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PRELIMINARY INFORMATION

RCDT Number:	07016113A020000		
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Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input checked="" type="radio"/> No

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.

District-Wide/Grade Level Assessments

The following local assessments are currently used by District 113A (in addition to state academic assessments) to ascertain the extent to which ALL students are achieving grade level standards and benchmarks for performance within the core academic program:

Measures of Academic Progress (MAP)

These tests are administered to Grades 1-8 in the fall and spring; Grades 3-8 also take the assessment in the winter. MAP is a computerized adaptive assessment that helps educators make student-focused, data-driven decisions about instruction in reading and mathematics. The purpose of this test is to assess students' growth and achievement and evaluate how our students are performing relative to their local and national peers. Data are used to inform instructional activities that can help to close the achievement gap for underperforming students. This assessment may also be used at the conclusion of the Title 1 summer program to contribute to the evaluation of students' progress.

InView

When the district's budget allows, this test will be administered to Grades 2-8 in the spring. The purpose of this assessment is to measure students' verbal, nonverbal and quantitative skills that are important to academic success. Data are used to inform instructional activities by identifying students' strengths, revealing hidden abilities and pointing out inconsistencies between ability and academic performance. Results of this test may also be considered in eligibility decisions for instructional programming (e.g., gifted or accelerated classes).

Dynamic Indicators of Basic Early Literacy Skills-Next (DIBELS Next)

This assessment is administered in Grades K-5 in the fall, winter and spring. The purpose of the assessment is to use short measures to regularly monitor the development of early literacy and reading skills. Data are used to identify students who are not progressing as expected and to evaluate individual student development toward instructional objectives.

MAZE

This is a standardized, multiple-choice close task that students complete while reading silently. This test is administered as a universal screening for grades 6-8 in the fall, winter and spring. This assessment is also used to provide more diagnostic and progress monitoring data for individual students in all grade levels, as indicated. The purpose of this test is to provide a reliable and valid measure of students' reading comprehension and to progress monitor students who are receiving targeted interventions. The data are used to

identify students who are not making adequate progress within the core academic program.

Rigby Benchmarks

This progress monitoring instrument is administered to all students in grades K-5. It consists of a running record that is administered on a one-to-one basis with each student. The child reads orally from an unfamiliar text, without a pre-read, to assess comprehension and accuracy. Fluency is assessed using a pre-read/familiar text. This assessment helps teachers to place students in appropriate groups for guided reading lessons.

DIBELS easyCBM Math

This curriculum-based measure is administered as a universal screener for grades 1-5 in the fall, winter and spring. Each grade level test has three subtests based on the focal points laid out by the National Council of Teachers of Mathematics (NCTM).

District-developed Trimester Assessments for Mathematics and/or**District-developed Trimester Assessments for Writing**

As part of our curriculum development and assessment cycle, these assessments may be administered to one or more grade levels (K-8) in the fall, winter and/or spring of each year. The purpose of these assessments is to ensure consistency in the curriculum from teacher to teacher and grade level to grade level. Additionally, the assessments indicate how well students are meeting grade level standards for the local curriculum, which has been aligned to the Illinois Learning Standards. The data are used to identify concepts for reteaching and to provide a grade level performance benchmark for individual students.

ACCESS for ELLS

This is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. The purpose of the test is to assess the English proficiency growth and academic progress of all K-8 English language learners identified through the home language survey. This assessment takes place within four weeks of the student's enrollment in the district. The results/data are used to determine the student's eligibility for bilingual education services.

Publisher Tests and**Teacher-made Tests and Checklists**

These assessments are administered in all grade levels, K-8, at various times within the instructional program. The purpose of these assessments is to evaluate students' mastery of grade level content knowledge and skills. The data are used to identify concepts for reteaching and to provide a picture of students' performance according to established criteria.

Diagnostic and Progress Monitoring Assessments

The additional assessments listed below are available for use at the grade levels noted. These instruments may be administered at various times throughout the school year. The purpose of these assessments is to provide diagnostic information about students whose performance on the universal instruments raised a red flag, indicating that these students are in need of targeted instruction and intervention to help them to meet grade level benchmarks for reading and/or math. Data from these instruments are used to assess

students' performance and monitor progress:

Illinois Snapshots of Early Literacy (ISEL, Grades K-2)

Fountas & Pinnell Assessment (Grades K-8)

Basic Reading Inventory (BRI, Grades K-8)

Running Records (Grades K-8)

KeyMath 3 Diagnostic Assessment (Grades K-8)

AIMSweb Curriculum Based Measures (CBMs) for Reading and Mathematics (Grades K-8)

Caldwell's Qualitative Reading Inventory (QRI, Grades 6-8)

Section I-B. Other Indicators

Other 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.

In addition to the local academic assessments described in Part A, the School Improvement Teams in each school consider other indicators in their evaluation of school successes and areas for improvement. These other indicators include: student attendance rates, discipline records and student/parent/staff perceptions about school climate and safety (as reported on student, staff and/or parent surveys). The data for attendance and discipline are collected and analyzed on an annual basis for all enrolled students in each grade level center (current building organization: Oakwood School, EC-2; River Valley School, 3-4; and Old Quarry Middle School, 5-8). These data are obtained from our student database. Student, staff and parent surveys are administered on a periodic basis according to the goals established in the individual school's improvement plan.

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 for at-risk students who are identified via established criteria will be provided during a school year after school tutoring program and a district-wide summer program. We will operate a targeted assistance school year program for Oakwood School (grades 1 and 2), River Valley School (grades 3 and 4) and Old Quarry Middle School (grades 5-8) during the 2011-2012 school year. During the summer of 2012, we will also operate a district-wide summer program in reading and math for identified Title 1 students in grades K-7. The goal of both programs will be to increase reading and mathematics skills for students identified via the criteria described in Sections 1-C and 1-G. The school year and summer programs will focus on the use of research-based interventions and instructional strategies. Students will also engage in reading text matched specifically to their independent reading level. During the after school tutoring program, highly qualified teachers will provide targeted instruction in reading and math for small groups of students. The web-based math interventions IXL and ALEKS installed on sets of netbooks purchased with Title 1 funds will be used to increase Title 1 students' understanding of and facility

with mathematical content and operations. For reading, the web-based interventions Lexia and Reading Plus will complement teacher instruction with Wilson Reading, Soar to Success, guided reading and other research-based instructional strategies that are successful with students who are not yet reading at grade level.

The general structure of the school year and summer programs will include the following instructional components for reading: 1) small group work with targeted interventions (e.g., Lexia, Reading Plus, Soar to Success, Wilson Reading); 2) physical movement to enhance learning and performance; 3) students reading text at their independent level; 4) guided reading; 5) modeled/shared reading; 6) writing response; 7) vocabulary work; and 8) pre and post assessment of fluency and comprehension to ascertain progress. The school year and summer programs will include the following components for mathematics: 1) development of math fact automaticity; 2) problem solving; and 3) use of web-based interventions (IXL and ALEKS) for targeted skill areas.

Finally, as a result of collaboration with the nonpublic principals, highly qualified teachers will provide reading and/or math interventions and progress monitoring to support identified at-risk students during before/after school hours. Additionally, identified students from one nonpublic school may attend the district-wide summer school program for reading and/or math.

Our district will use data from three or more of the following instruments/criteria to identify students who are in need of educational assistance:

Reading:

Reading component of MAP test (grades 1-8)

Reading ISAT test (grades 3-8)

DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills, grades K-5)

Maze (grades 6-8)

Fountas and Pinnell Assessment (grades 3-8)

Rigby Benchmarks/PM (grades K-5)

School grades/performance on grade level assessments

Illinois Snapshots of Early Literacy (ISEL, grades K-2)

Teacher recommendation

Parent recommendation

Mathematics:

Math component of MAP test (grades 1-8)

Math ISAT test (grades 3-8)

DIBELS easyCBM for Math (grades 1-5)

Performance on grade level math unit tests

School grades

Teacher recommendation

Parent recommendation

The principals, psychologists and/or reading specialists will review the data from assessments during the initial screening process. Additional assessments (listed in Part A of this plan) may also be administered to a smaller number of students to support screening results and/or diagnose specific areas for targeted instruction.

Progress monitoring systems are based on direct, frequent and continuous student assessment. Results are reported to students, parents, teachers and administrators via a web-based data management and reporting system.

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.

As mentioned in Part IC of this plan, we have assessed the professional development needs of our staff within the following structures that operate in our district: Curriculum Leadership Teams, Student Services Teams, Assessment Committee, School Improvement Teams and District 113A Leadership Team. The goals of all of these groups are aligned so that we are focused on one common target: student achievement. Coordination among the groups is a priority; therefore, the principals, school psychologists and reading specialists are critical participants on most of the teams. Members of the Literacy Leadership Team have conducted literacy program needs assessments with their grade level and department colleagues, and needs are also assessed following each professional development activity. The Student Services Teams assess the needs of staff on an ongoing basis as they work with classroom teachers and specialists to structure interventions for struggling learners. Additionally, on a 3-year cycle, all staff in the district participate in a comprehensive professional development needs assessment. The results of those needs assessments have been collated and used to define goals for the improvement of our literacy and math programs and to design a 3-year professional development plan.

Two of the primary areas identified in our needs assessments were: 1) lack of research-based interventions and personnel for students who are reading significantly below grade level; 2) lack of research-based interventions and personnel resources for students who are not meeting grade level standards in math. To address one of these two primary needs, a portion of FY12 Title 1 funds will be used to evaluate and purchase web-based mathematics interventions for Title 1 students. Funds will also be used to train Title 1 teachers in the effective implementation of those interventions. The district has also committed to using the local curriculum and IDEIA budget (within the constraints of our State-approved Financial Plan) to purchase leveled reading materials and web-based reading interventions for use in the K-8 classrooms. Title II funds will be used to provide K-8 teachers with training related to the analysis of MAP assessments to support differentiated instruction for at-risk learners and intensive training on K-8 mathematical knowledge and pedagogy (i.e., Intel Math professional development program).

As with all professional development activities offered in our district, training provided with Title I and Title II funds will be evaluated by both participants and the principals who supervise the instructional program. Following each training, teachers and specialists will complete a survey to report the extent to which the training met the goals identified for the training. Then, data from fall and spring student assessments will be analyzed within the school improvement process to determine if the training had a positive impact on students' progress.

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.**

Currently, neither our district nor our community operates any of the early learning programs listed in #1 above. In the past, we have operated a district at-risk preschool program under the Early Childhood Block Grant (with support from district funding). Currently, we do not offer an at-risk program due to our district's State-approved Financial Plan. When students transition from an at-risk preschool program to our regular Kindergarten program, the preschool team collaborates with the Student Services Team (SST) at the receiving school to ensure a positive transition. Support services are outlined so that pupil services personnel are prepared to provide services as needs become apparent.

Our Director of Student Services supervises all of the programs that serve the groups noted in item #2. The Director meets regularly with the Assistant Superintendent (who coordinates the Title 1 and professional development program) and the principals during monthly CAPS (Curriculum, Assessment, Professional development and Safety) meetings to ensure coordination of services.

When students receive services under more than one service category (e.g., ESL and Title I), the SSTs review and analyze data to diagnose specific areas for targeted instruction, determine the primary interventions to be implemented on behalf of the student and assign personnel who will provide the levels of support for students who have been identified as needing supplemental assistance to be successful in the core academic program. Following initial planning for students, the SSTs will act as "managers" of the student plans, making adjustments and modifications, as needed. Students with IEPs and ESL students are eligible for and receive Title 1 services if they meet the established criteria (outlined in Section 1C of this plan).

Section I-F. Poverty Criteria

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

Our district used the number of children eligible for free and reduced price lunches as the poverty criteria for Title 1 school attendance areas. For FY12, the data came from the September, 2011, free and reduced price eligibility list.

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.

Our district will use data from three or more of the following instruments/criteria to identify students who are in need of educational assistance for reading:

Reading component of MAP test (grades 1-8)

Reading ISAT test (grades 3-8)

DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills, grades K-5)

Maze (grades 6-8)

Rigby Benchmarks (grades K-5)

Fountas and Pinnell Assessment (grades 3-8)

School grades and student performance on grade level assessments (all grade levels)

Teacher recommendation (all grade levels)

Parent recommendation (all grade levels)

Our district will use data from three or more of the following instruments/criteria to identify students who are in need of educational assistance for math:

Math component of MAP test (grades 1-8)

Math ISAT test (grades 3-8)

Easy CBM for Math (grades 1-5)

Students' performance on grade level unit tests (grades 3-8)

Teacher recommendation (all grade levels)

Parent recommendation (all grade levels)

(Kindergarten: Teacher-developed skills tests will contribute to the assessment of Kindergarten students for math)

The classroom teachers administer all of the assessments listed above and therefore have firsthand knowledge of their students' achievement; they can begin to provide

intervention within the core instructional program as soon as problems are identified. The principals/assistant principals, psychologists and reading specialists then review the data from all of the listed assessments during the initial screening process for Title 1 eligibility. They identify the students who are most in need of services and begin to assign students to highly qualified Title I teachers for school year tutoring and summer programming.

Pupil services personnel (Student Service Team-SST) also contribute to the establishment of academic goals for identified students. Additional assessments (listed in Part A of this plan) are administered to a smaller number of students to support screening results and/or diagnose specific areas for targeted instruction. One person on the school's SST is designated as the person to communicate with parents about the individual student's needs, intervention program and progress; the SST "manager" will also seek the parent's input about programming and invite the parent/s to participate in parent training and information meetings. All parents of Title 1 students are invited to parent meetings and trainings via e-mail, hard copy and website postings. Individual contact may be made with parents who have no access to electronic resources.

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.

FY12 Title 1 funds will be used to: 1) purchase research-based mathematics interventions; 2) provide training for the Title 1 teachers who will provide additional services to Title 1 students; 3) operate a targeted assistance school-year after school tutoring program for reading and mathematics (grades 1-8); and 4) operate a district-wide summer school program targeting reading and math for grades K-7 during the summer of 2012. The goal will be to increase reading and math skills for students identified via the criteria described in Sections 1-C and 1-G by providing research-based interventions and instructional strategies in small group settings. The school year and summer reading programs will include the following instructional components: 1) small group work with targeted interventions (e.g., Lexia, Reading Plus, Soar to Success, Wilson Reading); 2) physical movement to enhance learning and performance; 3) students' reading of informational and fiction text at their independent level; 4) guided reading; 5) modeled/shared reading; 6) writing response; 7) vocabulary work; and 8) pre and post assessment of fluency and comprehension to ascertain progress. The school year and summer math programs will include the following instructional components: 1) reteaching of key math concepts; 2) development of problem solving skills; and 3) drill and practice of basic facts to develop automaticity. Web-based math intervention programs (e.g., IXL and ALEKS) will be used to complement teachers' instruction.

We will use pre and post assessment data from a variety of instruments (e.g, Reading: Maze, running record and Reading Plus; Math: Timed grade level test, IXL, ALEKS), as well as surveys of Title 1 program teachers, Title 1 reading specialists, parents and students to evaluate the FY12 school year and summer programs. Based on that evaluation, we will design a service plan that will meet the needs of identified students in subsequent years. That service plan may include school day pull out, before/after school tutoring and/or summer programs for FY13 and beyond.

Our district currently does not have any students enrolled in local institutions or community day school programs for neglected or delinquent children.

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.

As of this date, our district has not had experience with migratory children or formerly migratory children. However, should the district enroll such children, we would evaluate the assessment data from these students within the same system used for all children at the appropriate grade level.

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.

Our district currently does not operate any of the preschool programs named above. In the past, we have operated a district at-risk preschool program which was funded by the Illinois Early Childhood Block Grant and local funds. Currently, we do not operate a pre-school at-risk program because of reductions included in our State-approved Financial Plan. Our Title I funds will be used to provide services for students who meet the Title 1 eligibility criteria in Oakwood (grades K-2), River Valley (grades 3-4) and Old Quarry Middle School (grades 5-8).

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.

All three District 113A schools (all of which are now Title 1 schools) and the district as a whole made AYP in 2011. All schools have developed School Improvement Plans in consultation with principals, teachers, staff and parents (and students, where appropriate). School Improvement Teams meet regularly to analyze data, establish and modify improvement goals and celebrate successes. Additionally, school-based instructional teams design individual improvement plans for students who scored in "academic warning" or "below" on the most recent ISAT. Students' progress toward identified goals is monitored on a regular basis.

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.**

At this time, we have no need to offer Public School Choice and Supplemental Educational Services. However, should such a need arise in the future, our district will follow Board of Education policies, as well as state and federal guidelines, to implement Public School Choice options and Supplemental Educational Services as described below.

Public School Choice

If one of our Title 1 schools does not make Adequate Yearly Progress (AYP) for two years in a row, the school's federal status would be changed to "in need of improvement." We would then offer parents of students in that school Public School Choice. Our school district's current organizational structure is grade level centers: EC-2, 3-4 and 5-8. Since we have only one school at each grade level span, there are no qualifying schools in our district that could accept students from a Title 1 school that is in improvement status.

Therefore, if one of our Title 1 schools is placed in federal improvement status, we will contact nearby school districts to request a cooperative agreement for placement of eligible Title 1 students whose parents wish to exercise their right to Public School Choice. We have identified five nearby school districts (Pleasantdale 107, Palos Park 118, Darien 61, Darien 63 and Homer 33C) which may have eligible schools that may be able to accept transfer students from our Title 1 schools, if needed. If the need arises, we will contact all of the neighboring districts to request enrollment for any of our students whose parents choose to exercise their rights under Public School Choice. Should any of the named districts agree to accept our eligible students, a cooperative agreement would be developed with the guidance of our district's legal counsel and approved by our Board of Education. Any such agreement will be reviewed and renewed on an annual basis.

The following procedures will be followed when one of our Title 1 schools is in improvement status:

1. Designate 20% of Title 1 funds to support Public School Choice;
2. Develop a Student Transfer Form and Public School Choice letter to parents; submit both to ISBE for review and approval (both forms are currently ready in template form);
3. Notify parents at least 14 days prior to the first day of the school year of their children's option to transfer, if a transfer school is available; if none of the named districts will accept our students, parents will be informed of the Title 1 school's improvement status as well as plans for improvement. The notification will include, at a minimum:
 - an explanation of what the identification means, and how the school compares to other schools in terms of academic achievement;
 - reasons for the identification;
 - an explanation of how parents can become involved in addressing the academic issues that led to the identification;
 - an explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school (if available); and
 - information on the academic achievement of the school or schools to which the child may transfer (if available).
4. Offer all students in the Title 1 school that is in improvement status the option to transfer (if available), with priority given to the lowest achieving students from low-income families.

5. Parents who choose the option to transfer their students will complete a Student Transfer Form (designed by district).
6. District will provide or pay for transportation to the new school.
7. Supplemental Educational Services may be offered to low income students if no option for choice is available.
8. Students whose parents exercise the choice option may remain in the new school until the student has completed the highest grade in the school (transportation will be discontinued if and when the student's school of origin is no longer in improvement status).
9. Parents may choose one of these options for their children: a) stay in the home school; b) transfer to another school (if available); or c) (3rd year) choose tutoring services from the list of state approved providers (if their children are eligible).
10. District will continue to offer school choice each year until the school in improvement status makes AYP two years in a row.

Supplemental Educational Services

If one of our Title 1 schools does not make AYP for three years in a row, students from low-income families who attend that school will be eligible to receive Supplemental Educational Services (SES). Should this situation occur, we would follow these procedures to ensure that students increase their academic achievement:

1. Review the list of approved SES providers published by the Illinois State Board of Education.
2. Select and contract with an approved provider/s.
3. Use Title 1 funds to provide services for eligible students outside of the school day.
4. Inform parents of eligible students about the Title 1 school's status and the availability of SES.
5. Schedule and provide SES services to eligible students.
6. Evaluate the service provider and contract on an annual basis, including the following: student progress data, parent feedback, student feedback (as appropriate) and teacher feedback.

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.

Our district's hiring process requires that ALL teachers and paraprofessionals are highly qualified as a condition of employment. Several years ago, we organized a support system for our veteran paraprofessionals (who were not highly qualified) so that they could achieve HQ status. Therefore, every paraprofessional currently employed in our district is highly qualified with a state-issued NCLB approval; all future hires must have the state-issued NCLB approval prior to being employed as a paraprofessional.

All of District 113A's veteran teachers had highly qualified status for all subjects taught or achieved highly qualified status through HOUSSSE. For all current and future hiring of certified staff, hiring administrators must document a teacher candidate's highly qualified status for all content area assignments from the state's Educator Certification System (ECS) prior to recommending a teacher for employment.

Section I-N. Services for Homeless Children

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

The district is cognizant of its responsibilities as they relate to homeless children. Our Director of Student Services is the district's homeless liaison, and, as such, has attended training sponsored by the Illinois State Board of Education and other agencies. She has encouraged the principals to send designated members of the building SSTs to homeless training, as well. The Director spearheads the procedures that eliminate barriers that may prevent homeless children from receiving necessary services. This includes offering consultation with professionals and SST members during after school and evening hours, making connections with community social service agencies and following up about the delivery of instructional support services through periodic monitoring during SST meetings.

Our local PTO provides school supplies for homeless students and those otherwise in need. Additionally, one of our schools operates a HOPE (Helping Other People Everyday) Closet that is open to any student or community member who needs clothing, household items, school supplies or other items that would contribute to a positive school experience. Monies are budgeted by building principals to assist in funding grade level field trips for homeless students and other students in need; \$1,000 of FY12 Title 1 funds have also been set aside to pay for fees and supplies that may be needed for homeless students. The local community food pantry maintains a supply of school materials for students in need.

Section I-O. Parent Involvement Strategies

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

FY12 Title 1 funds have been earmarked for parent involvement activities. Using Title 1 funds, we will design and conduct a 2-hour parent training aimed at helping parents of Title 1 students to increase their children's fluency and comprehension through effective shared reading experiences and the selection of appropriate text for students' independent reading. A session targeting strategies for home math assistance will also be designed and provided. During the math training, parents will learn how to access the web-based math intervention programs that are available for home use. Parents will also learn simple strategies to practice and reinforce math concepts at home.

Since our district has a history of low turnout at parent events, we will design the training so that parents have a skill, product or a tool that they can use at home following the training. Additionally, rather than schedule a separate meeting for parents to participate in the updating of our parental involvement policy, we will incorporate discussion and planning about updating our parental involvement policy and the school-parent compact into the parent training event.

As noted in previous sections, parents have been invited to participate on district-wide committees (e.g., Discipline Committee, Transportation Committee, Wellness Committee). Parents also participate in the curriculum development process by offering feedback about instructional materials that are being considered for adoption. Additionally, parents of students enrolled in the summer Title 1 program have provided input into the development of the district's Title 1 Plan; parents also participate as members of each school's School Improvement Plan team. During the 2007-2008 and 2008-2009 school years, all district parents and community members were invited to participate in District Dialog, a community engagement process that sought to involve stakeholders in designing a district-wide improvement plan. The observations and suggestions of parents who participated in this

process were considered by the community-led leadership committee during the development of recommendations that were presented to our Board of Education at the March 11, 2009, board meeting. Parents are also routinely invited to participate in more traditional activities such as "Meet and Greet" events, Curriculum Nights, Family Reading Nights, surveys, Parent-Teacher conferences, volunteer opportunities and classroom observations/visitations.

All three of our Title 1 schools sent teams of administrators, parents and teachers to the Parent Engagement Summits sponsored by the ISBE in fall of 2011. The data analysis and planning that occurred during those summits will be incorporated into the School Improvement Plans.

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.

FY12 Title 1 funds will be used to: 1) purchase research-based mathematics interventions; 2) provide training for the Title 1 teachers who will provide additional services to Title 1 students; 3) operate a targeted assistance school-year after school tutoring program for reading and mathematics (grades 1-8); and 4) operate a district-wide summer school program targeting reading and math for grades K-7 during the summer of 2012. The goal will be to increase reading and math skills for students identified via the criteria described in Sections 1-C and 1-G by providing research-based interventions and instructional strategies in small group settings. The school year and summer reading programs will include the following instructional components: 1) small group work with targeted interventions (e.g., Lexia, Reading Plus, Soar to Success, Wilson Reading); 2) physical movement to enhance learning and performance; 3) students' reading of informational and fiction text at their independent level; 4) guided reading; 5) modeled/shared reading; 6) writing response; 7) vocabulary work; and 8) pre and post assessment of fluency and comprehension to ascertain progress. The school year and summer math programs will include the following instructional components: 1) reteaching of key math concepts; 2) development of problem solving skills; and 3) drill and practice of basic facts to develop automaticity. Web-based math intervention programs (e.g., IXL and ALEKS) will be used to complement teachers' instruction.

We will use pre and post assessment data from a variety of instruments (e.g, Reading: Maze, running record and Reading Plus; Math: Timed grade level test, IXL, ALEKS), as well as surveys of Title 1 program teachers, Title 1 reading specialists, parents and students to evaluate the FY12 school year and summer programs. Based on that evaluation, we will design a service plan that will meet the needs of identified students in subsequent years. That service plan may include school day pull out, before/after school tutoring and/or summer programs for FY13 and beyond.

Section II-A Local Board Action

DATE APPROVED by Local Board: 11/15/2011

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.

Section II-B ISBE Monitoring

Approval of I.S.B.E

Yes No The Title I District Plan has the approval of ISBE.

Title I District Plan Comments

May 10, 2011

I reviewed the recent revisions made to the Lemont-Bromberek CSD 113A Title I District Plan that were submitted to the State Board of Education and approved the submitted plan on 3/22/11.

Thank you very much for providing a detailed plan that addresses the requirements defined by the No Child Left Behind Act: Section 1112: Local Education Plan. Periodically, please revisit your Title I District Plan and update as needed to ensure alignment with your Title I programs.

Should you have any questions, please feel free to me contact by email at aholmes@isbe.net or call 312-814-3653.

Respectfully,

Dr. Albert Holmes

2/16/2010 I reviewed Lemont-Bromberek CSD 113A Title I District e-Plan that was submitted to the State Board of Education on 2/11/2010 and approved the submitted plan on 2/16/2010.

Thank you very much for providing a detailed plan that addresses the requirements defined by the No Child Left Behind Act: Section 1112: Local Education Plan.

Should you have any questions, please feel free to contact Tammy Greco by email tgreco@isbe.net or call 217.524.4832.

Respectfully,

Tammy Greco

Principal Consultant

Innovation and Improvement, N-242

Illinois State Board of Education

100 North First Street

Springfield, Illinois 62777

tgreco@isbe.net

Office: (217) 524-4832

Fax: (217) 785-9031

2/1/10 I reviewed the *Lemont-Bromberek CSD 113A* 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 Guide at http://www.isbe.net/sos/pdf/title1_guide.pdf. Review the “Monitoring Prompts” for each section of the plan as you refine your responses.

Additional information is requested for each of the following sections:

District Information: Please check the email address for accuracy.

Section I-B: Other Indicators: It is recommended that you reconsider looking at indicators other than academic indicators (ie. Graduation rates, attendance, etc.).

Section I-D: Professional Development for Teachers and Principals: RTI cannot be funded with Title funds. Please remove all reference that would indicate Title funds are paying for RTI from your Title I plan to avoid supplanting.

Section I-L: School Choice and Supplemental Services:

Please provide a summary of the district's plan should it become necessary to offer choice and supplemental educational services.

Clearly define the actions you would take to implement school choice and supplemental education services (SES).

Note: Information on implementing school choice is available at <http://www.isbe.net/accountability/html/choice.htm> and information on implementing supplemental education services is available at <http://www.isbe.net/ses/default.htm>.

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 Tammy Greco by email at tgreco@isbe.net or call 217.524.4832.

Respectfully,

Tammy Greco

Principal Consultant

Innovation and Improvement, N-242

Illinois State Board of Education

100 North First Street

Springfield, Illinois 62777

tgreco@isbe.net

Office: (217) 524-4832

Fax: (217) 785-9031

March 24, 2009

TITLE I DISTRICT PLAN APPROVED:

I reviewed the revisions made to the Lemont-Bromberek CSD 113A Title I District Plan that were submitted to the State Board of Education and approved the submitted plan on March 12, 2009.

Thank you very much for providing a detailed plan that addresses the requirements defined by the No Child Left Behind Act: Section 1112: Local Education Plan. Periodically, please revisit your Title I District Plan and update as needed to ensure alignment with your Title I programs.

Should you have any questions, please feel free to me contact by email at aholmes@isbe.net or call 312-814-3653.

Respectfully,

Dr. Albert J. Holmes, Jr.