

Lockport SD 91

Title I District Plan

Local Board Approved	3/11/2008
Submitted	7/10/2008
Plan Resubmitted	
ISBE Monitoring Completed	3/16/2009

PRELIMINARY INFORMATION

RCDT Number	560990910020000		
District Name	LOCKPORT SD 91	Superintendent	DONNA GRAY
District Address	808 ADAMS ST	Telephone	8158380737
City/State/Zip	LOCKPORT,IL,60441 3710	Extn:	107
Email	dgray@d91.net		

Is this for a Title III District that did not meet AMAO ? -

Section I-A. Additional Academic Assessments

Additional Academic Assessments - Describe student academic assessments, if any, that are in addition to state academic assessments used:

1. To determine the success of children in meeting standards and to provide information on the progress towards meeting standards.
2. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
3. To determine what revisions are needed to projects so that such children meet state standards.
4. To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments.

In addition to the state academic assessment (ISAT), Lockport District 91 also uses the following assessments for all students: • Lockport Consortium Mathematics Quarterly Assessments (grades K-8) and: • California Achievement Test (grades 2-8) In addition the District uses the Gates McGinite Reading test to diagnose early reading problem. The AIMS test is used for all students with an IEP to measure growth in the area of reading. The District uses their Pupil Personnel Support team to identify ways of assisting students who are low performing.

Section I-B. Other Academic Indicators

Other Academic Indicators - Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any.

Staff members in District 91 work closely through grade level team meetings to identify possible indicators that a student is struggling. These indicators include

but are not limited to input from the district social workers, school psychologist, staff members, and parents. Students with individualized education plans are assessed on an annual basis to see progress. The goals and indicators are linked to the individual IEP.

Section I-C. Educational Assistance to Students

Educational Assistance to Students - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

Educational assistance is provided through Title I reading assistance, math and reading tutoring through Title I, staff supervised homework help after school, and staff provided small group and one-on-one assistance before and after school in all academic subject areas.

Section I-D. Professional Development for Teachers and Principals

Professional Development for Teachers and Principals - Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff.

A teacher/staff survey is conducted annual to determine the focus areas of professional development. Results of this survey along with established district academic goals lays the groundwork for focusing professional development opportunities covered under Title I and II.

Section I-E. Coordination with Other Education Services

Coordination with Other Education Services - Describe how the district will coordinate and integrate services provided with other education services such as:

1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The district coordinates and integrates services provided through NCLB programs, Early Learner Programs and Lockport Areas Special Education Cooperative programs. Information and objectives of each program are shared with staff and resources are provided in such a way that duplication is eliminated. All grants are written by the administrative team which allows for a comprehensive unduplicated approach. The District currently offers a TPI program for ESL learners due to the small number of students who require this service. The District is under 1000 students which allows for greater communication and teamwork amongst the two buildings staff and district specialist.

Section I-F. Poverty Criteria

Poverty Criteria - Describe the poverty criteria that will be used to select school attendance areas.

The poverty criteria used in the district is based on the free and reduced lunch count. There are only two schools in the district each housing a different grade span. Therefore both schools are selected for participation.

Section I-G. Children in Need of Services

Children in Need of Services - Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.

Students in the bottom quartile (based on ISAT, CAT, and Gates) are identified. Those children receive services through Title I. The PPS team works with the Title I coordinator to determine needed services. Parents are consulted and kept abreast of their child's progress throughout the year through teacher meetings

and progress reports. Parent meetings are held throughout the year for parents and staff to discuss the goals and overall progress of the Title I program.

Section I-H. Programs and Educational Services

Programs and Educational Services - Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

The targeted assistance programs for students include small group and individualized reading assistance throughout the school year for students in grades K-6. In addition students who qualify, additional services are provided as part of an afterschool tutoring program in the areas of reading and mathematics. Summer school is provided for students in the Title I program which focuses on the academic areas of reading and mathematics. At this time the District does not have any students living in local institutions for neglected or delinquent students.

Section I-I. Services for Migratory Children

Services for Migratory Children - Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

There is not a high level of migratory students in the district. However students moving into the district are evaluated in the area of reading upon their entrance into the District. Those who had been identified and then leave the districts would have information provided to the next school indicating services that they received.

Section I-J. Support for Preschool Programs

Support for Preschool Programs - Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, Even Start.

The District's preschool program is funded under a separate grant however the staffs of the preschool and the elementary grades do meet to discuss student assistance possibilities as the preschool children transition into kindergarten. The district does not currently have a early reading first, head start or even start program.

Section I-K. District Actions for Schools Not Making AYP

District Actions for Schools Not Making AYP - Describe the actions of the district for its schools who do not make AYP.

The District has not been in this situation but if it were the case, the District would work with the administration of the school not making AYP to develop a plan identifying areas of academic concern, methods to be used to address these concerns, possible professional development for teachers, staff and parents and resources needed in order to address concerns. These areas would be identified in the school's improvement plan and the grade level action plans. Timelines would be established for measuring progress and based upon the level of progress additional structures would be put in place as needed throughout the year.

Section I-L. School Choice and Supplemental Services

School Choice and Supplemental Services - Describe how the district plans to implement, if necessary, public school choice and supplemental services.

Lockport School District 91 policy 6:15 addresses School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring as follows This section applies to only those students enrolled in a school identified by the Board of Education for school improvement, corrective action, or restructuring according to federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law. If any District school or the District itself is identified for improvement, the Superintendent or designee shall identify, develop, or revise a school and/or District plan for improvement in accordance with federal law. This school and/or District plan shall be presented to the Board for approval. Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring. The District has only two schools each serving a different grade level span. This prevents a true school choice option within the District. If the District were to find itself in need of school choice options, it would need to enter into intergovernmental agreements with surrounding school districts in order to offer such an option to our students and parents.

Section I-M. Highly Qualified Teachers

Highly Qualified Teachers - Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.

Several years ago the District took action to inform all certified staff and paraprofessionals of the changing highly qualified standards. The District provided informational workshops for all staff and assisted each individual staff member in the process of reviewing their endorsements and highly qualified teaching areas through the use of HOUSSE. All current staff members are highly qualified for the area in which they teach. Staff assignments are based on the highly qualified standards. All staff newly hired to the District are highly qualified.

Section I-N. Services for Homeless Children

Services for Homeless Children - Describe the services the district provides to homeless children.

The District has a homeless liaison which works with administration to assist homeless children. These students are provided with expedited registration, medical assistance, and academic support as needed. The Drug Free Consortium has developed a resource manual of social services available to families including those possibly needed by homeless families. This resource is available to our families in a variety of locations (school nurse, homeless liaison, school and public library, web page, etc.).

Section I-O. Parent Involvement Strategies

Parent Involvement Strategies - Describe how the district implements effective parental involvement strategies.

As described in the Lockport School District 91 policy 6:170, the district maintains programs, activities, and procedures for the involvement of parents/guardians of those students receiving services as a part of Title I. Programs, activities, and procedures are described in the District and Building-Level compacts. These are provided to parents of eligible students when they enter a Title I program. Parent involvement strategies begin in our Early Learner program. Parents of children in this program are provided several opportunities to learn how to assist their child in school. Topics range from reading with your child to parenting discipline strategies. Parent meetings are held throughout the year. Each school library has a lending library of parent tools which can be checked out by parents. These include interactive videos, parent literature, and teaching and learning strategies. As a part of the parent meetings, staff members model how to implement different strategies in the home. Resources are provided to parents and children. In addition parents are involved in their child's learning through: Parent teacher conferences each fall Parent Expectation Nights held at each building to review curricular concepts The District's Web Page is constantly updated to help keep parents informed. The middle school has implemented a system for parents to log into District servers at anytime to check on student

progras. The District has formed a District 91 Academy which is open to any parent. This committee discussed school improvement, safety, health and welfare, and curricular areas of study as referenced in Policy 7:190. Parents with eligible Title I students in programs meet 4 times a year to review program goals and their child's progress.

Section I–P. After School, Before School, and Summer School Programs

After School, Before School, and Summer School - Describe how the district uses funds under Title I to support after school, before school, and summer school programs.

Title I funds are allocated as possible to after school tutoring programs for students in grades 1-8 in the areas of reading and mathematics. Dollars are also allocated as possible to provide summer school services in the areas of reading and mathematics for students in grades 1-7. All tutoring and summer school classes are taught by highly qualified staff. Resources are provided to students in summer school programs which can be used throughout the summer to assist them in the academic areas of reading and mathematics.

Section IV-A Local Board Action

Date Approved by Local Board: 3/11/2008

A. ASSURANCES

The local education agency assures the Illinois State Board of Education that the district will:

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).

6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.
10. Comply with the requirements of NCLB, Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
17. The district has a policy and procedure in place for the provision of public school choice.
18. The principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

B.Superintendent's Certification

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are

true and correct and that the plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

ISBE Monitoring

Approval of I.S.B.E

Yes The Title I District Plan has the approval of ISBE.

ISBE Comments

*****March 16, 2009*****

TITLE I PLAN APPROVED:

I reviewed the revisions that were made to the Lockport SD 91 Title I District e-Plan that was submitted to the State Board of Education and approved the submitted plan.

Should you have any questions, please feel free to contact Cheryl Ivy by email at civy@isbe.net or call 217.524.4832.

Title I District Plans That Need Additions June 10, 2008 I reviewed the Lockport SD 91 Title I District Plan that was submitted to the State Board of Education (ISBE). The sections of the Title I District Plan require the district to provide descriptions as to how the district meets the requirements of the NCLB law, Section 1112. Please review the ISBE resources on how to prepare a Title I District Plan at <http://www.isbe.net/sos/htmls/title1.htm>. Sample Title I District Plans are available at http://www.isbe.net/sos/htmls/title1_sample.htm. In addition, please review your plan with the following in mind: Would the plan provide sufficient guidance to someone who might have to implement the district's Title I program should the current district be unavailable to provide assistance? Additional information is requested for each of the following sections: Section I-L: School Choice and Supplemental Services: This section requires a more detailed response on how the district will implement school choice and supplemental services should the academic status require implementation. Section I-O: Parent Involvement Strategies: These requirements are defined in Section 1118 of the NCLB law (see <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>). Please address the required components of the law, including the school-parent compact and annual meeting. The district needs to address the district's parent involvement policy as defined in Section 1118 of the NCLB law. Section I-O: Parent Involvement Strategies: This section does include a list of activities that are being utilized by the district. Please review Section 1118 of the NCLB law at <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118> and include the required expectation of the school-parent compact and annual meeting. Please submit your response by amending the Illinois e-Plan on file at the Interactive Illinois Report Card (IIRC) website <http://iirc.niu.edu/>. Plans that have been returned for changes must be revised and resubmitted 30 days from the date of this notification. Should you have any questions, please feel free to contact Ronald Lawless by email at rlawless@isbe.net or call 312-814-0902. Respectfully,
Ronald Lawless