

PAXTON-BUCKLEY-LODA CUD 10

Title I District Plan

Board Approval Date:	3/12/2008
Plan Submission Date & Ref No:	7/23/2008 - TIP07 - 002897
ISBE Monitoring Completed:	7/23/2008
Plan previously submitted on:	7/17/2008

PAXTON-BUCKLEY-LODA CUD 10

PRELIMINARY INFORMATION

District Information

RCDT Code Number : 0902701000000

District Name: PAXTON-BUCKLEY-LODA CUD 10

Superintendent: CLIFFORD MCCLURE

District Address: PO BOX 50

Telephone # : 217-379-3314 X:

City/State/Zip: PAXTON, IL 60957

Email : cmcclure@pbl.k12.il.us

Is this for a Title III district that did not meet AMAO? No

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Section I-A. Additional Academic Assessments

Part A - 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.**

PBL CUSD #10 uses a variety of academic assessments to determine the success of children in meeting academic standards. These include DIBELS, ISEL, ISAT, and Stanford 10. We also use local classroom assessments and grade level checklists generated by classroom teachers. The district has to begin addressing the RTI initiative (Response to Intervention). Our faculty and staff review the results of these assessments, which are aligned with building and district School Improvement Plans, Illinois State Standards and Goals , and ISAT.

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Section I-B. Other Academic Indicators

Part B - 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.

Classroom teachers and Title 1 staff are closely working together to discern where targeted Title 1 students are academically. Daily work, tests, fluency and comprehension skills, including areas such as phonics, spelling, and language arts are monitored for these targeted students.

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Section I-C. Educational Assistance to Students

Part C - Educational Assistance to Students

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

Title 1 staff members use a combination push in/pull out program for individual or small group supplemental help. While in the classroom, the Title 1 staff members work closely with the classroom teachers to assist in meeting the targeted students' needs. This includes bringing in supplemental work for the students and reviewing introduced lessons in kinesthetic, auditory or visual ways to meet the particular student's academic level.

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Section I-D. Professional Development for Teachers and Principals

Part D - 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.

The district coordinates programs to provide professional development for all faculty and staff. Our professional development committee meets regularly to plan and implement professional development activities that support the district's goals and school improvement plans. These activities provide for ongoing, appropriate staff development throughout the year and includes: in-house speakers, conference attendance, opportunities for observation of best practice, and participation in the district mentoring program. Title staff develops personal professional development plans that focus on research-based instructional strategies. The district uses school improvement days for a variety of staff development that targets school improvement goals, with a special emphasis on curriculum alignment. The district has taken full advantage of the workshops and activities sponsored by the Regional Office of Education during the school year, after school and during the summer. All of these professional development activities ensure the PBL CUSD #10 maintains a highly qualified staff.

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Section I-E. Coordination with Other Education Services

Part E - 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.**

PBL CUSD #10 coordinates and integrates federal, local and state services and programs with district programs in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The district's early childhood Preschool Special Education Program and Early Childhood programs provide coordinated services to children birth to five and their families. The early childhood program has developed procedures for transitioning children into and out of pre-kindergarten. Transition procedures include a district-wide screening, provision of information regarding school and community programs and services, information for children with special needs, behavior and academic concerns, and activities that encourage smooth movement to the next level. Services for children with disabilities are provided by the Ford County Special Education Coop. Goals outlined in individual education programs are coordinated by special education and classroom teachers in order to provide a strong educational program. Services for children with limited English proficiency, migratory children and immigrant children are provided as needed. The district reviews services as the population changes and implement appropriate programs as needed.

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Section I-F. Poverty Criteria

Part F - Poverty Criteria

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

PBL CUSD #10 uses low-income numbers from free and reduced lunch qualifiers as our criteria for determining poverty.

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Section I-G. Children in Need of Services

Part G - 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.

PBL CUSD #10 identifies students who are not performing at grade level, but show the potential to do so. The goal of the program is to provide students with the reading strategies and learning environment necessary to improve critical thinking skills and achievement. The Title I plan is based on student needs. The program uses recommendations from the regular classroom teacher, scores on the Stanford 10, report card data, parent referral, local assessments, teacher generated checklists aligned with the School Improvement Plan/Illinois State Goals, and the Illinois Standards Achievement Tests. Students are screened using the DIBELS and ISEL assessments. Title I staff and regular classroom teachers meet regularly to review targeted students' progress and to determine what revisions are needed. Tests, report cards, and teacher-based criteria are included in the review. Other services such as additional interventions and support are discussed.

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Section I-H. Programs and Educational Services

Part H - 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.

All PBL CUSD #10 who received Title I and Reading Improvement services are given a full range of services as needed for their individual progress. Students who receive intervention services through other providers, such as our special education cooperative with GCMS, may move to a facility outside of the district. In these cases, every effort is made to coordinate with the facility, the new district, and the special education cooperative to continue services as needed by the individual or to provide transportation to the district as written in BOE policy. Students receiving Title I services in our targeted assistance program, receive "pull in and push out" educational opportunities, via small groups, individualized instruction, or other opportunities. Our parents/guardians are invited to attend workshops on reading and math and can meet with faculty at any time for additional assistance.

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Section I-I. Services for Migratory Children

Part I - 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.

The district policy, 6:145 - Migrant Students - allows for the superintendent to develop a program that will:

1. Identify migrant students and assess their educations and related health and social needs.
2. Provide a full range of service to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program and will receive instruction regarding their role in improving the academic achievement of their children.

All PBL CUSD #10 children who are identified as migratory or formerly migratory children are eligible for Title services on the same basis as other children who are selected to receive services under Title I. If the district enrolls a child who meets the criteria of migratory or formerly migratory, it ensures that the student be selected to receive such services on the same basis as other children who are selected to receive services under Title I.

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Section I-J. Support for Preschool Programs

Part J - 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.

PBL CUSD # 10's early childhood programs are not supplemented by Title I funds.

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

Part K - District Actions for Schools Not Making AYP

Describe the actions of the district for its schools who do not make AYP.

In FY 07 the district did not make AYP. However, all buildings, except for the junior high made AYP. The special education sub group was identified as the one area that needs attention in order for the district and junior high to make AYP.

In the event of not making AYP, the BOE policy is in place that includes offering choice, adding supplemental programs and services, and restructuring. School improvement plans, found on the district's website, continue to be developed and updated annually as well as the district improvement plan.

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Section I-L. School Choice and Supplemental Services

Part L - School Choice and Supplemental Services

Describe how the district plans to implement, if necessary, public school choice and supplemental services.

PBL Board Policy 6:15. This policy applies to those students enrolled in a school identified by the BOE for school improvement, corrective action, or restructuring of the law. It should be noted that our district has one building for each series of grade levels: P-2, 3-5, 6-8, 9-12.

Policies that apply to this are: 6:15 -E2,-E3, -E4,-AP3, -AP4

Since there is no option to transfer within the district, a cooperative agreement with other districts in the area could be established. 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. PBL shall provide transportation only until the end of the school year in which transferring school ceases to be identified for improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by federal and state laws. Administrative procedures have been adopted and are in the policy book.

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Section I-M. Highly Qualified Teachers

Part M - 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.

All PBL CUSD #10 faculty and staff are required to be highly qualified. They must meet requirements of the IL Administrative Code for their specific teaching assignment as well as employment guidelines established by both the state and federal government.. Administrators only recommend to the Board of Education prospective employees who are considered highly qualified by the State of Illinois. If an administrator cannot find a prospective employee who meets the standards for employment, the superintendent is notified. Action to either recruit a qualified candidate or to create an action plan to work with a candidate to gain the necessary coursework to achieve highly qualified status is developed and implemented.

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Section I-N. Services for Homeless Children

Part N - Services for Homeless Children

Describe the services the district provides to homeless children.

The Superintendent designates the Homeless Liaison and, in cooperation with the regional Homeless Liaison, works to understand, expand, and clarify criteria that identify children as homeless. Building principals file a quarterly report on individual students identified by school staff, who work to identify necessary services and support, and monitor progress. Support and services include but are not limited to clothing, school supplies, tutoring, counseling and the linkage for families to appropriate resources and agencies.

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Section I-O. Parent Involvement Strategies

Part O - Parent Involvement Strategies

Describe how the district implements effective parent involvement strategies.

PBL CUSD #10 implements a variety of effective parental involvement strategies. The district's award winning website provides up-to-date information regarding activities throughout the district. The School Reach communication network was recently added to provide immediate communication to parents not only for emergencies, but also parent meetings and activities. The elementary buildings each have active Parent Involvement Teams (PIT Crew) and Title One parent meetings are held at least twice each year. A district newsletter is included in the local newspaper once each quarter. Formal Parent Conferences are held annually, with 100% participation the norm, while informal conferences are held as needed. All efforts are made by individual buildings to send information related to school and parent programs, meetings, and other activities to the parents of participating children. Teachers and staff talk regularly about successful ways to include and work with parents in the educational process. Principals and classroom teachers regularly send out grade and building newsletters. The district will soon have the ability for parents to access grades and other student information via the Internet.

PBL will ensure that parents are involved in planning, design, and implementation of the Title I program through at least the following activities:

- General meeting held every spring to review and plan the application for the following year.
- Formal Individual parent meetings each year to discuss each student's program and progress or upon parent and/or teacher request.
- Parents will be notified of student progress at the end of each quarter or upon request of the parent.
- Annual workshops held to equip Title I parents with activities to use at home with their children.
- Parent surveys for Title I evaluation.

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

Part P - After School, Before School, and Summer School Programs

Describe how the district uses funds under Title I to support after school, before school, and summer school programs.

PBL CUSD #10 offers after school tutoring programs through Newton's Academy and Dopplar Math. These programs allow students to receive additional instruction in research based reading and math strategies. Summer school is also available for students who are identified, according to the district's criteria, and will benefit for this experience.

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Section IV-A Local Board Action

DATE APPROVED by School Board : 3/12/2008

A. ASSURANCES

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.

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Section IV-A Local Board Action

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.

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Section IV-A Local Board Action

B. 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

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ISBE Monitoring

APPROVAL DATE OF BOARD

Yes The plan indicates the approval date of this plan.

TITLE I PLAN COMMENTS

**** July 18, 2008****

TITLE I PLAN APPROVED:

I reviewed the revisions that were made to the PAXTON-BUCKLEY-LODA CUD 10 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.

**** July 18, 2008****

Staff reviewed the PAXTON-BUCKLEY-LODA CUD 10 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.

Additional information is requested for each of the following sections:

Section I-H: Program and Educational Services: This section requires a summary of the Title I program services provided by the district. Please DESCRIBE IN DETAIL the programs and ACTIVITIES for the district.

Section I-I: Services for Migratory Children: The school district may have a policy that provides assurances migratory children are eligible to receive services. Please provide the district policy citation, a brief summary of the policy and provide the DETAILED ACTIVITIES for the students.

Section I-K: District Actions for Schools Not Making AYP: Please provide a DETAILED DESCRIPTION of the district's plan (STEPS) should a district's school not make AYP.

Section I-L: School Choice and Supplemental Services: Please provide a summary (DETAILED STEPS) of the district's plan should it become necessary to offer choice or supplemental educational services.

Section I-O: Parent Involvement Strategies: Please review Section 1118 of the NCLB law and include the expectation of the SCHHOL PARENT COMPACT and annual meeting.

*****May 9, 2008*****

Staff reviewed the PAXTON-BUCKLEY-LODA CUD 10 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 also available at http://www.isbe.net/sos/htmls/title1_sample.htm.

Additional information is requested for each of the following sections:

Section I-H: Program and Educational Services: This section requires a summary of the Title I program services provided by the district. Please describe the programs and activities for the district.

Section I-I: Services for Migratory Children: The school district may have a policy that provides assurances migratory children are eligible to receive services. Please provide the district policy citation, a brief summary of the policy and provide the activities for the students.

Section I-K: District Actions for Schools Not Making AYP: Please provide a detail description (steps) of the district's plan should a district's school not make AYP.

Section I-L: School Choice and Supplemental Services: Please provide a summary (the steps) of the district's plan should it become necessary to offer choice or supplemental educational services.

Section I-O: Parent Involvement Strategies: Please review Section 1118 of the NCLB law and include the expectation of the school-parent compact and annual meeting.