 37)</i></p>
28% of students scored at the 20 th percentile or below in Reading on the Spring 2017 MAP	<ul style="list-style-type: none"> • Interventionists/tutors to provide intensive, systematic reading instruction with increased intensity (small group, one-on-one), time (additional 30 minutes outside of regular reading instruction) and duration (6-8 weeks) • Students to receive additional instruction using materials that are research- based • Monitor the progress using various assessments • Increase fluency and comprehension with the support of online subscriptions 	<p><i>“Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes (tier 2).” (What Works Clearinghouse, <u>Assisting Students Struggling with Reading</u>, 2009 – Strong Evidence, p. 19)</i></p>
The use of only one screening tool might lead to over- or under-identification of students in need of interventions. In	<ul style="list-style-type: none"> • Train staff in the use DIBELS Next or similar assessment • Use support staff to screen all students school-wide 	<p><i>“Recommendation 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing</i></p>

Need Based on Data	Strategy(s)	Research
<p>the past we have been able to triangulate data to increase confidence in determining need. With the use of a tool, such as DIBELS Next, MAP and Fountas & Pinnell Reading Levels we will once again have triangulated data.</p>	<p>using DIBELS Next at the beginning, middle and end of the year</p>	<p><i>reading disabilities.” (What Works Clearinghouse, <u>Assisting Students Struggling with Reading</u>, 2009 – Moderate Evidence, p. 11)</i> <i>“Triangulating methods of analysis is commonly recommended to overcome validity problems...The idea is a simple one; when multiple threats to validity of measures emerge, use multiple methods of analysis to meet them. If the different methods seem to lead to similar conclusions then the level of uncertainty is reduced.” (Thomas, B., Lightcap, T. & I. Rosencranz, Taming the hydra: A triangulation approach to assessing an interdisciplinary core curriculum, USCA, 2005)</i></p>
<p>Inconsistent reporting of Progress Monitoring data observed in teacher and interventionists’ documentation</p>	<ul style="list-style-type: none"> • Train all teachers and interventionists in progress monitoring 	<p><i>“Recommendation 4: Monitor the progress of tier 2 students at least once a month.” What Works Clearinghouse, <u>Assisting Students Struggling with Reading</u>, 2009 – Low Evidence, p. 24)</i></p>
<p>Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above in Math.</p>	<ul style="list-style-type: none"> • Provide tutors and supplies to supplement learning opportunities 	<p><i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i></p>

3. Mental Health, Specialized Instructional Support Services, Mentoring Services, and Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas

Need Based on Data	Strategy(s)	Research
<p>Cognos school climate data shows a need for improvement in various behavioral areas</p>	<ul style="list-style-type: none"> • Social, Emotional and Behavioral materials to strengthen social-emotional development among students • Staff support to implement social emotional behavioral programs 	<p><i>“Studies of classroom-based interventions for students with behavior problems have focused on enhancing skills, such as appropriate attention-seeking, social skills, problem solving, and self-management strategies...research studies have demonstrated that reductions in inappropriate behaviors, such as disruption and aggression, and increased in academic engagement are associated with skill-building instruction and reinforcement of positive behavior.” (Reducing Behavior Problems in the Elementary School Classroom, IES/What Works Clearinghouse, 2008 – Strong Evidence, pg. 29)</i></p>

4. Activities Regarding the Preparation for and Awareness of Postsecondary Education And Career

Need Based on Data	Strategy(s)	Research
<p>Less than 60% of students met their Projected RIT Goal on MAP in Reading and just passed the goal in Math</p>	<ul style="list-style-type: none"> • Work with students to set goals for their immediate school future • Raise awareness of careers school-wide • Help students to identify a possible career as a way to understand the need for current performance in achieving future goals by providing opportunities to learn about careers, including but not limited to visits by persons from various careers, books or visual media about careers 	<p><i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i></p>

5. Activities Regarding the implementation of a Schoolwide Tiered Model to Prevent and Address Problem Behavior, and Early Intervening Services, and How Your School Coordinates with IDEA Services

Need Based on Data	Strategy(s)	Research
Cognos school climate data shows a need for improvement in various behavioral areas	<ul style="list-style-type: none"> Review discipline data monthly with the Building and Innovation team Provide resources that would support growth in positive school climate 	<p><i>Training in social emotional/behavioral methodology is supported by research by Durlak et al., 2011 which shows that SEL improves achievement by an average of 11 percentile points. As cited in Allington (2008) What At-Risk Readers Need, to respond to the need to increase reading achievement across all grade levels. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i></p>
Standards based report card evidence in various subjects	<ul style="list-style-type: none"> Materials and field trips that support the well-rounded education, including but not limited to Physical development, the Arts and Sciences, Social Studies, Math, Language Arts, PBS, Social Emotional Health, etc. 	<p><i><u>"Making the Case for Educating the Whole Child"</u>, Wholechildeducation.org, 2014 ASCD; supports nutrition, physical educations, the Arts, as well as academics and their improvement.</i></p>

6. Professional Development to Improve Instruction and Use of Data

Need Based on Data	Strategy(s)	Research
Differences have been noted in student subgroups	<ul style="list-style-type: none"> • Data, including all subgroups, will be gathered and summarized for review by the SMART Leadership team and by grade level teams in order to determine school improvement and professional development needs • The Principal and Assistant Principal will gather and summarize behavioral data including all subgroups • Provide professional development regarding subgroup gaps including but not limited to conferences, book and presenters 	<p><i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i></p>
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> • Provide ongoing professional development, including but not limited to presenters, books, conferences, and ongoing coaching for staff to improve academic achievement. 	

7. Activities Regarding Strategies for Assisting Preschool Students' Transition from EC Programming to the Elementary School Program

Need Based on Data	Strategy(s)	Research
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> • Welcome packet and on-going learning materials, including but not limited to alphabet manipulatives, alphabet books, writing materials, beginning readers, math and writing supplies 	<i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i>
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> • Pre-screening for Kindergarten prior to the start of school, including but not limited to supplies and staff 	

8. Activities to Ensure All Students Are Taught by Effective, Experienced Teachers Who Are Licensed in the Areas for Which They Are Teaching

Need Based on Data	Strategy(s)	Research
Teachers without Proficient ratings	<ul style="list-style-type: none"> • Provide support services including but not limited to coaching, mentors/peers, and administration • Pay for subs to go into classrooms so teachers can observe in other classrooms 	<p><i>“Measures of Effective Teaching”, 2009; Bill and Melinda Gates Foundation discusses high correlations of teacher practice with high levels of student progress</i></p>
Teachers with less than 2 years experience		
The Danielson teacher evaluation model		

9. Activities and/or Approaches to Support Homeless Children and Youth

Need Based on Data	Strategy(s)	Research
According to the Illinois online Report card, we are currently at a 61% poverty rate.	<ul style="list-style-type: none"> Supply clothing, school supplies, and personal hygiene items as needed, such as uniforms, socks, underwear, shoes, coats, hats, mittens, boots 	<i>Training in social emotional/behavioral methodology is supported by research by Durlak et al., 2011 which shows that SEL improves achievement by an average of 11 percentile points. As cited in Allington (2008) What At-Risk Readers Need, to respond to the need to increase reading achievement across all grade levels.</i>
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> Provide books for students to keep in a backpack 	<i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000.</i>

10. Activities and/or Approaches to Engage Parents in Their Child's Education and School

Need Based on Data	Strategy(s)	Research
Sign in and out to determine future need	<ul style="list-style-type: none"> Stipends to pay for library to be open in the evening/summer for parents and students Stipends for staff to keep the computer lab open in the afternoon and evenings for parents and students to provide equity in internet availability 	<i>"<u>Making the Case for Educating the Whole Child</u>", Wholechildeducation.org, 2014 ASCD; supports nutrition, physical educations, the Arts, as well as academics and their improvement.</i>
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> Parent education materials, speakers, presentations, and functions to promote parent engagement 	<i>Professional development in differentiation in the classroom is supported by the research of Allan & Tomlinson, 2000. 53% of students in Kindergarten through 5th grade met or exceeded their literacy growth goal on the winter MAP and 63% in math. The goal is for 60% or more of the students to meet or exceed their literacy and math growth goals on the spring MAP assessment.</i>

11. Activities and/or Approaches to Meaningfully Engage Stakeholders in the Development of Our Title I Plan

Date/Data	Stakeholders	Activity
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> Plan and carry out additional ways to communicate the school goals to students, parents, and the community 	<i>Meetings with stakeholders held throughout the school year to develop ways to meaningfully engage the various interested parties in improving our students for the future.</i>
Academic Achievement levels are below the district goal of 60% of students meeting the MAP growth goal in Reading and just above the district goal in Math.	<ul style="list-style-type: none"> Continue the Leadership team meetings outside of school hours 	
The previous 5 Essentials survey identified areas of need or improvement	<ul style="list-style-type: none"> Analyze data from the 5 Essentials survey and plan for school improvement and professional development 	<i><u>"Achieving and Sustaining School Effectiveness: A five year student of change in Elementary Schools"</u> by Chris Peels, J.A. 1990 American Educational Research Association supports developing a vision and mission for the elementary school that involves all stakeholders.</i>
The previous 5 Essentials survey identified areas of need or improvement in Parent involvement	<ul style="list-style-type: none"> Review and share the school's vision and mission statement with staff, parents, students and community members through various forms 	