



# Tioga School

## Our Vision

Our vision is to be an exemplary school system of people, programs and culture which expects and realizes student engagement, growth and achievement in an environment of integrity, performance and service.

## Our Mission

Maximize the unique potential of each child by honoring a natural curiosity and igniting a desire to learn

## Our Beliefs

We believe that student learning is maximized when:

- The child is at the heart of all decisions
- Partnerships across school, family and community are established and maintained
- Dedicated and talented educators are recruited, mentored and retained
- The curriculum is rigorous and innovative
- Instructional practices ignite a child’s natural curiosity
- The school environment is physically and emotionally safe

*This document is intended to give an overview of the program of learning at Tioga School. The plan describes how parents, staff, students, and community members work together to achieve the school’s mission and vision.*

*The Title I Schoolwide Plan was developed during the 2012/2013 school year and presented to the Board of Education in May of 2013. The plan will be reviewed and updated annually to reflect the most current data and policies regarding teaching and learning at Tioga School. Chippewa School (grades 3-5) and Tioga School (pre-k-2) merged into one school facility in 2012/2013. The community voted to name the newly created school, Tioga.*

## Tioga School Schoolwide Title I Plan

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**Support Documents**

**See school-wide program binder.**

# Overview

The Title I Schoolwide Program uses Title I funds to meet the needs of all students in the school as determined through a comprehensive needs assessment. No distinctions are made between staff paid with Title I funds and staff that are not. Individual/Targeted students are not identified as eligible to participate since all school staff are expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.

**Sec.200.25 Schoolwide program in general.**  
**(a) Purpose.**

- (1) The purpose of a schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State’s academic standards under Sec. 200.1.
- (2) The improved achievement is to result from improving the entire educational program of the school.

**(b) Eligibility.**

- (1) The school serves an eligible attendance area in which not less than 40% of the children are from low-income families OR not less than 40% of the children enrolled in the school are from low-income families.

**Transitioning From Targeted Assistance Program to Schoolwide Program**

Federal regulations [34CFR 200.280] require applicant schools to respond to ten compliance components organized under five broad categories:

**Part I: Schoolwide Reform Strategies**

- 1. *Comprehensive Needs Assessment*
- 2. *Schoolwide Reform Strategies*

**Part II: Instruction by Highly Qualified Teachers**

- 3. *Instruction by Highly Qualified Teachers*
- 4. *High Quality and On-Going Professional Development*
- 5. *Strategies to Attract Highly Qualified Teachers*

**Part III: Parental Involvement**

- 6. *Strategies to Increase Parent Involvement*

**Part IV: Additional Support for Students Who Need It**

- 7. *Teacher Participation in Making Assessment Decisions*
- 8. *Timely and Additional Assistance to Students Having Difficulty Mastering the Standards*

**Part V: Transition**

- 9. *Preschool Transition Strategies*
- 10. *Coordination and Integration of Federal, State, Local Programs and Resources*

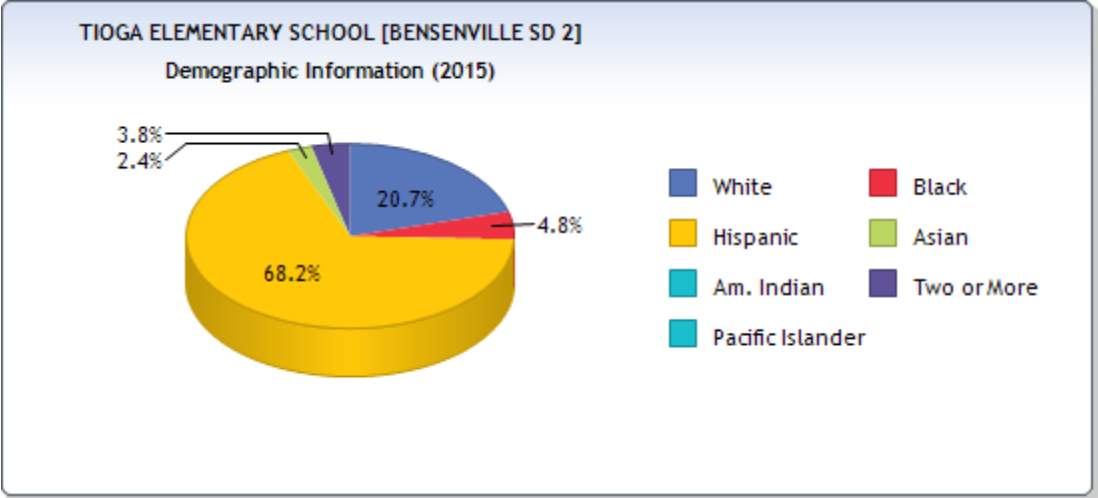
# Tioga School Profile

**School Improvement and Schoolwide Program Planning Committee**

| Participant     | Role      |
|-----------------|-----------|
| Nicole Robinson | Principal |
| Carlos Azcoitia | Principal |
| Kristi Mullen   | Teacher   |
| Kristen Levato  | Teacher   |

|                  |                                       |
|------------------|---------------------------------------|
| Christine Glenn  | Teacher                               |
| Sandy Brown      | Teacher                               |
| Karla Alvarez    | Teacher                               |
| Caitlin Laga     | Teacher                               |
| Susan Vitellaro  | Parent                                |
| Basia Lukaszczyk | Parent                                |
| Kay Dugan        | Assistant Superintendent for Learning |

**Demographic Information and Significant Factors**

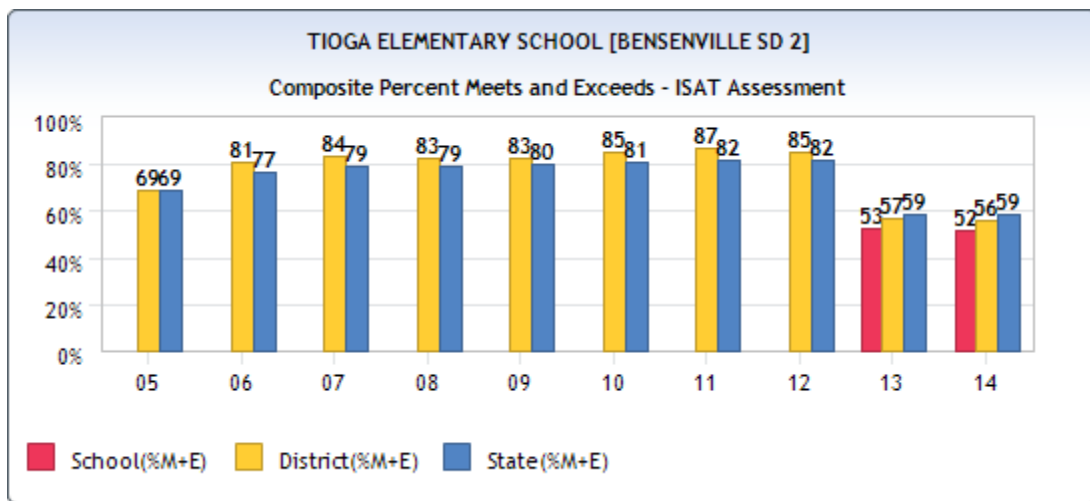


- Increase in Hispanic population from 18.8% in 2003 to 68.2% in 2015
- Increase in Limited English Proficient (LEP) students from 33.7% in 2003 to 48.5% in 2015
- Increase in Low Income (LI) status from 9.9% in 2003 to 78.8% in 2015

| Additional Information | 2008 | 2009 | 2010 | 2012 | 2013 | 2014 | 2015 |
|------------------------|------|------|------|------|------|------|------|
| Attendance Rate (%)    | 94.6 | 93.4 | 94   | 94.9 | 95.7 | 95.8 | 95.5 |
| Truancy Rate (%)       | .6   | 1.1  | 0.3  | 4.1  | 0.3  | 0.7  | 2.7  |
| Mobility Rate (%)      | 17.1 | 13.2 | 14.1 | 8.2  | 11.5 | 8.3  | 8.3  |

- Consistent student Attendance Rate
- Decrease in Mobility Rate from 17.1% in 2008 to 8.3% in 2015

**Longitudinal ISAT AYP 'All Students' Reading and Math Aggregate Data**



Composite ISAT scores for 2013 include only Reading and Math and are calculated using new cut scores introduced by ISBE in 2013 to align state tests with the more rigorous Common Core State Standards. The higher cut scores resulted in a decline in the number of students meeting or exceeding standards.

## Part I: Schoolwide Reform Strategies

### 1. Comprehensive Needs Assessment [section 1111 (b) (1)]

#### Identifying/Monitoring Areas for Schoolwide Improvement

Tiog's School's administration, faculty, staff, and parents work together to assess the needs of the students at the school by collecting information through surveys, meetings (e.g., Title I parent coffees, Comprehensive School Council), interviews, and test data. This data is analyzed to determine focus areas of need for improving learning for all students, which then become targeted School Improvement Plan goals. In 2012/2013, Parent and Teacher Comprehensive Needs Assessments were distributed and analyzed as part of the requirement for transitioning to a Title I Schoolwide Program. Categories included in the design of the Needs Assessment are parallel to those descriptive of Highly Effective Schools. Survey results identified the following areas for which to focus. A focus group analysis of needs was also conducted that directed district procedures for the 2013/2014 school year (see HIG as one reference point of changes made based on the focus group project):

- **Teaming and Professional Development:** Staff expressed that more time to plan with colleagues was warranted; however, a deeper analysis through the Student Achievement Collaborative (SAC) and informal interviews showed that 'time' itself was less of a factor. Instead, time for professional development opportunities for developing effective team meetings, data analysis, differentiating the Tier I program, and learning how to implement Best Practice methodologies was the significant factor. It was also expressed that professional development be inclusive of time for classroom application of the new learning as well as time for coaching, feedback, and reflection.
- **Instruction:** Increase the use of Best Practice methodologies across all disciplines to foster 21<sup>st</sup> century learner outcomes.
- **Technology:** Increase effective integration of authentic technology to support student learning across all disciplines.

### Monitoring Student Achievement

Staff is provided time to collectively analyze student assessment information through multiple formats (e.g., early release Thursdays, Institute Days, planning time, SAC, **Multi-Tiered Systems of Support [MTSS] meetings**)

- **PARCC Assessment** for Reading and Math is administered to 3<sup>rd</sup> through 8<sup>th</sup> graders in the spring of each year. This will give specific information in relation to the common core standards.
- **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)** is administered to all **grades K through 5 English** Language Learner (ELL) students to determine their level of proficiency in reading, writing, speaking, and understanding English. The results of this assessment are analyzed by the school team (e.g., principal, ELL specialists, teachers, ELL Coordinator) to determine the most appropriate delivery of service.
- **Jerry John's Basic Reading Inventories (BRI)** are administered to students in grades 2 through 8 as benchmark assessments. **DRA and EDL** are used in Kindergarten and 1<sup>st</sup> grade. Reading profiles yield student instructional reading levels, oral reading fluency rates, miscue errors, and cursory comprehension strategy understanding. Student profiles are analyzed to differentiate for students who are not yet secure with decoding and/or fluency skills within the Tier I program; Tier II and II interventions occurs to supplement the Tier I interventions when data warrants that more support is needed (see Rtl guide).
- **District K-2) Phonemic Awareness and Phonics Assessments and Tejas Lee** are administered throughout the school year to monitor student proficiency for decoding based on end of year grade level expectations. The assessments are also used to screen students in subsequent grades to identify students who did not "crack" the phonetic skill sets from previous years. In this way, differentiation can be designed to intervene early.
- **Fountas & Pinnell Benchmark Assessment System (English and Spanish versions)**. This system seamlessly links assessment to instruction along *The Continuum of Literacy Learning*. It is a comprehensive system for one-on-one assessment that reliably and systematically matches students' instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level gradient. This will allow staff to conduct deeper literacy analyses for our most at-risk learners.

Formative and summative instruments are used throughout the year to monitor student achievement and guide instruction on a continuing basis, guided by the District Assessment At-A-Glance Chart (see HIG). District 2's curriculum is designed to embed the CCSS **and NGSS** or national standards for non ELA/Math/**Science** disciplines.

## 2. Schoolwide Reform Strategies [section 1111(b)(1)(D)]

Schoolwide reform strategies provide opportunities for all children to meet the Illinois State Standards and use effective methods and instructional strategies that emerge from evidence-based research.

- **Standards-Based Curriculum:**

The Illinois Assessment Framework Objectives and the new Illinois Learning Standards with Common Core define the curriculum and clearly identify the pre-k through grade eight essential learner outcomes grade by grade and course by course. In 2010/2011, the district convened alignment teams of the new Illinois Standards. This work has been disseminated in multiple formats so all shareholders are knowledgeable about what students need to accomplish. Multiple instructional resources are used as opposed to a single textbook approach to provide teachers with a variety of tools for differentiating content, process, product, interest, learning style, and the learning environment.

- **Standards-Based Reporting:**

Bensenville School District 2 is moving to a standards-based report card in Grades K-8, beginning in the 2016-17 school year. This year, the district has been researching and field testing. The change comes from an analysis of our existing report card and discovery that it did not fully align with current standards or research. This new report card is an exciting step for our schools, as we work towards ensuring that all students are successfully meeting grade-level standards; it is going to be helpful in multiple ways. First, it will ensure that there is more consistency among expectations from teacher to teacher and from grade to grade. Second, it will allow students to be more aware of what is expected of them to work in partnership with their teachers. Finally, parents/guardians will learn what is expected of their child and how well he or she is progressing towards the standards along the way.

- **Data-Driven Teams and Decision Making:**

The basic structure of Tioga School Teams is working interdependently to achieve common goals. The team is the engine that drives student achievement efforts. Individuals who engage in collaborative learning are able to learn from one another and create momentum to fuel continued growth for their students and themselves. Team planning is the time for members to come together to spread out the assessment information to analyze student work, determine the necessary differentiated learning activities, organize flexible groups, discuss results, and ask the critical question: Are students progressing, and if not, why not? This is when assessment becomes part of instruction and not a standalone activity. Tioga School and District 2 provide multiple pathways for staff to come together for the purpose of data-driven decision making.

- **Instructional Methodologies:**

Qualitatively differentiating **content**, **process**, and **product** within the curriculum requires dramatic changes in the **learning environment**. District 2 has established procedures for implementing core programs. The focus is to establish a philosophy of

differentiation with learner-centered classrooms that are designed much like learning laboratories where students participate in a variety of activities simultaneously. These classrooms are open to acceptance rather than judgment, and are psychologically safe for risk-taking, creativity, and individuality. Inclusive in this philosophy is the use of Best Practice methodologies such as flexible grouping, student choice and voice, graphic organizers, and authentic technology. Visible is a learning environment in which students wrestle with knotty problems, issues, and ambiguity with scaffolded support; all of which engage students in 21<sup>st</sup> century thinking.

- **WIN (What I Need)**

In 2016-2017 each grade level will have a forty-five minute intervention block. During this block Classroom teachers, Reading Specialists and Paraprofessionals work with students in the area of literacy. Individual student learning needs will be identified and analyzed throughout the year. Strategic, differentiated interventions will be planned based on need of students. Data will be collected and analyzed to plan future interventions.

**Assessment:**

Assessment is the eyesight of instruction. District 2 established a Benchmark Assessment process as part of its MTSS development using evidenced-based instruments as described under Component #1 on the previous page. Since the 2013/2014 the district has emphasized formative assessment instruments such as performance tasks, rubrics, checklists, observation, and student work samples. These assessments will monitor student acquisition of the CCSS and/or state/national Learning Standards.

Formative assessment is essential because it allows the teacher to diagnose the instructional needs of the class and of individual students quickly. By analyzing formative assessment data routinely, the teacher can set priorities for instruction and develop effective, differentiated lesson plans to ensure continuous progress for all students. Teachers can use the information from these assessments to ask, “Are students learning and what steps must we take to address the needs of those who have not learned?” In this way, district schools can maintain a plan for responding when students are not learning and recognize that merely documenting progress is not enough. The instructional decisions that emerge based on student formative data are what really count. In this way, little is left to chance for at-risk learners as well as those who are exceeding grade level expectations.

- **Professional Development:** While professional development is required under this section and we fully recognize the importance of it for successful, systemic, and sustainable change, we have provided evidence of its inclusion in District 2 and Tioga School under the *Instruction by Highly Qualified Teachers* section, #4.

## Part II: Instruction by Highly Qualified Teachers

### 3. Instruction by Highly Qualified Teachers



- Tioga School has 100% of teachers and administrators that hold appropriate certification. All paraprofessionals meet district and state requirements in order to hold their positions. Certification credentials are on file at our District Administrative Center. Parents are informed of the highly qualified status of teachers and staff on our website.
- The average experience of teachers in District 2 is 8.79 years; 65.7% hold Master's Degrees or above. New staff enter into our system proficient in the administration of reading inventories and an understanding of Best Practices. This is due, in part, to university pre-service training as well as our comprehensive recruitment efforts. In 2013/2014, a Peer Assistance and Review (PAR) program was established to provide significant assistance to both new and veteran teachers.

#### **4. High Quality and On-Going Professional Development [section 1119-subsection (a)(4)]**

- In the winter 2011 and since, district administration, as part of an analysis of staff feedback, student learning needs, and the national focus on new standards and accountability embarked on a unique, evidence-based professional learning journey. The research to be implemented identifies the following elements for systemic, sustainable change to be actualized (For additional details, please refer to Professional Development Plan and HIG).
  - Training a critical mass of one's own cadre of "experts" and establishing action research classrooms at each school site from which expertise can grow
  - Scheduling school and district implementation visits throughout the year to monitor alignment to school and district improvement goals
  - Scheduling district-wide meetings of school-based teams to formatively and summatively monitor progress and make mid-course corrections, where needed
  - Providing ongoing professional development opportunities to ensure growth, consistency, and sustainability
- District 2 offers multiple, flexible opportunities for growing professionally. Please refer to the HIG for a comprehensive description.
- Professional learning time is built into our Early Release Thursday schedule. These afternoons provide time for teachers to collaborate on school improvement goals, analyze data and student work products, and participate in inquiry circles and targeted Best Practice professional learning.

#### **5. Strategies to Attract Highly Qualified Teachers**

- **District Induction and Mentor Program:**  
The district has a state approved, two-year induction and mentor program that enables teachers to be successful. The mentoring cohort is carefully designed to bring together mentees and mentors from like schools and grade levels that are facing similar challenges. Please refer to the Induction and Mentor Program and PAR guides.

- **Partnerships:**

District 2 partners with local universities for a variety of purposes. One partnership fosters the placement of student teachers. Working with universities, we can influence the pre-service program so potential teachers enter the field prepared. From this pool we can often “find” teachers already conditioned to the mission and beliefs of the district that have had an internship with our own staff. We also partner with universities in their grant programs that provide meaningful programs to staff, students, and parents.

As part of Race to the Top, District 2 partners with 38 school systems state-wide to collaborate systemically about reform initiatives.

### **Part III: Parental Involvement**

#### **6. Strategies to Increase Parent Involvement**

Several vehicles for meaningful, two-way communication between schools, parents, and the community have been established. The most important feature in making information easily and readily available has been our greatly expanded website ([www.bsd2.org](http://www.bsd2.org)) that offers timely information and numerous resource ideas to parents. Additionally, parents receive district and school newsletters that are translated in Spanish. Parent involvement strategies specific to Tioga School include:

- Title I Parental Involvement Plan
- Title I Parent Compact
- Title 1 Parent Coffees (3x a year), Title 1 Parent Night (In March)
- Comprehensive School Council (CSC). The CSC meets on a monthly basis and consists of representatives from the school’s community. It oversees various components including academic achievement, attendance, school improvement planning, parent involvement, and discipline. Representative members also meet monthly with the Comprehensive District Council (CDC), which is a district-wide forum from which ideas for parent involvement and school improvement are shared and/or developed.
- **Parent Teacher Association**. This **Association** hosts routine meetings that all parents and community members are invited. It continues to expand its membership through rigorous recruitment and pertinent guest speakers.
- Parent Teacher Conferences. While conferences are held formally twice per year, parents are always welcome to meet with staff throughout the year.
- Project CARE Plus. Project CARE Plus stands for Citizens Active in Reading Education Plus. This program is an academic mentoring program that has been in place since 1996 and assists the elementary grade students in their classroom learning process. More than 200 volunteers work in the schools each week, assisting small groups of students with reading, language fluency, or math.

- Welcoming Days.
- Curriculum Night.
- Literacy and Math Nights.
- Fitness Night
- Children’s Day
- 3<sup>rd</sup> Grade Young Authors
- Translation Services.
- Home Visits.
- Navigating the American Education System (NAES). Spanish speaking parents attend NAES sessions offered to support them in working with teachers and schools in ways that promote greater achievement for their students.
- Parents of Students with Disabilities participate in annual Individualized Education Plans (I.E.P.).

## **Part IV: Additional Support**

### **7. Teacher Participation in Making Assessment Decisions**

- Members of the Comprehensive School Council (CSC) analyze state test data each June to develop the initial School Improvement Plan (SIP) draft. In August this team engages all staff in the assessment analysis process for finalizing the upcoming year’s SIP.
- Throughout the year, formative assessments (see HIG)) are analyzed by all staff to determine student learning needs. Fall assessment information sets appropriate interventions in place for students demonstrating interferences to learning. All subsequent assessment data are used to measure progress as well as the effectiveness of the intervention. Time for analysis and decision making is allocated through a multi-faceted professional development system.
- In March, grade level generalists, in partnership with specialists, analyze the spring assessment information to develop schedules, interventions, and co-teaching partnership for the upcoming year. This March-to-March school calendar philosophy reduces the amount of lost “start-up” time in August, allows for summer professional development for staff geared specifically to their future students’ needs, and informs summer school and home interventions.
- As part of the district’s transition to the new Standards, district alignment teams correlated the Illinois Assessment Framework with the new Standards in the winter of 2011; they also conducted a resource gap analysis that was used to inform future professional learning opportunities. Grade level assessment teams develop performance task assessments designed to monitor student acquisition

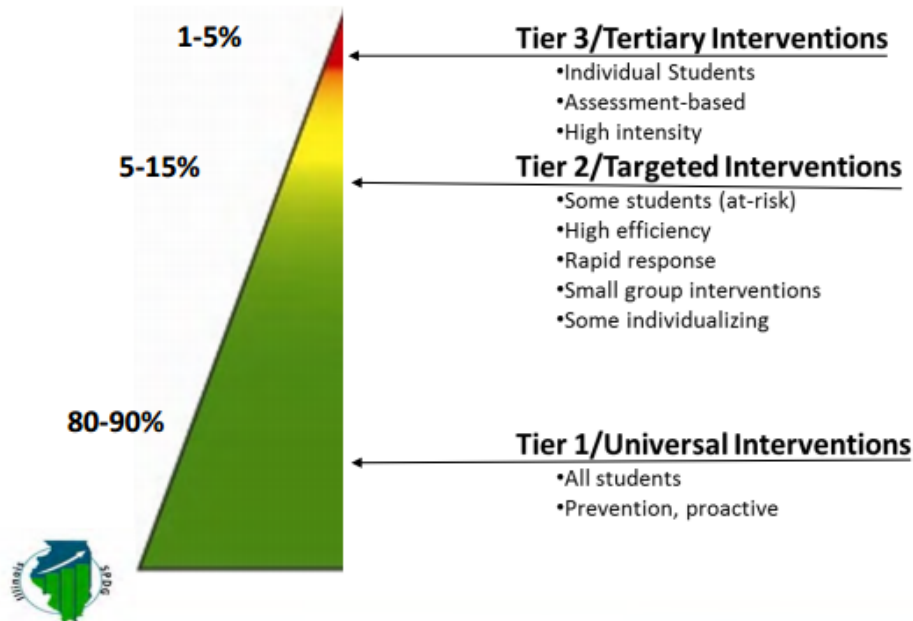
of the new learner outcome objectives that are synonymous with 21<sup>st</sup> century learner outcomes.

## 8. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

- All students take local assessments to determine reading and math strengths and needs. The information from these instruments is used to identify students at risk of not meeting grade level standards. For students in need of assistance, staff plans evidence-based strategies that are implemented to improve student achievement.
- Staff collaboratively analyzes student data weekly during early release Thursdays to determine student needs. Evidence-based interventions are planned for students in need of assistance whose progress is monitored and documented on a timely basis.
- **Multi-Tiered Systems of Support (MTSS) Meetings** convene routinely and serve as a forum for generalists and specialists to identify student interferences to learning and develop interventions that clear the way for students to be successful.



# MTSS Academics



SWD are part of, not separate from, the **general education** population

- Student Achievement Collaborative (SAC) - Sub-release  
SACs are site-based meetings. Proposals for sub-release time are submitted to the Principal and Assistant Superintendent for approval. It includes names of participants, number of requested subs, and scope of work. Examples include but are not limited to:

- Classroom teachers meet with specialists to analyze student data and deepen interventions. Teachers might meet with the entire Interventionist Team at one time (e.g., Reading, ELL, and SpEd).
- Interventionists meet to review and refine and evaluate effectiveness of interventions.
- On occasion, site base grade/departments meet to engage in work related to curriculum, assessment, and/or instructional practices.

## 9. Instructional Rounds

- The purpose of Instructional Rounds is to gather data about the schools and district as a system and to allow a network of educators to learn from and to use that data for monitoring progress toward the development of responsive classroom environments, descriptive of a philosophy of differentiation. They provide clarity about effective instructional practice and about the leadership and organizational practices needed to support instruction at scale.
- **Who is Involved?**  
Superintendent, Assistant Superintendent for Learning, Central Office Administrators, Principals, and Staff Members participate in the actual data collection; principals participate in the pre and post data collection conversations when Rounds take place at their own schools; principals participate as members when at other schools. Ideally, teams are comprised of 3-4 school staff.
- **What Does It Look Like?**
  - The process begins after school improvement teams analyze data and define a specific Problem of Practice impeding student growth outcomes that is significant for improving learner outcomes and a major component of the school's improvement plan (See Sample 1 below).
  - Principals provide a staff roster with room numbers to the Instructional Services Office by September 5th. Approximately, 10 minutes is spent in each room. The focus is on what students are doing, not on teachers themselves. Statements are not judgmental but descriptive of what is seen. There is no reference to teacher, grade, or room number. Observers may pick random room numbers at the pre-meeting to avoid multiple observers in the same room and no rooms observed at all.
  - During debriefing, the sticky notes are transferred to chart paper that the principal and participating staff members share with all staff at the subsequent faculty meeting. Principals participate in the debrief.

## Part V: Transition

## 10. Preschool Transition Strategies

- Successful transitions require communication, partnerships, and a continuum of research-based supports. District 2 subscribes to a developmental perspective on readiness that indicates that children's adjustment in the first years of school often forecasts later achievement. As a result, the district understands the need to foster adjustment to school, District 2 employs the following research-based transitional activities (Stipek, 2002):
  - **Build Multiple Supports:** visits by preschool teachers and children to kindergarten classes, orientation sessions for preschool children and their parents, and individual meetings between preschool children and their parents.
  - **Set the Classroom Stage:** Three strategies are implemented that help teachers ease students' transition in the early months of school: developing positive relationships with students, employing constructivist management practices, and creating rich learning environments.
  - **Connections, Connections:** Teachers, parents, and other members of the community (e.g., library, local colleges) collaborate to support our preschoolers adjustment during the crucial time of transition.
- Kindergarten Pre- Registration is held for parents and new students each spring. The registration and screening process provide an opportunity for families to tour the school, ask questions, and familiarize themselves with the school setting.
- *Leapfrog Letter Factory.* This DVD is given to parents of kindergarten students. Teachers demonstrate how parents can use this resource for supporting their children's literacy development at home and in partnership with the school.
- Letters/Sounds as well as developmental appropriate activities packet of information given to parents in English and in Spanish at registration.

Stipek, D. (2002). At what age should children enter kindergarten? A question for policy makers and parents. *SRCD Social Policy Report*, 16(2), 1-20.

## 11. Coordination and Integration of Federal, State, and Local Programs and Resources

### Federal/State Programs:

- The Assistant Superintendent for Learning is the Director for all Federal programs other than IDEA, which makes for easier coordination in the use of funds.
  - The Federal School Lunch Program provides free and reduced breakfast and lunch to families that qualify.
  - Title I funds currently provide parent forums, literacy nights, coffees, and support to classroom teachers.
  - Title II funds provide professional learning opportunities for staff.
  - Title III funds provide resources for the district's English Language Learners (ELL) Program.

### Local Programs:

- The Bensenville Police Department partners closely with Tioga School to enforce attendance policies.
- Local churches partner with Tioga School to provide after school support to families and students.
- Project CARE Plus stands for Citizens Active in Reading Education Plus. This program is an academic mentoring program that has been in place since 1996 and assists the elementary grade students in their classroom learning process. More than 200 volunteers work in the schools each week, assisting small groups of students with reading, language fluency, or math.

# Evaluation

Section 200.26(c)

### **Tioga School will:**

- Annually\* evaluate the implementation of, and results achieved by, the Schoolwide Program using data from **PARCC** and other indicators of academic achievement. These may include but are not limited to:
  - BRI
  - DRA
  - Local Formative Assessments, such as Type II and III
- Determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who has been furthest from achieving the standards.
- Revise the Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- Based on the parent survey, these are the changes we will make in the Title 1 Parent Night for the 2016/17 school year:

\*Move time to 6:30-7:30 pm

\*Have more interactive activities

\*Have Spanish and English activities together with translation

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\* While not required in the Schoolwide Plan application, Tioga School will also conduct formative evaluation of its schoolwide process throughout the year in order to make programmatic adjustments early on to benefit students.

