

*HILLSBORO COMMUNITY UNIT SCHOOL
DISTRICT #3
1311 VANDALIA ROAD HILLSBORO, ILLINOIS 62049*

BECKEMEYER ELEMENTARY SCHOOL

No Child Left Behind Title I FY2012

SCHOOLWIDE PROGRAM PLAN 2011-2012

Funding for this program is provided entirely by the No Child Left Behind Title I Grant -FY2011 through the Illinois State Board of Education and administered by the Hillsboro Community Unit School District #3

NO CHILD LEFT BEHIND SCHOOLWIDE PROGRAM PLAN
BECKEMEYER SCHOOL 2011-12

A. Selection Process

The selection process for Title I Reading program will use several related criteria to select eligible students for the NCLB Title I Program. Teacher recommendation will be a very important criteria considered in selecting students. These criteria are established to identify and to provide services for children at-risk of school failure. Other performance criteria will be as follows:

Reading Achievement Criteria

Reading Performance Level

ISAT Reading Test

Does Not Meet or Below Level

AIMSWeb Assessment

6 months or more below grade level in any one area

Student grades at each grade level

Grade of D or below

- Students at Kindergarten may qualify upon recommendation and documentation of achievement by the classroom teacher.

B. Describe the Beckemeyer Schoolwide Title I Program

A highly qualified title I staff will provide an accelerated, high-quality curriculum With a combination delivery systems in grades K-5 (Kindergarten if time is available) of pull-out or push-in instruction in Reading. High Quality instruction in Reading in the Title I classroom will concentrate on supplemental teaching strategies and the modeling of these various teaching strategies designed to meet the Illinois Learning Standards. The in-class push-in program will be used to minimize removing children from the classroom during essential core subject presentations. An extended school day tutoring program for eligible children may be implemented on an as needed basis. Summer School Programs may be scheduled on an as needed basis if funding is available. Highly qualified paraprofessional aides at the Kindergarten level will participate in the identification of at-risk kids from the District Pre-Kindergarten program and the Head Start programs in the area. This articulation will be of an ongoing nature over the course of the school year. Paraprofessionals will assist the kindergarten teachers in providing high quality instructional support.

Reading instruction whether pull out or push in will center on the Illinois Learning Standards 1-5. Higher level thinking activities will be a part of the supplemental learning activities provided for eligible students. Computer assisted instruction will be a strategy to extend learning opportunities

The Title I staff implements and supports the Accelerated Reader Program on a daily basis. AR books are available in the Title I classrooms and in the Media Center. Students are able to take their AR tests near the end of the Title I class period. Students are encouraged to read and take tests within the Title I setting. Rewards and incentives are provided for students by the Hillsboro Educational Foundation and the Beckemeyer School PTC.

If funding is available, instructional classroom aides will be employed in the NCLB Title I Programs available to Beckemeyer Elementary School.

C. Title I Resources

Title I Reading teachers will introduce and model in-class teaching strategies to interested classroom teachers and will be in contact with regular classroom instructors to determine student and program needs on a regular basis. When Title I Reading teachers work with students in a pull-out program, then Title I materials will provide supplemental instruction geared to provide supplemental instruction designed to meet the Illinois Learning Standards 1-10 as needed for individual students. Any student receiving Title I instruction in a pullout period will not miss core instructional time in the classroom.

D. Coordination With and Support of Regular Education Programs

No Child Left Behind Title I services will support the regular education program through modeling of teaching strategies, planning for collaboration on a regular basis with the classroom teacher, and the continuation of team meetings with classroom teachers and parents whenever possible. Educational programs will be coordinated among Beckemeyer Elementary and Coffeen Elementary Schools.

Title I staff are expected to attend Student Review Team (SRT) meetings, Multidisciplinary Committee (MDC) meetings, and Title I Team meetings on a regular basis whenever Title I students' needs and progress are discussed. These joint meetings provide for the coordination and integration of services designed to meet eligible children's needs.

Coordinated support from such services as Project Success, Peacebuilders, D.A.R.E., The Beckemeyer School PTC, The Montgomery County Extension Service of the U of I, Parental Outreach and other community resources will be utilized to support Title I and the regular education programs.

E. Professional Development Opportunities

Title I staff and regular education staff, including principals, and if appropriate, related staff, may participate in a variety of workshops and in-service programs related to Language Arts, Reading, and Mathematics in order to provide for staff development. The district will provide various Professional Development opportunities through Title I funds, if funds are available. This may include tuition for coursework (reading and math) that will increase the teacher's knowledge and skills. Coordination will be made between Title I, Title II, Title IV, and other grant programs to provide articulation and high quality, sustained staff development. Teachers will be requested to suggest particular Professional Development opportunities to help meet challenging NCLB requirements and meet requirements for recertification as highly qualified instructors.

Professional Development will be provided for aides who must meet new high standards by January 8, 2006.

Professional Development opportunities will include the NCLB Title Conference, annual Illinois Reading conferences, as well as Regional Office of Education Math and Science Symposiums. Other related professional development in-service programs may include high quality professional development opportunities designed to integrate technology with engaged learning concepts.

Professional Development will not be limited to in-service workshops, but may include tuition for high quality classes to provide for the certification of staff to meet NCLB guidelines required of teachers and paraprofessional.

Newly employed staff will meet state and federal requirements in order to be employed for a Title I Position.

F. Parental Involvement

In order to encourage the involvement of parents in the NCLB Title I Program, the district Title I staff will implement various programs throughout the year. Title I Reading activities for involvement of parents will include the introduction of the School-Parent Compact. The Compact will be completed and signed by all parties involved. This will ensure parental support of the Title I participation by students, parents, and families. Open House activities will extend to all families in the fall, an opportunity to meet with classroom teachers to discuss their child's participation in NCLB Title I Programs. Parent-teacher meetings should include Title I teachers whenever possible to determine an appropriate high quality and challenging instructional plan for each eligible child. Parent-Teacher conferences will be used to discuss students' individual progress and continued NCLB Title support services.

Information will be provided to parents regarding adult education opportunities. Quarterly reports will be sent to all parents along with the regular report card. Parents will be encouraged to volunteer and/or observe the Reading programs. A parent coordinator will work with staff and parents to enhance communication and facilitate necessary arrangements for parent activities. Parent activities will be scheduled at various times of the day to provide ample opportunity for parent participation. Parent education programs will be scheduled to meet the ever changing needs of our many parents.

Parental Involvement Plan:

1. Beckemeyer Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - Hold annual parent meetings at the beginning of each year
 - Request feedback on all aspects of the Title I Plan through surveys, meetings, informal conversations

2. Beckemeyer Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - School Improvement Committees are formed each year to review all aspects of the school function
 - Parents will be asked to serve as team members on the School Improvement Committee

3. Beckemeyer Elementary will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in the Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend by:
 - Holding the meeting in conjunction with the annual Open House night
 - Inviting all parents in writing, and home language if appropriate, of the event

4. Beckemeyer Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to

- measure children's progress, and the proficiency levels students are expected to meet by:
- Disseminating this information at the annual Parent Meeting
 - Sending home quarterly reports to all Title I parents updating their child's progress
5. Beckemeyer Elementary will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Offering yearly surveys to parents allowing them to comment on a variety of topics regarding the Title I Program
 - Taking all comments into account when reviewing the Title I Program annually
 6. Beckemeyer Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading by:
 - Send home individual ISAT results to parents
 7. Beckemeyer Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - Mailing home a letter to the parent of each student notifying them of this situation
 8. Beckemeyer Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Part A; how to monitor their child's progress; and how to work with educators by:
 - Offering parent workshops each year on the above topics, when funds are available
 - Including the above topics in the annual parent meetings when appropriate
 9. Beckemeyer Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
 - Offering parent workshops each year on the above topics, when funds are available
 10. Beckemeyer Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to,

communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- Attending conferences and workshops to receive the necessary training and information to address this need

11. Beckemeyer Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Continuing our close relationship with the District's Pre-K and Head Start program

12. Beckemeyer Elementary will take the following actions to ensure that information related to the school an parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The District will continue to use the Home Language Survey to identify LEP students and families. Once identified, resources will be allocated to ensure all correspondence is communicated in the home language of the family

G1. Assessment and Evaluation

- Title I instruction will be focused on the Illinois Learning Standards related to Reading. The AIMSWeb will be administered at all grade levels and used for group comparisons. The ISAT will be utilized for specific benchmark information as required by regulations.
- Teacher recommendations will be used at the end of the school year regarding classroom performance in Reading. Teacher grades will also be considered.
- AIMSWeb scores in Reading will also be used to assess and evaluate Title I student progress by comparing spring to spring or fall to spring test scores.
- Teacher prepared tests may be used to assess and evaluate student progress in the various Title I Programs. These tests may relate directly to the Illinois Learning Standards.
- Title I Teachers will prepare an annual student ranking for each grade, listing assessment levels for each student and identifying these students as participants in Title I or special education programs. Title I staff will review this annual ranking for targeting for the next school year and will use this data to help formulate individual building School Improvement Plans for the next school year.

G2. List the Grade Levels and Subject Areas

<u>School</u>	<u>Grades</u>	<u>Subject Area</u>
Beckemeyer	K,I,2,3,4,5	Reading

G3. List specific Illinois State Learning Standards

See appendix A

G4. Schedule for Administering the Assessments

Administration of the Assessment instruments using the ISAT will follow the Illinois State Board of Education schedule on a yearly basis. Administration of the AIMSWeb Benchmark Test shall be Fall/Winter/Spring. A separate Rank-Order list will be provided to Title I Teaching staff for review, evaluation, and school improvement planning. Assessment is ongoing throughout the school year.

G5. Strengths and Weaknesses

Based on the evaluation data obtained from the ISAT, or AIMSWeb Test, the areas of the Title I program designed to identify strengths and weaknesses will be to:

- 1) determine the success of children served;
- 2) assist in the diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet State student achievement academic standards and do well in the local curriculum;
- 3) determine what revisions are needed to projects so that such children meet the state student academic standards; and
- 4) identify effectively students who may be at risk of failure or who are having difficulty through the use of screening, diagnostic, and classroom-based instructional assessments.

G6. Reporting the Results

Results of the annual review will be presented to the Hillsboro Community Unit School District #3 Board of Education.

F. Coordinating with Other Programs

Title I staff are expected to attend any parent conference scheduled for each participating student in the Title I program. Title I staff are also expected to attend Student Review Team (SRT) meetings, Multi-Disciplinary Committee (MDC) meetings and Title I team meetings on a regular basis where Title I students' needs and progress are discussed. These joint meetings will provide for the integration of services within the NCLB umbrella. The NCLB Title program will coordinate where possible with other programs such as the Hillsboro Early Childhood programs, community pre-schools, Head Start program, Special Education programs, and will provide planning, if necessary, into the transition of participants into the NCLB Title I program. This will be accomplished at the Kindergarten level through the use of paraprofessional aides to enhance classroom instruction of at-risk students.

NCLB Title I program will provide services for children with limited English proficiency, children with disabilities as needed, migratory children, neglected or delinquent youth, minority children, homeless, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The Hillsboro Community Unit School District #3 will ensure equitable access to and participation in these Federal NCLB programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The District and Beckemeyer Elementary School will assure that no barriers exist to prevent participation.

The Hillsboro Community Unit School District #3 will provide assurance that it will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act.

Hillsboro Community Unit School District #3
Parent/Student/Teacher/Principal Compact
Beckemeyer/Coffeen Elementary School
NCLB Title I

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by:

- Limiting/monitoring TV or video game viewing;
- Being patient with my child;
- Reading with child and letting my child see me read;
- Talking with my child about school and other interests;
- Having a regular time and place for homework;
- Encouraging my child's efforts and by being available for questions; and
- By communicating with my child's teachers on regular basis.

Signature of parent(s) _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I will:

- Come to school each day prepared with pencils, paper and other items tha I will need for learning;
- Follow all rules at school;
- Listen and follow directions;
- Ask questions when I do not understand the assignment or task; and
- Complete my homework and read daily.

Signature of Student _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I will make every effort to:

- Provide activities for use in the home;
- Encourage student to ask questions when they do not understand the assignment or task;
- Use special activities to make learning enjoyable;
- Be aware of individual student needs; and
- Communicate to parents on a regular basis

Signature of Teacher _____

PRINCIPAL AGREEMENT

I will support this form of parent involvement. Therefore, I assure our parents that I will:

- Create a welcoming environment for students and parents;
- Communicate to students and parents the school's goals and objectives;
- Ensure a safe and orderly learning environment;
- Reinforce the partnership between parent, student, and staff;
- Provide appropriate in-service and professional development for teachers, aides, and parents;
- Involve parents in reviewing and writing the school improvement plan.

Signature of Principal _____ Date _____



**Hillsboro Community
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David E. Powell, Superintendent

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Parents Right-To-Know

In accordance with ESEA Section 1111(h)(6) PARENTS RIGHT-TO-KNOW, the Hillsboro School District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for 4 or more consecutive weeks by a teacher not highly qualified, the school will notify you.

If you have any questions, please feel free to contact your district Assistant Superintendent Kyle Hacke, at 217-532-2942.

Sincerely,

Kyle M. Hacke