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<td>Local Board Approved</td>
<td>03/10/2010</td>
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<tr>
<td>Initial Submission</td>
<td>03/07/2008</td>
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<tr>
<td>Plan Resubmitted</td>
<td>09/08/2010</td>
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<td>ISBE Monitoring Completed: Approved</td>
<td>09/10/2010</td>
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### PRELIMINARY INFORMATION

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<tr>
<td>District Name:</td>
<td>ARCOLA CUSD 306</td>
</tr>
<tr>
<td>Superintendent:</td>
<td>Jean Chrostoski</td>
</tr>
<tr>
<td>District Address:</td>
<td>351 W WASHINGTON ST</td>
</tr>
<tr>
<td>Telephone:</td>
<td>2172684963</td>
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<tr>
<td>City/State/Zip:</td>
<td>ARCOLA, IL, 61910 1199</td>
</tr>
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Is this for a Title III district that did not meet AMAO?  
- ☐ Yes  
- ☑ 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.

To determine the success of children meeting Illinois Learning Standards and the Arcola Community Unit School District #306 grade level standards the teachers at Arcola Elementary implement a variety of assessments. Kindergarten: DIBELS (Dynamic Indicators of Basic Early Literacy Skills) STAR Early Literacy (administered then used to progress monitor students) Teacher designed assessment correlating the state standards 1st Grade: DIBELS (Dynamic Indicators of Basic Early Literacy Skills) IOWA Test of Basic Skills "Theme Skills Test" correlated with the reading series "Invitation to Literacy" published by Houghton Mifflin STAR Early Literacy Assessment (administered then used progress monitoring) STAR Reading Assessment 2nd & 3rd Grade: IOWA Test of Basic Skills STAR Early Literacy Assessment (administered then used to progress monitor students) STAR Reading Assessment DIBELS - The Dynamic Indicators of Basic Literacy Skills are a set of standardized, individually administered measures of early literacy development. These scores are used as predictors in success of reading. They are designed to be short (one minute) snapshots used to monitor the development of prereading and early reading skills. STAR Early Literacy - This program is designed to assess seven domains of reading: general readiness, graphophonemic knowledge, phonemic awareness, phonics, comprehension, structural analysis, and vocabulary. After initially administered, progress monitoring is conducted monthly and further instruction is analyzed and adjustments are made accordingly. STAR Reading Assessment - Arcola Elementary utilizes the STAR reading assessment to assist teachers in guiding students to appropriate leveled reading material in classroom libraries and the elementary school library. The STAR assessment provides teachers with the students' independent reading level as well as a recommended reading range. Our classroom and school libraries are leveled to accomodate the range of reading ability.

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.

Teachers will use daily work, classroom assessments, student portfolios, and quarterly grades to measure academic progress beyond the local and state assessment. Teachers will also use Accelerated Reader in addition to other academic indicators. Accelerated Reader is computer generated program utilized to assist students with reading comprehension of books they have read or have had read to them. Students read books within their "reading range" (determined by STAR Reading) then take a short computerized quiz on the content of the book. Teachers monitor the progress of the student and adjust individually prescribed reading instruction according to test result. The district will also use attendance and mobility as an indicator.
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 begins with the classroom teachers. They are the first to determine which students are struggling. They collect data on students suspected of not meeting state standards. The data collected (i.e. class work, test scores, observations, class participation) on these struggling students are presented to the TCT Team (The Teacher Collaboration Team is made up of Special Education Teachers, additional classroom teacher, a Title 1 teacher, and our special services coordinator). From this meeting, strategies and modifications in curriculum are discussed and implemented by the classroom teacher. Following progress monitoring of these applied strategies, a decision is made as to whether or not a student needs additional support. Additional support could come from Title 1, special education instructors, classroom and/or individual aides, and volunteers. If additional assistance is found to be inadequate, a referral for special education would be in order.

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.

The Arcola School district has established a coordinated professional development program that provides on-site programs that are intended to unify strategies and procedures in working with at-risk students throughout the district. In addition to these programs, individual teachers and administrators are encouraged to seek relevant professional development outside of the district that might enhance their individual needs as well as provide them the opportunity to share with other members of their staff or grade level. The staff is also surveyed to determine needs then in-service training provided. This district is a member of a consortium through Regional Office of Education #11 which provides assistance to schools in coordinating its curriculum in all grade levels. Title 1 funds pay for on-going professional development whereby teachers have the opportunity to attend the Statewide NCLB Conference in Chicago. Title 1 funds are also used to attend three annual Title 1 Conferences in Springfield.

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.
We have two early childhood classrooms at present in the building. These classrooms are for children identified as "at risk" and do have IEPs. Through networking of teachers and the regional office of education consortium and our local special education cooperative, services are shared and reviewed in order to avoid duplication to provide a seamless transition from one program to another. Arcola has a large Hispanic population. We currently have two ESL teachers. We also have cross categorical classrooms as well as resource rooms, a homeless coordinator/guidance counselor, and a human resources director. Every spring Arcola has a pre-school “round-up” whereby children beginning at age 0 are offered a free screening. The screening team is provided through EIASE (Eastern Illinois Area of Special Education). The screening lasts for three days and each Kindergarten teacher participates on one of these days. The screening devise used during the “round-up” is the Brigance.

### Section I-F. Poverty Criteria

**Poverty Criteria - Describe the poverty criteria that will be used to select school attendance areas.**
The criteria to identify poverty is the percentage of free and reduced lunch students. Arcola schools have an enrollment of less than 1,000 students.

### 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.**
Both teachers and parents have the opportunity to participate in identifying eligibility. Parent concerns in academic areas are investigated. Classroom teachers monitor daily performance and keep in close contact with the Title teacher and parents. Students receiving Title 1 services work jointly with teachers and parents. Together, student, parent, and teachers develop a Title 1 compact. This compact clearly states the duties and responsibilities required by each member. Throughout the year parents are contacted and encouraged to provide feedback on any educational concerns. Parents are encouraged to visit the classrooms.

### 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.**

A School-Wide Program for Title I was implemented in August 2010. The school will use the Response to Intervention approach which identifies students at-risk of failure in Reading and Math. The students who are identified at-risk will receive intensive instruction to bridge the gap in their learning or behaviors. The focus of the teaching staff is to identify gaps in the core curriculum and refer struggling students to the RTI team. Once the at-risk students have been identified, the RtI team will meet and discuss a plan of intervention which may include supplemental Title I reading services.

The methods and instructional strategies used at each tier of Response to Intervention will be scientifically research based. The Response to Intervention is in charge of directing...
the appropriate curriculum and strategies used at each Tier.
At this time, the district will implement DIBELS, Star Early Literacy and Star Reading scores at the elementary level as the universal screeners.
Screening takes place three times a year. Progress monitoring of at-risk students will occur bi-weekly.
Teachers will submit a "support for services" (form on file) request for at-risk students.
At-risk students will receive small group instruction in a pull-out or push-in program under Title I Guidelines for instruction in reading.
A committee will be established to pursue avenues of increasing the overall scores of the Hispanic students. This committee will look at successful programs from other districts and attempt to incorporate strategies and/or support to assist the Spanish speaking students.

Section I-1. 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.

Title 1 services are based upon the need of all students. Board Policy 7:10 "Students Equal Educational Opportunities" states: All children, including migratory children and former migratory children, will be screened and become eligible to receive services provided by Title 1 funding on the same objective and unbiased basis.

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.

No Title 1 funds are used to support preschool programs or screenings.

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.

When AYP is not met the district will look at all testing scores and concerned areas for AYP with priority given to professional development and activities to improve those areas. The district will work closely with the Regional Office of Education to comply with state and federal guidelines when AYP is not met. An "in-house" task force composed of building administration staff will develop and make recommendations for implementation and funding that may include Title 1 participation.
## 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.**

Public school choice will begin with an agreement with any neighboring district to provide services for our lowest performance students. We also may consider supplemental services. The administration, prior to the beginning of the next school year, will develop guidelines and procedures to be approved by the Board of Education as outlined in the relevant parts of the No Child Left Behind Law as well as any required actions determined by the Illinois State Board of Education and the State of Illinois legislature.

## 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.**

Arcola Community Unit School District #306 has worked cooperatively with ROE #11 in order to ensure that all district teachers and paraprofessionals are highly qualified. The district has established hiring procedures that will require all newly hired teachers and paraprofessionals to be highly certified.

## Section I-N. Services for Homeless Children

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

Arcola has a homeless coordinator. When registered, students’ needs (educational, medical, social) are linked to mental health, WIC, public aid, and medical agencies. Homeless children, as required by federal statutes, are entitled to immediate assistance through Title 1 funding which will reduce barriers to homeless students receiving an appropriate education commensurate with that of any other district student. Board Policy 7:10 “Equal Educational Opportunities” outlines district procedures to the McKinley Homeless Assistance Act.

## Section I-O. Parent Involvement Strategies

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

Arcola Community Unit School District #306 encourages parents to become involved in their child’s education by holding parent conferences in the fall and scheduling a yearly open-house. Title 1 teachers meet with parents of identified students. During this meeting the compact between student, parent, and teacher is developed and at-home reading logs are explained. At the annual Title 1 parent meeting, parents receive a survey to evaluate the program and offer suggestions for improvement. Project Success (Arcola’s parent organization) sponsors a Parent Information Night at the beginning of each school year. Parents are encouraged to visit their child’s classroom and learn of the upcoming expectations while students are entertained in the schoolyard. Arcola Elementary welcomes many parent and community volunteers.
## 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 1 funds are not utilized for before, after, and summer school.
DATE APPROVED by Local Board: 3/10/2010

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

Title I District Plan Comments

TITLE I PLAN APPROVED:

Date: 9/10/10

I reviewed Arcola Title I District e-Plan that was submitted to the State Board of Education on 9/8/10 and approved the submitted plan on 9/10/10.

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 Gary Miller by email at gmiller@isbe.net or call 217.524.4832.

Respectfully,
Gary Miller
Principal Consultant
Innovation and Improvement Division
ISBE
217.524.4832
gmiller@isbe.net

TITLE I PLAN APPROVED: I reviewed Arcola CUSD #306 Title I District e-Plan that was submitted to the State Board of Education on March 7, 2008, and approved the submitted plan on March 10, 2008. 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 Martha (Marti) Woelfle by email at mwoelfle@isbe.net or call 217.524.4832. Respectfully, Martha (Marti) A. Woelfle Principal Education Consultant Federal Grants and Programs Illinois State Board of Education 100 North First Street Springfield, IL 62777-0001 mwoelfle@isbe.net 217.524.4832
<table>
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<tr>
<th>Approval of I.S.B.E</th>
<th>Yes</th>
<th>No</th>
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Respectfully,
Gary Miller
Principal Consultant
Innovation and Improvement Division
ISBE
217.524.4832
gmiller@isbe.net

**TITLE I PLAN APPROVED:**
Date: 3/10/08

I reviewed Arcola CUSD #306 Title I District Plan that was submitted to the State Board of Education on March 7, 2008, and approved the submitted plan on March 10, 2008. 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 Martha (Marti) Woelfle by email at mwoelfle@isbe.net or call 217.524.4832.

Respectfully,
Martha (Marti) A. Woelfle
Principal Education Consultant
Federal Grants and Programs
Illinois State Board of Education
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