

# Title I Schoolwide Plan Georgetown Elementary

Updated May, 2016

The purpose of Georgetown's Title I Schoolwide Program is to improve academic achievement throughout our school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards. The improved achievement is to result from improving the entire educational program of the school. This initial Schoolwide Plan was completed in 2010-11 and approved by the Board of Education in May, 2011.

Georgetown's Schoolwide Plan is reviewed and updated annually.

## **Instructional Leadership Team:**

Janan Szurek, Principal

Keath Murray, Student Service Coordinator

Jennifer McAtee, Kindergarten Teacher

Jenny Dominguez, 1st Grade Teacher

Alisha Smith, 2nd Grade Teacher

Katie Dahlquist, 3rd Grade Teacher

JoAnn Winslow, 4th Grade Teacher

Arlene Plaza, 5th Grade Teacher

Denise Jennings-Schaffer, Interventionist

Noe Velasquez, Home-School Liaison

## **Title I Parent Advisory Committee**

Michelle Cvitanovich, Parent

Adolfo Lopez, Parent

April Elliott, Parent

**ILLINOIS STATE BOARD OF EDUCATION**  
**TITLE I SCHOOLWIDE PLAN COMPONENTS**

- 1. List of State and local educational agency programs and other federal programs that have been consolidated in the Schoolwide Program.**
- 2. Description of how the school will provide individual student academic assessment results in a language parents can understand, including interpretation of those results.**
- 3. Description of how the school will use Title I Resources to implement the SW program components**
- 4. Schoolwide Program Components:**
  - A. Comprehensive needs assessment ( SIP PLAN)**
  - B. SW Reform Strategies (SIP PLAN)**
  - C. Instruction by Highly Qualified teachers**
  - D. Professional Development**
  - E. Strategies to attract Highly Qualified teachers**
  - F. Strategies to increase parent involvement**
  - G. Plans for assisting preschool children in the transition from early childhood programs**
  - H. Measures to include teachers in decisions regarding the use of academic assessments and to improve the achievement of individual students**
  - I. Activities to ensure students who are experiencing difficulty are provided additional assistance**
  - J. Coordination and integration of Federal, State and local services and programs.**

**1. LIST OF STATE AND LOCAL EDUCATIONAL AGENCY PROGRAMS AND OTHER FEDERAL PROGRAMS THAT HAVE BEEN CONSOLIDATED IN THE SCHOOLWIDE PROGRAM**

The following local, State and Federal funding have been consolidated to ensure most effective use of Title I resources to meet the needs of our students and avoid duplication of services:

- Indian Prairie School District #204 local funds
- Title I Part A Grant
- Title II Grant
- Title III Grant
- National School Lunch Program
- Preschool for All Grant
- Preschool Expansion Grant
- IDEA Part B
- McKinney-Vento
- Parent Teacher Organization
- Community Resources including faith based and local medical and health organizations
- County Resources

**2. DESCRIPTION OF HOW THE SCHOOL WILL PROVIDE INDIVIDUAL STUDENT ACADEMIC ASSESSMENT RESULTS IN A LANGUAGE PARENTS CAN UNDERSTAND, INCLUDING INTERPRETATION OF THOSE RESULTS**

Georgetown has many ways of sharing each child's progress with parents, guardians, and caretakers. We view parents as members of our teams, so they are encouraged to participate in all aspects of planning for their child's success. All parent communications are translated in Spanish as appropriate.

- Fall and Spring Parent –Teacher conferences , with onsite interpreters as needed
- Quarterly Progress Reports, Report Cards
- Parent letter detailing individual student AIMSweb data 3x per year after benchmarking
- PARCC individual student reports for grades 3-5
- District websites include curriculum information and online State report cards

**3. DESCRIPTION OF HOW THE SCHOOL WILL USE TITLE I RESOURCES TO IMPLEMENT THE SW PROGRAM COMPONENTS**

**Title I Resources to Support Students:**

- Free on-site preschool including transportation, is provided to qualifying students. Funding for preschool also includes student materials, supplies and salaries for teachers and paraprofessionals in the preschool classrooms
- Paraprofessionals provide individual and small group instruction and enrichment in reading and math to students in grades K-5 in using differentiated materials

- Schoolwide Support Facilitator to assist in student positive behavior intervention and support, and assists with building supervision and safety
- Additional social work to provide social-emotional skill development and make referrals to community resources for families
- Additional student differentiated instructional materials
- Increased access to technology. Additional laptop computers for students
- Ongoing professional development opportunities above and beyond those offered by the district for teachers on topics directly related to student achievement issues
- Extended day after school tutoring for students who fall below expected levels of achievement. Computer assisted instruction and other researched based programs are used
- Summer Book Project- Independent reading leveled books are mailed to students free of charge throughout the summer to help prevent summer reading skill loss
- Summer Library Program open to all students
- Hands-On enrichment opportunities for underserved populations through STEM Club and STEM Camp
- Family literacy and Math/Science programs and activities to promote ways parents can support their child at home
- Monthly Latino Parent meetings
- Incoming Kindergarten early screening to facilitate early intervention

#### **4. SCHOOLWIDE COMPONENTS**

##### **A. COMPREHENSIVE NEEDS ASSESSMENT**

Georgetown Elementary School staff is dedicated to creating a learning community that enables all students to be academically, socially and emotionally successful. The first year of PARCC (2015) data demonstrates that 28.8% of students in grade 3-5 were proficient in meeting the learning standards in ELA (English Language Arts) and 32.9 % of students in grades 3-5 were proficient in meeting the learning standards in the area of Math. The subgroup students within the Low Income group demonstrated 22.4% proficiency in the area of ELA and 26.3 % of proficiency in the area of Math. The subgroup of students with LEP (Limited English Proficiency) scored 2.3% proficient in the area of ELA and 15.9% proficient in the area of Math. This baseline achievement data from PARCC will be compared yearly to determine increases in achievement and to identify areas of need for our students.

The 5 Essentials Survey is analyzed by the instructional Leadership Team (ILT) yearly to assess five indicators that lead to school improvement. The survey is completed by teachers at the elementary level with a supplemental portion completed by parents. The five components measured are; Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment and Ambitious Instruction. Two components (Ambitious Instruction and Supportive Environment) are not rated at the elementary level as students under grade 6 do not complete the survey. Data from the 2015 “5 Essentials Survey” indicate overall that Georgetown Elementary School is moderately organized for improvement. Results for the components

indicate the level of implementation from Least Implementation to Most Implementation in the five components. In the area of Effective Leaders, Georgetown Elementary was rated average implementation. In the area of Collaborative Teachers, the school was rated average implementation. Lastly, in the area of Involved Families, Georgetown Elementary School was rated average implementation. These findings indicate that Georgetown Elementary is poised for continuous improvement.

The Instructional Leadership Team (ILT) will analyze these data regularly and develop a School Improvement Plan (SIP) for the continued achievement for the students. As the ILT and staff implement the activities within the plan, they will monitor the progress and make changes to the SIP plan as needed.

**B. Schoolwide REFORM STRATEGIES (See School Improvement Plan in Appendix)**

**C. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS**

All teachers and paraprofessionals in our Title I schools are highly qualified. 2015-16 Georgetown staff:

<b>Staff</b>	<b>Number</b>	<b>Full-Time Equivalents</b>
Administrators	1	1.0
Teachers	48	44.6
Teacher Aides	17	15.8
Support Staff	6	5.3

**D. PROFESSIONAL DEVELOPMENT ACTIVITIES THAT ENABLE TEACHERS TO INCREASE THEIR KNOWLEDGE ABOUT ACADEMIC ASSESSMENTS AND IMPROVE THE ACHIEVEMENT OF INDIVIDUAL STUDENTS**

Aligned with state and local academic standards, professional development activities include curriculum development, training programs, and activities that provide teachers training to enhance student performance. Activities may be conducted by the district, building, team-sponsored, provided by an outside agency, or individually designed. Teachers have release time during the work day (55 minutes per week) to meet for professional development activities.

***For the 2015-16 school year, professional development is focused on:***

**AVMR Math Recovery-** Ongoing AVMR Course 1 and Course 2 training where teachers learn about how to analyze math assessments and make instructional choices that are appropriate for students’ current understandings. The assessments are diagnostic in that they also aid in identifying areas of need for students.

**Kagan Cooperative Structures-** ongoing training designed to enhance increased mastery of subject matter, improved thinking skills, development of character and social skills, and improved classroom behaviors due to student engagement and peer relationships due to team and class building.

**Technology-** Given that all 3rd, 4th and 5th graders have 1:1 Chromebooks for use at school, the staff spent time learning about ways to engage students with technology including the use of Google Apps for Education and Discovery Education. Several teachers also attended the ICE Conference.

**Multiple Enrichment and Reading Groups for Everyone-** Staff spent time learning about best practices in guided reading, and use data to group students and appropriate resources.

**PLC's (Professional Learning Communities)** -meet regularly to discuss the 4 questions set forth by DuFour. PLC's set learning targets for the unit, review assessments and develop strategies for differentiation. PLC's have established structures for additional support and intervention for their students.

## **E. STRATEGIES TO RECRUIT AND RETAIN HIGHLY QUALIFIED TEACHERS**

Through the screening and interview process we are recruiting diverse 100% highly qualified candidates. All district school administrators collaborate with the district's human resource office to find candidates through referrals, job fairs, advertising, multicultural events, and student teacher cadres through partnership with local universities. In order to recruit and retain teachers who share our mission, we provide a climate of collaboration and ongoing support.

## **F. STRATEGIES TO INCREASE PARENT INVOLVEMENT**

The ISBE Family Engagement Framework is designed to help improve and expand the development of effective partnerships so that families can stay actively engaged. Recognizing that a student's education is a joint responsibility shared by schools and parents as part of the larger community and that these participants directly impact learning, Georgetown Elementary makes every attempt to be a Family Friendly School and subscribes to the basic elements for family and community involvement. We have representation on the district level *Title I Parent Advisory Committee* and we maintain a parent lending library. Information about Title I programs can be found on the district and Georgetown's website, including Title I newsletters and parent brochures.

We host a number of family programs including:

- Monthly Latino Parent Meetings
- Project Help for Parents
- DuPage Children's Museum Family Math Night
- Blessing in a Backpack
- Family Science Night
- Kindergarten Evening Orientation
- New Student Evening Orientation

## **G. PLANS FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION FROM EARLY CHILDHOOD PROGRAMS**

District 204 is host to a community preschool program, which combines tuition based general education students, students with special educational needs, English Language and Bilingual learners and at risk student programs, funded through grants. Preschool parents are given information about each of the elementary schools at *Parent Kindergarten Orientation* meetings held in March of each school year. In April and May kindergarten teachers (including our bilingual teacher) and a speech/language pathologist screen incoming kindergarten students to help program for their needs. In August, the preschool staff checks to ensure that each child is properly enrolled in their home school, and student records are transferred to the appropriate school. In addition, flyers are distributed to families in Title I schools to let them know of registration procedures for parents of preschool children. Our preschool website is available in all languages and provides detailed information about our preschool and kindergarten programs.

Conversations between preschool and kindergarten teachers take place to make sure the curriculum is aligned. Meetings are held to discuss transition of students with individualized education plans. Visits to the preschool and/or kindergarten are arranged so that observations can take place in order to ensure a smooth transition. Getting ready for kindergarten materials, supplies, books and checklists are given to the families of incoming K students.

There are three preschool programs available to students who are at risk. Preschool for All, Preschool Expansion Grant and Title I. Georgetown students are eligible to be screened to determine if they qualify for any of these programs. Eligibility is determined on poverty and academic readiness. A parent education program is an essential part of the preschool experience. Georgetown students who are enrolled in the Title I preschool classroom provides a platform to form strong family connections and parent education prior to beginning kindergarten, thus transition from preschool to kindergarten is seamless.

## **H. MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS AND TO IMPROVE THE ACHIEVEMENT OF INDIVIDUAL STUDENTS**

Teachers' use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Using a Response to Intervention (RtI) model, struggling students are identified early and provided early intervention. The AIMSweb Curriculum Based Measurement (CBM) benchmark data provides the universal screening information for all students. Students who fall below expected levels on this measure are provided with additional instructional time and/or interventions to accelerate their growth. Progress is monitored on a weekly or monthly basis for these identified students. Georgetown teachers are trained on the RtI process for students who need more targeted assistance either academically or socially/emotionally. Teachers complete Tier 1 and Tier 2 paperwork during their weekly team meetings if needed. Approximately every six weeks, building administrators and interventionists review progress monitoring and benchmarking data of all students. A list of

students who are not making expected progress is generated. Teachers review this list with grade level teams and can add other students for whom they are concerned, including appropriate data.

## **I. ACTIVITIES TO ENSURE STUDENTS WHO ARE EXPERIENCING DIFFICULTY ARE PROVIDED ADDITIONAL ASSISTANCE**

**Reading Improvement-** students who fall below expected levels of achievement are given additional instruction using researched-based intervention programs provided by the classroom teacher, reading specialist and paraprofessionals during the school day.

**Math Interventionist-** targeted students who fall below expected levels of achievement are given additional instruction using researched-based intervention programs provided by the classroom teacher, interventionist and paraprofessionals.

**Rtl-** Teacher and Interventionists plan and implement actions plans for students needing additional assistance based on Rtl data.

**IEP-**Coordinated supports are put in place for students who are identified as having a disability and are provided support through their individualized education plans which may include any number of a team of specialists.

**EL and Bilingual-** services are provided instruction to increase their academic achievement. Students are taught to read and write in their native Spanish language in the primary grades.

**After school tutoring-** Computer assisted instruction in reading and math using research based programs such as Computer Assisted Instruction-such as Okapi and other materials aligned with the State standards.

**Extended Day-**Club Invention and Summer Stem Camp- Science, Technology, Engineering and Math activities to challenge all students and promote higher level thinking and student engagement.

**Summer Library Programs-** open to all students so as to encourage reading and to help maintain skills throughout the summer months with highly engaging family literacy activities

**Summer Book Project-** Independent reading leveled books are mailed to students free of charge throughout the summer to help prevent summer reading skill loss

Parent Programs such as Family Literacy Nights and DuPage Children's Museum Math and Science Nights to promote understanding of skills and promote learning in the home.

## **J. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS**

**IPSD 204-** Local funds provide:

- Additional reading teachers to support struggling students
- All costs related to all-day kindergarten
- Transportation for the Title I preschool students attending Prairie Children Preschool
- Refurbished laptop computers and free hotspot internet access are given to families in need
- Classroom curriculum materials and supplies to support all students
- Teacher interventionists working with students who fall below expected levels of achievement. They spend much of their time working with struggling students and coaching teachers on researched-based instructional strategies
- EL and Bilingual teachers
- Special educators and related service providers to provide services for students identified with disabilities. Mental health professionals to address a proactive approach to social/emotional learning for the entire school population.
- District level directors, coordinators and administrative assistants for special programs (EL, IDEA, Equity, Community Liaison, etc.)
- Gifted teachers to identify and work on differentiated curriculum with students in previously underserved and under identified populations
- McKinney Vento coordinator, administrative assistant and transportation for students
- Communities in School Summer Camp

### **Title I Part A Grant:**

- Preschool 2.0 FTE teachers and 4.0 FTE paraprofessionals
- 3.2 FTE paraprofessionals to provide individual and small group instruction to students in reading and math using differentiated materials.
- 1.0 Schoolwide Support Facilitator to assist in student scheduling, discipline, supervision and safety
- Additional 0.7 FTE social work
- Extended day and summer learning opportunities
- Additional student differentiated instructional materials and access to Technology
- Ongoing professional development opportunities above and beyond those offered by the district
- Enrichment opportunities through STEM clubs
- Latino Parent Meetings, Family Literacy and math programs and activities to promote ways parents can support their child at home.
- Summer Book Project provides free books to students throughout the summer to help prevent summer reading slide

**Title II Part A Grant-** Ongoing professional development funds are used for assessment, differentiation, equity, mathematics, literacy, STEM, etc. across all grade levels including integration of curriculum areas and Common Core State Standards. Funds are used for Institutes, School Improvement Days, conferences, onsite trainings, professional books, materials and supplies.

**National School Lunch Program-** Breakfast, Free and Reduced lunches and Free Snacks for after school programs are provided through the National School Lunch Program

**Title III Grant-** Bilingual and EL teachers and bilingual paraprofessionals to provide additional support to students. 0.8 FTE Bilingual parent liaison to assist with communication and to engage and support families in school and home settings

**Preschool for All Grant, Preschool Expansion Grant-** Early screening and free preschool for students who are academically at-risk and economically disadvantaged. Programs are coordinated with Title I Preschool

**IDEA Part B-**Additional support staff to assist students with identified with disabilities.

**McKinney Veto-** Coordinated services for homeless students are provided to meet the academic and social-emotional emotional needs of any homeless student who resides within the district. Transportation is provided when appropriate.