

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

2011-2012

Preliminary Information

School and District Information

RCDT Code Number : 110150010262004

School Name : JEFFERSON ELEM SCHOOL

District Name : CHARLESTON C U SCHOOL DIST 1

Principal : DEBBIE POFFINBARGER

District Address 410 W POLK AVE

School Address : 801 JEFFERSON AVE

Contact Person : MR. JIM LITTLEFORD

Telephone # : (217)639-7000

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Email : debkpoff@charleston.k12.il.us

2. Type of Submission: Original Submission

3. Is this for a Title I School? Yes

4. May ISBE use this SIP as a model? Yes

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

BOARD APPROVAL AND ASSURANCES

A. DATE APPROVED by Local Board : November 17, 2010

B. ASSURANCES

- 1.Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
- 2.Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
- 3.The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
- 4.The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

Vision

We envision that Jefferson Elementary School will consistently be ranked as a high academic performing school in the state of Illinois based on the benchmarks for achievement, and that our students will be equipped academically and socially to successfully perform in and adapt to the changing global society.

Mission

The mission of Jefferson Elementary School is to provide all students with educational opportunities which enable them to become life-long learners.

Guiding Beliefs

In pursuit of excellence in education, we believe that:

- *Education is the key to the advancement of our society.*
- *Effective education builds confidence, success, responsibility, and mutual respect for others.*

Therefore:

- *The entire community must cooperate in the commitment to learning.*
- *Every individual is responsible to contribute to our society.*

Goals

1. *To provide the four components of Literacy instruction maximizing learning for all students with a focus on the sub groups of special education and economically disadvantage. This goal will be measured by combining the overall reading and math scores together to maintain an overall 90% students meeting and exceeding expectation on the state standardized test.*
2. *To provide numeracy instruction maximizing learning for all students, with a focus on the sub groups of special education and economically disadvantage. This goal will be measured by combining the overall reading and math scores together to maintain an overall 90% students meeting and exceeding expectation on the state standardized test.*
3. *To build a connected learning community, ensuring communications and relationships are built for the betterment of student achievement. This goal will be measured through perceptual survey data.*

Six Principals for Sustaining Success

- *Common mission, vision, values and goals*
- *Systems for prevention and intervention*
- *Collaborative learning for teaching and learning*
- *Data-driven decision making and continuous improvement*
- *Active engagement from family and community*

- *Building sustainable leadership capacity*

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1
PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

School Support Team

Name	Position or Role
Debbie Poffinbarger	Principal
Rob Ulm	Assistant Principal
Kathy Bossert/Rita McCollum	Social Worker/Psychologist
Tammy Bell	Parent
Various	Students
Julie Beabout	Support Staff
Kristen Holly	Literacy Coach
Cindy Goodchild	Reading
Deb Landsaw	Math
Jessica Wendling	Special Education

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PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Parent Notification

Describe how the school provided written notice about the school's identification to parents of each student, in a format and, to the extent practicable, in a language that the parents can understand. (Title I schools only.)

Jefferson has many forms of parent/family notification. Parents are notified by written and spoken communication links. Jefferson offers the following forms of communication to parents: email, weekly written communications, daily student planners, phone and voice mail, open house, parent/teacher conferences, monthly principal communication, monthly teacher newsletters, hard copy of AYP progress is sent home, mass phone messages, web pages and surveys.

Parent/teacher conferences have been one of our most successful contact pieces that offers one to one and reviews the student's progress. Most teachers accomplish 100% participation by tailoring times to suit parents' schedules and even conducting conferences by phone in extreme circumstances. Parent/teacher conferences are held near the end of the 1st quarter every year and then again in the spring by request. Conferences give the parents and teachers the opportunity to set up an action plan for any struggling student. These conferences have, in turn, provided informal information on what parents would like to see in the school improvement process. PTA parent volunteers spend significant blocks of time in the school and share ideas as well to the plan.

Teachers rely heavily on the daily planners to communicate back and forth to school. Teachers also are very diligent in handing out weekly reports to parents that give details of the student's week. These reports include missing assignments, test scores and any notes that the teacher feels are important for the parent. Attached to

this document, some teachers have begun to include a schedule of the following week's planned lessons and skills. These weekly notices are often requested to be signed by a parent and returned.

Parent surveys were done in 2005. This survey is significantly researched and is produced by the Center for Prevention and Research Development from the University of Illinois. Please notify the office to access this document. The results were shared with staff as well as parents. Annual parent surveys are distributed; yet, not to the extent of the 2005 survey that was conducted.

The Classroom Courier is a quarterly publication published by a student news staff at CMS. The publication features articles from all area schools and is inserted in the local Charleston Times Courier.

Parents and community members are included on several district committees including the school improvement planning committee, the calendar committee (which establishes the district calendar for the following year), and the discipline committee (which reviews all school handbooks prior to Board approval), the assessment committee which looked at various testing tools the district could offer, and the gifted committee.

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

Stakeholder involvement occurs in three main fashions at Jefferson: SIP process, information gathering (input), and participation.

The SIP process encourages stakeholders to take a leadership role. This committee is asked to participate in regular annual meetings with the School Improvement Leadership Team. Stakeholders are asked to give input on the goals and objectives of the plan. Equal representation is present from the staff so that all leaders from each discipline are at the table. Parent input is a very important part in our school improvement efforts. The role of the parent must remain as an equal role to the teacher and paraprofessional. Positions and titles are broken down, and a common body discusses plans and integrates ideas and activities that will assist in improving student achievement.

Jefferson utilizes many community agencies to assist students personally and academically. Community members are speakers, tutors, Eastern Illinois faculty and students, co-teachers, leadership models (Rotary) and partners in community service learning projects and grants.

We are working hard to keep parents involved and informed. Parents are given comprehensive updates, email distribution lists have been created, phones are within the classrooms, newsletters have been created, our PTA is informed monthly of improvement updates as well as having open dialog of improvement suggestions, our website continues to become more informative, the Open House has taken on changes due to parent input, student transition meetings have been put in place to assist students as well as parents, and weekly communications are accruing as well.

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PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Peer Review Process

Describe in detail the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.

The District -wide SIP Peer Review Team will meet on October 12, 2011 to review each building's school improvement plan by using an ISBE provided School Improvement Plan (SIP) Monitoring Prompt. An opportunity will be provided for each plan reviewer to make written suggestions and to discuss school's SIPs. Participants of the SIP Peer Review Team included Chad Burgett, Carl Sandburg Elementary Principal; Terry Diss, Mark Twain Elementary, Bud McMillan, Ashmore Elementary Principal; Rob Ulm, Jefferson Elementary Assistant Principal; Brad Oakley, Charleston Middle School Principal; Diane Hutchins, Charleston High School Principal; and Todd J. Vilaro, CUSD #1 Assistant Superintendent.

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PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Teacher Mentoring Process

Describe in detail the teacher mentoring program. Schools have complete discretion in deciding what the teacher mentoring program should include. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement.

All teachers that are new to the district are assigned a mentor that they meet with weekly, if not daily. The mentor is given guidelines to follow in order to acquaint their assigned teacher with policies and procedures. Teachers that are new to the district are asked to observe at least two tenured teachers of their choice.

At Jefferson new teachers are paired with another teacher of the same grade level and content area if possible. This mentor assists with the daily operations and with content. Observation is encouraged and offered.

On a weekly basis for the first couple months, new teachers meet with the principal to discuss issues and concerns. Then within two months, these meetings become monthly. New teachers are offered the opportunity to observe other classrooms within the building, which is above and beyond what the district plan offers. Given minimal financial support, release time is scheduled for each mentor and his/her assigned new teacher to collaborate, observe each other, and possibly visit other teachers within the building to observe.

The district provide's a state approved New Teacher Mentor/Induction program. This is one way a teacher can move their certificate from an initial to a standard certificate. Any staff member that has an initial certificate has the option to complete data through the central office for a two year period to obtain their standard certificate. Please refer to the district's mentoring flow chart, which can be obtained from the district office for more specific information regarding the program.

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

District's Responsibilities

Specify the services and resources that the district has provided to revise the plan and what the district will provide toward implementation of strategies. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget.

An annual review of the SIP plan will be completed using a state monitoring checklist. The checklist includes listing the action plan progress for each SIP Goal. A summary of the plan's progress and the adjustments for continual progress are stated. The process of sharing progress with all stakeholders will be monitored for each revision. Criteria will be addressed using a checklist with the following: review SIP action plan to ensure that proposed actions have been carried out, review budgets to ensure appropriate percentage of expenditures, review student achievement data in the SIP, consult the "SIP Suggested Activities Timeline", review SIP professional development plan to ensure planned professional development activities have been carried out, and any other areas reviewed by SIP team.

The district is in full support of our school improvement process. The immediate need is the financial need to sustain current practices and enhance professional development. The district is in great need of funding and additional revenue that will support this continued growth in a progressive manner.

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PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

State's Responsibilities

Specify the services and resources that the State Board of Education, Regional System of Support Service Providers (RESPROS), and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if the district fails to do so.

We utilize the Regional Office of Education, Eastern Illinois Area of Special Education, and state and national consultants to assist us in implementing our efforts to improve our school. We secure their assistance through workshops, phone calls, and visits. Staff development offered through these agencies is directly tied our SIP. Marcie Miller, ROE Specialist, is available to assist with the process for this SIP.

It is through state funding that professional development and collaboration can be offered at Jefferson. This professional development occurs in several different ways:

- The district offers a monthly 2 hour early dismissal.
- All certified staff meet within their PLC monthly
- Grade level meetings occur monthly.
- Teacher planning time is used to collaborate
- The building's special education team meets monthly.

This system provides us with on-going professional development that is embedded into our building and offers immediate, hands-on professional development opportunities. All professional development events are based on teacher input and student needs. Much collaboration time is used to enhance programs being offered as well as an opportunity to discuss, plan, and create activities designed in the school improvement plan. This year those on the

professional development committee will meet monthly to plan and develop activities prior to PLC meetings and early outs. The year's agenda for professional development is attached.

In addition to our building efforts, the district has formed multiple committees to keep a focus on forward movement. Curriculum mapping, assessment, RtI, Gifted, and a Special Education Committee have been established to specifically address the needs of the district as well as our building. These groups meet periodically and provide the vertical alignment that is needed.

In addition to the above opportunities, administration informs staff of opportunities from outside agencies or independents that focus on the schools goals. The expectation is for that staff member to share the information with their peers upon their return.

All professional development is tracked and documented to assist in providing a thorough program.

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DATA AND ANALYSIS

Local Assessment Data

Jefferson Elementary School is focused on providing differentiated instruction to students that is data driven.

Currently reading teachers are monitoring students with the DSA, DRA2, a 3 minute assessment, Fontas and Pinnell. These scores are used throughout the school year by the current teacher and are also turned into the office at the end of the year to be evaluated by the following year's teacher and to identify students needing interventions. Please see the district website for an Assessment Calendar.

The district is taking the lead in identifying a tool for math at this time. Currently math teachers are using the pre and post test assessment that is offered by the adopted textbook as well as common assessments that are administered throughout the year.

The district discontinued the use of the Iowa Test of Basic Skills for the 2007-2008 school year and has gone with a screener called Measures of Academic Progress (MAP). MAP is a predictor for the ISAT. Jefferson has chosen to administer this screener three times a year. This assessment is a computerized assessment. Results are sent home to the parents three times a year.

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DATA AND ANALYSIS

Other Data

Educator qualifications and professional growth and development data

All professional development opportunities are directly correlated to best practices. Currently Jefferson is working under the Comprehensive Literacy Model developed from Linda Dorn's work out of Little Rock, Arkansas. Through this project we have enhanced our PLC's and had opportunities to address additional student needs. We also have a leadership team that assists in developing norms as well as responsibilities and roles. Through this model we continually present our needs.

Prior to being involved with the Comprehensive Literacy Model, Jefferson staff worked extensively with the school's improvement plan and vision and was awarded in 2007 for academic improvement. Please refer to the Illinois Interactive Report Card website to obtain details.

Even though our school did not meet Adequate Yearly Progress due to the Special Education subgroup, we feel our overall scores are strong as we continue to grow.

Currently we have 2 teachers who have obtained their National Board Certification. The staff has had a large turn-over rate due to retirements. Currently we have 18 non-tenure teachers. All paraprofessionals are highly qualified and meet the state criteria. Teachers are continually offered the opportunity to return to Eastern Illinois University for graduate credit with minimal cost involved, and they are offered professional development opportunities as it relates to the school improvement plan (budget providing). Professional development is offered through the building, district, and regional office. We will continue to look at best practices and research based theories, practices, and methodologies.

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DATA AND ANALYSIS

Other Data

Parent Involvement Data

Family has specific roles in supporting learning at Jefferson Elementary school as we continue to inform and collaborate with families. The 2005 CPRD perceptual survey data (which can be obtained through the school's office) specifically addresses the parents views. The data is used in providing feedback to the staff regarding the needs and concerns of our parents. This data is also used to determine the parent's perspective of what is working well for students and for parents. The parent data combined with student and staff surveys paint a picture of Jefferson from many viewpoints. Collectively, this data on occasion is referenced to improve the school climate, learning environment, teacher instruction, and student learning. Each year we invite parents to be a part of our school improvement process. They are active on our leadership team and in the review of the SIP plan itself.

Administration communicates to parents the performance targets, strategies, and activities in the school improvement plan. This is done through the various methods of communication that was mentioned earlier in this plan.

The role of family is present; yet, the level of involvement with school improvement is always a need. We work closely with Eastern Illinois University, Charleston Recreation Dept., Red Cross, Charleston Police Department, Big Brothers/Big Sisters, social fraternities, professional organizations, social agencies and many others on a daily basis. These additional resources are appreciated by our parents as they fill some of the gaps for our students, while our parents are attending to their busy lives.

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DATA AND ANALYSIS

Survey Data

Information and data about the attributes and challenges of the school and community that have affected student learning.

We distribute a self made tool at the end of each year, gathering stakeholder perception, student concerns, and teacher input.

The district also provides a survey to staff inquiring professional development needs. All survey results can be obtained from the school's office.

In 2005, Jefferson had the opportunity to gather perceptual data in three different forms. You can request this extensive data document (*available at your request*) with student, parent and teacher data. This data is from the Center for Prevention Research and Development (CPRD), University of Illinois. This data is available to us and was only used for one year (school year 2004-2005) due to financial constraints.

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IDENTIFICATION OF KEY FACTORS

Data Analysis: Key Factors

Identify key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data.

In recent years, the socioeconomic status of Charleston has changed with the closing of businesses and industry. The school's mobility rate has seen a slight increase and there seems to be more families who are transient moving to Charleston. When students move in and out of schools, it can be difficult to adjust to a new setting and routines. Some students may also have new challenges adjusting to a school's curriculum. The number of low income students enrolled at Jefferson has risen 7% in the past two years. Students who live in poverty face many challenges that effect academic performance. These are two areas where trend data should be monitored. Below, provides data assisting teachers with a focus addressing these two areas.

**The below data and the goals reflect our current 2011-2012 4th, 5th and 6th graders using the spring 2011 ISAT assessment. Goals below are based off of the AYP target for the 2012 assessment (92.5%).*

All Students Reading (Total Population 608)

For the 2011 ISAT assessment, 85.8% (522 students) met and exceeded

State Goal: 92.5% meet and exceed

We would need to move **41 kids** from not meeting to meeting and exceeding.

Reasonable Goal: 88% meet and exceed

We would need to move **14 kids** from not meeting to meeting and exceeding.

All Students Math (Total Population 606)

For the 2010 ISAT assessment, 92.7% (562 students) met and exceeded

State Goal: 92.5% meet and exceed

We would need to move **0 kids** from not meeting to meeting and exceeding.

Reasonable Goal: 94% meet and exceed

We would need to move **8 kids** from not meeting to meeting and exceeding.

Reading -Students with Disabilities (145 Total Population)

For the 2011 ISAT assessment, 59% (86 students) met and exceeding

State Goal: 92.5% meet and exceed

We would need to move **49 kids** from not meeting to meeting and exceeding.

Math- Students with Disabilities (144 Total Population)

For the 2011 ISAT assessment, 74% (107 students) met and exceeded

State Goal: 92.5% meet and exceed

We would need to move **26 kids** from not meeting to meeting and exceeding.

Reading -Economically Disadvantaged (341 Total Population)

For the 2011 ISAT assessment, 78% (266 students) met and exceeded

State Goal: 95.2% meet and exceed

We would need to move **59 kids** from not meeting to meeting and exceeding.

Math- Economically Disadvantaged (341 Total Population)

For the 2011 ISAT assessment, 86% (296 students) met and exceeded

State Goal: 95.2% meet and exceed

We would need to move **29 kids** from not meeting to meeting and exceeding.

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ACTION PLAN

Objective 1

Objective

- Literacy~ The four components of Literacy instruction will be provided to maximize learning for all students, meeting grade level benchmarks using the MAP assessment.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP and AMAO to be achieved for each year of the two required years of the plan. The objective should not be written to target performance that is less than AYP, Safe Harbor, and AMAO; areas of deficiency must be clearly indicated.

This objective covers the following deficiency areas.

Deficiency only appears within the subgroup of special education reading.

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ACTION PLAN

Student Strategies and Activities for Objective 1

Objective: Literacy Instruction ~ The four components of Literacy instruction will be provided to maximize learning for all students, meeting grade level benchmarks using the MAP assessment with a focus on increasing scores within the special ed subgroup.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies and Activities	Measurement	Timeline		Budget Source	Amount
<p>Literacy Instruction-Comprehension</p> <p><u>KEY ACTIVITIES</u> * Comprehension Instruction incorporates shared and guided reading. Teachers and students will spend at least 60 minutes a day of their total literacy instruction, a minimum of 300 minutes per week, focused on shared guided reading instruction, aligned to Illinois Assessment Frameworks and the Common Core Standards.</p> <p>* Instruction will incorporate Reader's</p>	<p><u>KEY MEASURES</u> * The student's growth will be measured through the use of the diagnostic tools - DRA2, Running Records, the district adopted local assessment – MAP, and the ISAT.</p>	<p>Aug.-May</p>		<p>Title II</p>	<p>\$12,837</p>

<p>Workshop and utilize the gradual release of responsibility model with direct instruction during shared reading as well as, guided practice and independent reading.</p> <p>* Teachers will provide instruction through whole and small group mini-lessons. Students will have extended opportunities for reading with guided practice, in small groups and independently.</p> <p>* Teachers will use small group opportunities for conferencing with students to examine the effectiveness of instruction and student growth in reading comprehension</p> <p>* Interventions to be implemented: Reading Recharge for Struggling Readers. Students who are significantly below grade level will be identified. Intervention students will receive intensive, strategic instruction, a minimum of 2 days a week. Instruction will be delivered by trained paraprofessionals. Reading Specialist will coach paras to ensure integrity of the instructional program. A continuation of the full time interventionist and paraprofessionals are required for success.</p> <p>* Additional professional development to support full implementation: Running Records and small group instruction and Reader’s Workshop.</p>	<p>* Intervention students will be pre-tested using the DRA2/ Fountas and Pinnell and the DSA. On-going assessments will be done throughout. Students will be post tested when they are performing at grade level, or at the end of the school year.</p>			
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<p>Literacy Instruction-Fluency</p> <p>KEY ACTIVITIES</p> <ul style="list-style-type: none"> * Teachers and students will incorporate fluency instruction during the 60 minutes of daily comprehension instruction. This is aligned to Illinois Assessment Frameworks and the Common Core Standards. * Teachers and students will also work in pairs and small groups, using a variety of strategies including repeated readings, echo reading, partner reading, and Readers' Theatre to develop fluency. * Teachers will provide opportunities for students to read independently at the appropriate instructional level. * Interventions to be implemented: Reading Recharge for Struggling Readers. A continuation of the full time interventionist and paraprofessional are required for success. 	<p>KEY MEASURES</p> <ul style="list-style-type: none"> * Teachers will assess fluency using a fluency probe at least 2 times per year. * DRA2/Fountas and Pinnell diagnostic assessments and fluency probes will be used to increase and track fluency rates. 	<p>Aug.- May</p>	<p>Continued</p>	<p>Continued</p>

<p>Literacy Instruction Word Study/Spelling</p> <p><u>KEY ACTIVITIES</u></p> <ul style="list-style-type: none"> * Teachers and students will spend 30 minutes a day of their total literacy instruction, a minimum of 150 minutes per week, focused on writing instruction, aligned to Illinois Assessment Frameworks and the Common Core Standards. * Word Study includes spelling and vocabulary instruction. Word study instruction incorporates three levels of words; 1) basic sight words, 2) words that productively increase reading and writing proficiency and 3) content words limited to specific domains. It incorporates recognizing and decoding words in reading, spelling them correctly in writing, and meaningful use and understanding of word meanings. * Word Study instruction is delivered through Words Their Way. Basic sight words are taught mainly through spelling (no excuse words) and writing instruction. Reading programs provide vocabulary instruction for words to increase reading and writing proficiency. * Instruction in each of these three areas incorporates direct instruction, guided practice, and independent use of vocabulary. 	<p><u>KEY MEASURES</u></p> <ul style="list-style-type: none"> * No Excuse Tests to measure basic sight words. * Weekly to biweekly Spelling Tests for increasing the use of new words. * Developmental spelling assessment to measure students decoding skills. 	<p>Aug – May</p>	<p>Continued</p>	<p>Continued</p>

<p>* Additional professional development to support full implementation: Developmental Spelling Assessment, and Words Their Way.</p>				
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<p>Literacy Instruction-Writing</p> <p><u>KEY ACTIVITIES</u></p> <p>* Teachers and students will spend 30 minutes of their total literacy instruction, a minimum of 150 minutes per week, focused on writing instruction, aligned to the Common Core Standards.</p> <p>* Instruction will incorporate the gradual release of responsibility model with direct instruction, guided practice, and independent writing. Teachers will provide instruction on the 6+1 Traits of effective writing through whole and small group mini-lessons. Students will have extended opportunities for writing with guided practice. Teachers will conference with students to examine the effectiveness of instruction and student growth in writing.</p> <p>* Teachers and students will examine the grade level rubrics that are aligned to the state rubrics for effective writing instruction and apply these criteria to their writing.</p> <p>* Teachers and students will analyze student sample 6+1 Trait papers, and state released items of effective writing.</p>	<p><u>KEY MEASURES</u></p> <p>* Students will write in the domains of narrative, expository, and persuasive writing at grade level or above as measured by local benchmarks.</p> <p>* Student growth will be measured through writing assessments aligned to local benchmarks .</p>	<p>Aug – May.</p>	<p>Continued</p>	<p>Continued</p>
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* Additional professional development to support full implementation: 6+1 Traits of Writing, and Writer's Workshop.					
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<p>Differentiated Instruction</p> <p><u>Key Activities</u></p> <p>* Teachers will use a variety of strategies to increase student learning. Instruction will include differentiation of content, processes and product. Classroom characteristics evidence will be 1) Instruction is concept focused and principle driven 2) on-going assessment of student readiness and growth are a part of the curriculum 3) flexible grouping is consistently used and 4) students are active explorers.</p>	<p><u>Key Measures</u></p> <p>* The implementation of differentiated instruction will be measured by principal observation.</p>	Aug.- May		Continued	Continued
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JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

ACTION PLAN

Objective 2

Objective

- To provide numeracy instruction maximizing learning for all students, meeting grade level benchmarks using the MAP assessment.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP and AMAO to be achieved for each year of the two required years of the plan. The objective should not be written to target performance that is less than AYP, Safe Harbor, and AMAO; areas of deficiency must be clearly indicated.

This objective covers the following deficiency areas.

No deficiencies are present.

Student Strategies and Activities for Objective 2

Objective: Numeracy Instruction.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Measures	Timeline		Budget	
		Start & End Date		Fund Source	Amount
<p>Writing for ISAT Math</p> <p>* Teachers will receive guidelines for understanding and using extended response problem solving items found on the Math ISAT. Writing processes and formats will be discussed. Students will develop broader notions of assessment and teachers will gain a deeper understanding of students' mathematical thinking.</p> <p>* Daily practice of mental math exercises, increasing one of the key methods for anchoring math reasoning at the same time as solidifying student math language development.</p> <p>* Math Exemplars and performance-based assessment. These problems provide practice for the open ended questions on the mathematical assessment of the ISAT.</p> <p>* Teachers will integrate content area reading, vocabulary, and writing strategies throughout the curriculum to assist students.</p> <p>*Teachers will provide flexible small groups gaining a better understanding of student needs.</p> <p>*Explore the opportunity to provide an after school tutoring program for those at risk.</p>	<p>* Student growth will be assessed through MAP, ISAT, and common assessments.</p>	<p>Aug. - May</p>		<p>Title II</p>	<p>Continued</p>

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

ACTION PLAN

Professional Development Strategies and Activities for All Objectives

Objective: Enhance, increase and inform teachers and paraprofessionals of best practices in literacy and numeracy using research based resources focusing on special education subgroup.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the district to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Please see the attached professional development documents. These documents directly reflect the school's goals to improve student achievement.

Strategies & Activities	Timeline		Budget	
	Start Date	End Date	Fund Source	Amount
Reflective of SIP goals	School year 11-12	School year 11-12	Title II	\$12,837

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

ACTION PLAN

Parent Involvement Strategies and Activities for All Objectives

Objective: To build a connected learning community through various activities focusing on parents of students with special needs using survey data to measure positive actions.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. An involvement policy is required of all districts receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the district's parental involvement policy.

Please also refer to the attachments for specific documents.

Strategies	Activities	Timeline	Budget	
		Start & End Date	Fund Source	Amount
Informing parents of guidelines, rules, and procedures.	The creation and distribution of our Parent Handbook involves our Parent Teacher Association, teaching staff, and parents. This data is used to help us create effective policies and procedures. Parents volunteer to be a part of this committee.	Aug.- May	Building Budget	Building Budget as needed
Provide interventions for students of need within the special education subgroup communicating said services	Students will be identified and placed into ISharpen and Reading Recharge.		Service Learning Grant	\$5,887

Stakeholder Involvement in the SIP Process	Student achievement data drives our school improvement process. ISAT results and local assessments are shared with our parent community. The SIP process is shared at monthly faculty meetings and PTA meetings when necessary. When stakeholder input is offered it is discussed among stakeholders.	Continued	Continued	Continued
Communication of the SIP	Parents receive progress reports at the monthly PTA meetings and data is shared on the monthly principal's page that is posted on the web as well as sent home with all students via email and by hand. Teachers share specific strategies with parents on an as needed basis.			
Role of the Family/Community in the Action Plan	Parents play an integral role on the development and support of programs to meet the needs of their child. Special education parents meet with school personnel on a regular basis to discuss student progress. Our PTA supports the school program through funding of programs and materials. Parent/student nights are offered throughout the year with hopes of teaching parents how to engage students socially and academically.			
Role of the Family/Community in Support of Student Learning	Jefferson Elementary school welcomes family and community involvement in the support of student learning. Jefferson hosts parent/family nights for incoming 4 th graders. We host an orientation night at the beginning of the school year. Parent-teacher conferences are held twice/year. EIU volunteers work with students in the after-school program. Many teachers utilize a Weekly Communication with families. The community reads project has been			

	<p>implemented through service learning funds. Teachers use community speakers to enhance learning.</p>			
<p>Procedures/Processes/Compacts</p>	<p>Members of our PTA give input to school personnel to develop the parent handbook. Parents can call or email teachers with concerns or questions and will receive a rapid response. Administration is available to assist as needed as well.</p>			
<p>Commitment to our Clients</p>	<p>It is the goal of all Jefferson employees to make it a point to address students and visitors, greeting them and assisting them in every fashion.</p>			
<p>Meet with various groups monthly to provide thorough communication.</p>	<p>On a monthly basis the administration will meet with the following groups to ensure fluid communication: Student Advisory, Teacher Advisory, and Special Education Advisory.</p>			
<p>Measurement</p>	<p>Provide a survey for all stakeholders</p>			

JEFFERSON ELEM SCHOOL-CHARLESTON C U SCHOOL DIST 1

ACTION PLAN

Monitoring Process for All Objectives

Objective: The School Improvement Team will monitor the overall progress on an annual basis making adjustments as needed seeing that the school improvement plans objectives are met.

Describe how district personnel will monitor the effectiveness of the strategies and activities.

Each PLC, grade level team, and the leadership team will meet to review their school improvement plan. In addition to committee meetings, the entire faculty will convene on a regular basis to review the plan and assess their progress toward reaching the goals that have been identified. The following schedule will be used to frequently monitor the progress of the plan.

Each year, the school improvement plan will be reviewed to note successes and the need for improvements. This document is a working document and will be ever changing throughout the year. The plan will be in place for the start of the school year; with the exception of state test scores and some activities. The entire faculty will check progress of the plan and achievement of their goals during each designated SIP day. Time will be devoted to addressing the SIP goals and assessing current progress, analysis of data and needed actions to maintain continuous improvement toward attaining each goal. Each SIP progress meeting will begin with distribution of current data available in order to frequently monitor student performance and use this information to guide decisions in school improvement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Debbie Poffinbarger	Principal
School Improvement Leadership Team	Staff

ATTACHMENTS

- *Comprehensive Literacy Model School Plan*
- *Data*
 - *ISAT AYP/Test Scores*
 - *ISAT Demographics*
 - *Local Assessment Data –MAP*
- *Professional Development*
 - *Building PD Calendar 2011-2012*
 - *PD Budgets*
- *Activities for School Improvement*
- *Intervention Programs*
- *What Parents Can Do to Help*
- *Achievements*

ACTIVITIES FOR SCHOOL IMPROVEMENT

Professional learning with a focus on improvement to the core academic areas

- Curriculum Mapping for all content areas
- Encourage team planning during prep time
- Ensure students receive weekly to biweekly conferencing with teachers
- Continue to create a thorough resource file of adaptations
- Look at teaching more depth and not breadth
- Encourage teacher to teacher observations with follow through
- Encourage teacher discussion of student work samples
- Provide 2 to 3 book studies
- Provide training for student led conferences
- Provide higher order thinking skills for all students
- Make learning exciting and enticing so students want to read and learn
- Continual data analysis, driving instruction off of the results
- Engaging paraprofessionals in working with 1 to 1, using intervention strategies
- Continual training on Running Records with teachers as well as paraprofessionals
- Embracing and applying the fact that all teachers are reading teachers
- Provided instruction that is: small group, student interest based, use of gradual release model, and differentiated instruction
- Provide classroom libraries that are rich and sufficient

Connecting to Community

- School wide initiative to speak to all creating a caring/nurturing environment
- Have all teachers provide a weekly communication document to parents
- Encourage teachers to make phone contact with parents just asking how their year is going and the good things they see in their child. striving for 1 student a week.
- Offering more empathy
- Work harder to get email addresses of all parents, offering weekly communication to parents through this tool.
- Provide a survey for parents and students
- Get MAP results to parents and students. Have students graph their progress in math class
- Transition Activities
 - Ashmore 4th to 5th
 - Carl Sandburg 3rd to 4th
 - CMS 6th to 7th
 - Survey 6th grade to see what they want to know about CMS.
 - Encourage Attendance at CMS Spring Open House
- Study Skills for students
- Model positive attitudes by making all interactions positive

- Community Service Learning Projects
- Advisory Groups: Students, Teachers, Special Education, Paraprofessionals
- Choose a day of the week to invite parents and guests to lunch
- Improve community involvement
 - Enlist more support from business community-business partner
 - Enlist more parent involvement
- I.S.H.A.R.P.E.N. program
- Make sure the newspaper is called for all events
- Production Lab implementation throughout
- Website rebuilt
- Build self esteem in students, giving them belief that they are able to do anything they put their mind to

Interventions

RtI

Jefferson Elementary School offers a very thorough RtI program to students at risk. After extensive data collection, students can be referred by their classroom teacher or by a parent. This support team of teachers meets to review progress and monitor the child. As per the directions of the team one or more of the following interventions may be assigned to a student to strengthen their skills.

Programming Available

I.S.H.A.R.P.E.N After School Support Program

The focus of this program is on reading. Students that are within a “bubble” range of meeting expectations on the ISAT are invited to the program. Parent permission is obtained. This program is for 4th, 5th and 6th students. This is the first program that is offered for at risk students. Eastern Illinois University students are trained and provide the service at a 1 to 2 ratio. The program meets 2 times a week for approximately 60 minutes.

Reading ReCharge

The next level of interventions offered is to 4th, 5th and 6th students that have been unsuccessful in the ISHARPEN program or simply need additional support. These students usually are below the “bubble”. This program is delivered through our paraprofessionals and is 2 to 3 times a week for 30 minutes at a 1 to 1 ratio. This is done during the school day and parent permission is obtained.

Math & Reading Interventionist

This is the third tier of interventions offered. A specialized certified teacher will work in a small group daily for 30 to 50 minutes. This is often a pull-out program.

What Can You Do As a Parent?

One of the first questions a parent asks at school is “What can I do to help my child?” All parents want to help and are willing to take a little time each day with their child, so here are just a few suggestions of what to do. Here are some ideas.

Reading

1. Listen to your child read. Even 5 minutes a day will show you value reading and will allow your child to practice the skills being learned at school.
2. Read with your child. Take turns reading. Talk about what you are reading. Share how the story connects to something familiar. Ask your child what he/she thinks the character or scenery would look like. Make predictions of what may happen next. Above all, compliment your child’s reading and imagination. And have fun.
3. Read to your child. Let them relax and see you reading.
4. Visit the public library and let your child check out a book.
5. Find extra opportunities to read. Let your child read the grocery list or directions for recipes.
6. Help your child build his/her vocabulary. Invite your child to use spelling and vocabulary words in sentences or conversations.
7. Ask questions about your child’s surroundings.
8. Encourage your child to listen to the environment. Talk about the sounds you both hear and try to identify them.
9. Let your child listen as you talk with others to learn how to make good conversation.
10. Encourage your child to write and then read aloud what he/she has written. Rewriting the ending to a favorite book can be entertaining. A good writing exercise could also be sending an email to a family member.

Math

1. Let your child help figure out how to measure ingredients using different measuring cups
2. Ask you child to estimate how much money they will need to pay for a few items at the store.
3. Practice math facts as you drive around town. Praise them when they know the answer right away and when they figure it out after a few minutes.
4. Do a jigsaw puzzle together. It takes a while and gives you a chance to talk and complete a project together
5. Play dominoes, checkers, or chess. These are great games to build logical thinking skills and spend quality time with your child.
6. Extra coins in your pocket or at the bottom of your purse? Let your child guess how much money you have in coins and then count the money to check their guess.
7. When you have plans for an appointment or party, ask your child o figure out what time you will need to be ready and leave to get there on time. Help them consider factors like how much time it will take to get ready and travel there.
8. Have your student practice fractions by dividing a candy bar, cutting a cooled pizza, pie, or cake into equal parts. Sounds yummy and fun!

Achievements

The following is a list of the achievements that have occurred in the past two years. These achievements or successes reflect the positive initiatives put in place to help all students achieve.

- One to one interventions are happening with students struggling
- Paraprofessionals have been trained to work with struggling students
- After school tutorial program - specifically targeting students at risk
- Character education program designed and aligned to the students planner
- Rtl team is very fluid
- School wide data base has been created for special education
- Community Service Learning projects
- Working on being more flexible and increasing the ability to “Think Outside the Box”
- Schedule offers more common planning time
- Teachers are looking at data differently
- Collaboration meetings are planned to celebrate our successes
- Provide student celebrations for positive student behavior
- Reading Counts continues to be widely used by students and is not a part of the students grade, but an incentive
- Noon hour tutorial programs have helped students complete homework assignments
- Our daily attendance rate is 95+% for the past 5 years.
- Multiple events are planned to assist with student transitions into Jefferson
- Smart boards have been placed in rooms.
- Mass email distribution list was created for the entire school
- Teacher library created offering sets of 6 literature books for small group instruction
- Infusion of differentiated instruction
- Working toward balanced literacy
- Professional learning communities established