

**ILLINOIS STATE BOARD OF EDUCATION**

Innovation and Improvement Division

100 North First Street, N-242

Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**

**Section 1114, No Child Left Behind Act of 2001**

**Instructions:** This completed form, along with all related documentation, must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records.

**SCHOOL INFORMATION**

NAME OF SCHOOL LaHarpe Elementary School		NAME OF PRINCIPAL Lila McKeown	
ADDRESS (Street, City, State, Zip Code) 404 West Main Street LaHarpe, IL 61450		TELEPHONE (Include Area Code) 217-659-3713	
		E-MAIL lmckeown@laharpeeagles.com	
PLANNING YEAR	IMPLEMENTATION YEAR	POVERTY RATE AT IMPLEMENTATION	LOCAL BOARD OF EDUCATION APPROVAL DATE
2015-2016	2016-2017	60%	8/17/2016

**DISTRICT INFORMATION**

DISTRICT NAME AND NUMBER LaHarpe Community District #347	REGION, COUNTY, DISTRICT, TYPE CODE 26034347004
NAME OF SUPERINTENDENT Dr. Ryan Olson	TELEPHONE (Include Area Code) 217-659-7739
ADDRESS (Street, City, State, Zip Code) 404 West Main St, LaHarpe, IL, 61450	E-MAIL rolson@laharpeeagles.com

8/16/16  
\_\_\_\_\_   
Date

  
\_\_\_\_\_   
Original Signature of District Superintendent

4. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3):

Individual student academic assessment results will be shared with parents through PARCC reports, MAP reports, STAR Reading and Math reports, and report cards during Parent/Teacher conferences

**(B) PLAN DEVELOPMENT**

The comprehensive plan shall be

1. Developed during a one-year period, unless –
  - a. The local education agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
  - b. The school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who carry out such plan, including teachers, principals, and administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students from such school:

NAME	REPRESENTATION
Dr. Ryan Olson	Superintendent
Lila McKeown	Principal
Brenda Sparrow	Title 1 Teacher
Melissa Johnson	Teacher, Parent
Stephanie Mencil	LEA President
Becky Walker	Parent

3. In effect for the duration of the school’s participation under this part and reviewed and revised annually by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical education Act of 1998 and the head Start Act.

3. Is instruction by highly qualified teachers: (maintain documentation)

Yes

No (If No, describe areas in need of highly qualified instructors and plans to overcome deficit areas.)

4. Describe high-quality and on-going professional development for teachers, principals and paraprofessionals, and if appropriate, pupil services personnel, parents and staff to enable children in the school to meet the State's student academic achievement standards:

Paraprofessionals-district training including PBIS, CPI, recess management, small group work, testing  
Teachers-district trainings, conferences, workshops, PBIS, CPI, webinars, PLC groups. Teachers are regularly sent to workshops and conferences for research based ideas to use when working with students.

5. Describe strategies to attract high-quality, highly qualified teachers to this school:

Currently, all teachers are highly qualified.

8. Describe measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program:

Teachers have created Student Learning Objective's which include Type III assessments they have created and Type I assessments such as MAP and AIMS web. Teachers analyze the data from the assessments and plan for interventions for each student.

The SLO data also shows how students performed on their Type I and Type III assessments as a group which shows weaknesses and strengths of a class as a group. This information helps to evaluate the curriculum.

9. Describe activities to insure students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided effective, timely additional assistance which shall include measures to insure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance:

Benchmark testing is done three times a year: fall, winter, and spring. Teachers meet to review data and recommend students for interventions and progress monitoring. Students at risk work with the Title I teacher and paraprofessional daily for extra help. Interventions are evaluated regularly to see if they are working, need to be changed, or can be stopped.