

Whiteside Elementary School
Schoolwide Title I Plan

1. Comprehensive Needs Assessment of school.

Results of the comprehensive needs assessment indicate the following items as high priority:

Remedial reading instruction, supplemental reading materials, remedial math instruction, supplemental math materials, PBIS strategies, and parent engagement activities.

Results of the comprehensive needs assessment indicate the following items as moderate priority:

Fine arts to enhance reading/math skills, student technology, and library/media services.

2. Employ schoolwide reform strategies that:

- **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement**

Study lab will be available to all students who need additional support in academic subjects, homework, and organizational strategies. Additional access to technology through the use of the computer labs, library, and Chromebooks will ensure that students have up-to-date resources available. Multi-disciplinary projects will be presented through Family Night events that engage students and their families in projects and activities that support learning standards.

- **Use of effective methods and instructional strategies that are based on scientifically based research that:**

➤ **Strengthens the core academic program**

Curriculum materials will be updated to ensure alignment with learning standards and current practice. Increased access to technology will allow students more opportunities for research and presentations. Additionally, teachers will be able to incorporate technology-based learning into their classroom instruction. Core academic skills will be enhanced through regularly scheduled activities in the computer lab, art class, and music class.

➤ **Increases the amount and quality of learning time**

Students receive additional instructional time through the school's reading lab and math lab. Based on a student's need, students may qualify for 5 hours per week of remedial instruction. A summer tutoring program is available for students during the month of June. This 2 ½ hour per day program provides continued instruction in ELA and math, as well as opportunities for library/media access and silent reading. The school library maintains summer hours throughout the break.

➤ **Includes strategies for meeting the educational needs of historically underserved populations**

Technology at school – computer labs, Chromebooks – provide opportunities for students who do not have technology available at home. Students have regularly scheduled times in the computer labs, computers available in the library, and Chromebooks that are utilized in several classes. The library is open before and after school, as well as during the summer, so that students may use available print and media resources. Because so few students live in

an area served by a public library, the school library maintains summer hours for student use.

- **Includes strategies to address the needs of all children, but particularly low achieving children and those at risk of not meeting the Illinois learning standards:**
 - **Counseling, pupil services, and mentoring services**

The school's student assistance team – START – provides a multi-disciplinary, problem-solving approach to students who have behavior, health, academic, and attendance issues. Strategies include peer mentors, friends groups, social work, check-in/check-out, referrals to BBBS for school and/or community-based mentoring, and participation in reading and/or math lab during school. The schoolwide character program, service projects, family nights and special events help create a positive school climate for all students.
 - **Applied learning and team-teaching strategies**

Students work in teams to create monthly character presentations. Class instruction includes a variety of hands-on projects that students work on in learning teams. General education and special education team to provide inclusive instruction for students. Teachers have common planning time at each grade level which allows for coordination of curriculum, lesson planning, and project development.
- **Address how the school will determine if such needs of the children have been met**

Data to be examined include: Aimsweb scores, PARCC, STAR reading, classroom grades, and attendance. Determination of successfully meeting the needs of children will be made based on student growth and achievement.

3. Provide instruction by highly qualified teachers.

All teachers meet highly qualified requirements. Any teacher assigned to a course for which he/she is not highly qualified will have a plan, developed with the school principal, to become highly qualified. Job vacancy notices provide licensure requirements for applicants. The Regional Office of Education assists with questions regarding "highly qualified".

4. Provide high quality and on-going professional development for teachers, principals, and paraprofessionals.

Professional development will be provided to staff throughout the school year and summer break period. The district will participate in the professional development cooperative of schools through the St. Clair County Regional Office of Education, which provides high quality workshops as determined by the PD Committee. School administrators will assign teachers to attend the ROE programs. These teachers will in turn provide in-service training to school staff, including paraprofessionals. Professional development opportunities from other providers will be utilized, as appropriate, for specialized staff. Teachers may also receive tuition assistance for college/university coursework, for pre-approved courses.

Needs assessment indicated high priority for professional development in reading strategies, math strategies, and instructional use of technology. Moderate priority was indicated for behavior/bullying

prevention, fine arts integration, reading and math curriculum development, and assisting students with who are homeless or truant.

5. Employ strategies to attract high-quality, highly qualified teachers to high-need schools.

New teachers are provided with an induction program prior to the start of the school year. This includes meeting with school administration, student service providers, and in-service on available technology. On-going assistance/coaching in utilizing technology for instruction is available from the district's part-time tech coach. New teachers are provided with a mentor, who meets with them during the induction program as well as throughout the school year. This includes opportunities for the mentor and mentee to observe each other. Monthly meetings address specific topics to assist the new teacher. In addition to regular classroom supplies, new teachers are provided an allocation from the district's parent-teacher committee for classroom start-up needs. Grants for special classroom and grade level programs are also available each year from the district's education foundation.

6. Employ strategies to increase parental involvement, such as family literary services.

Family activities will be held throughout the school year to allow students the opportunity to share projects they have created and to engage families in learning activities. These include events such as Family Math & Science Night and Family Reading Night. Additional activities are provided for parents through our PTC, including Book Fair and 5K Fitness Run. Field trips that support curriculum program are essentials in helping elementary students make meaningful connections to classroom instruction. Parents, as well as students, may access the school library.

7. Develop plans for transition from early childhood programs to elementary school.

Students in the district's early childhood special education program and prekindergarten classes have the opportunity to engage with kindergarten students and teachers throughout the school year. Several combined activities take place in the school's outdoor learning classroom. Early childhood and kindergarten teachers meet together to review academic achievement and needs of students transitioning to kindergarten.

8. Implement measures to include teachers in the decisions regarding use of academic assessment to improve individual student achievement and the instructional program.

Staff meet monthly in grade levels to examine student data. Data reviewed come from a variety of sources including Aimsweb scores, PARCC, STAR reading, classroom grades, and attendance. The purpose of these meetings is to develop programs to meet individual student needs and to shape the instructional program for the school to maximize student success. Grade level teams have common planning time daily for curriculum alignment, lesson planning, and assessment development.

9. Implement activities to ensure students experiencing academic difficulty are provided with effective, timely assistance.

The school's student assistance team meets weekly to discuss student referrals for behavior, academic, health and attendance concerns. Assistance through the reading lab and math lab is determined by the START team. Reading lab includes intensive remedial instruction in decoding, reading comprehension,

and writing based on a student's needs. Math lab includes instruction in computation and comprehension. Labs are held daily and provide students with additional instructional time. Students who participate in lab work with staff to monitor their own progress on a weekly basis. Students may also be referred for peer mentoring, BBBS mentoring, check-in/check-out, or social work groups for assistance with pro-social skills. Students in need of academic assistance may participate in the summer tutoring program for extended instruction in reading and math. All students have access to the school library throughout the summer.

10. Coordinate and integrate Federal, State, and local services and programs.

Title I funds provide assistance for homeless students including school supplies and transportation. Community resources also assist with school supplies, clothing needs, physicals, and dental exams. Students are provided with assistance for curriculum-based field trips as needed. Students who participate in the summer tutoring program will be provided breakfast through the Seamless Summer Option.