

Title 1 School-Wide Plan

Washington School

Pana, IL

2019- 2020

Completed December 11, 2019

**2019-2020
Title I School-wide Plan
Washington Elementary School
Pana, IL**

<i>School District Name:</i>	<u>Pana C.U.S.D. #8</u>
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<i>School Name:</i>	<u>Washington Elementary School</u>
<i>School Address:</i>	<u>200 S. Sherman.</u> <u>Pana, IL 62557</u>
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Washington Elementary is a Pre-K – 2 school which served approximately 312 students during the 2018-2019 school year. Washington Elementary is located in the southeastern portion of Christian County, Illinois. Washington School is one of 2 elementary schools in the Pana C.U.S.D. #8 district. The district also includes 1 Jr. High school, and 1 high school. Pana C.U.S.D. #8 has a school population of approximately 1,305 students and a community population of 6000 thousand people. Demographically, the city of Pana is challenged economically with many families living below the poverty index. Currently 66.7% of the students at Washington Elementary qualify for free and reduced lunch, and 64% of the students within the district. This compares to 49 % of free and reduced students for the state. Ethnically, the district is approximately 97% white compared to 48% for the state.

Section 1: Evaluation Team

<i>Individual Names</i>	<i>Evaluation Team Representative Group</i>	<i>Role / Responsibilities</i>
<i>Cheri Wysong</i>	Principal Title One Director	Administrator
<i>Rebecca Mahnke</i>	Reading Intervention Teacher	Licensed Staff
<i>Cindy Denning</i>	Math Intervention Teacher	Licensed Staff
<i>Amanda Bowker</i>	PE Teacher	Licensed Staff
<i>Heather Smith</i>	Kindergarten Teacher	Licensed Staff
<i>Mary Jones</i>	First Grade Teacher	Licensed Staff
<i>Kim Hahnenkamp</i>	Second Grade Teacher	Licensed Staff
<i>Candy Byars</i>	Special Education Teacher	Mid State Staff
<i>Amanda Skinner</i>	Technology Integration Specialist	Licensed Staff
<i>Whitney Reynolds</i>	PBIS Coordinator	Licensed Staff
<i>Kim Hahnenkamp</i>	PBIS Coordinator	Licensed Staff
<i>Paul Donahue</i>	Data Resource	District Staff

Meeting Dates and Agenda Items

Date/Time	Location	Agenda Topics	Attendees
Sept 9, 2019	Title One Reading Room	Discussed the Evaluation schedule, Leadership Team Members and the Team meeting Dates. Passed out last year's plan and began read through.	
September 18, 2019	Title One Reading Room	Continued discussion of last year's plan. Interventions MAP Progress Monitoring	
October 2, 2019	Title One Reading Room	Read through and updated Title One Family Engagement Policy. Reviewed Smart Goal.	
October 7, 2019	Title One Reading Room	Discuss MAP / Progress Monitoring Review / Write Smart Goal	
November 4, 2019	Title One Reading Room	2019 Illinois Report Card	
November 6 2018	Title One Reading Room	PBIS Smart Goals	
December 2, 2019	Title One Reading Room	Transfer Data to School Wide Plan	
December 4, 2019	Title One Reading Room	Work on 2019-2020 School Wide Plan (Cindy/Rebecc)	No Meeting
December 11, 2019	Title One Reading Room	Work on School Wide Plan (Cindy/Rebecca)	No Meeting

Components of a School-wide Plan

Section 1. Comprehensive Needs Assessment

As the first step to developing a Title I School-wide Plan for Washington Elementary School, the team conducted an evaluation of the 2018-2019 School-Wide Plan. In completing the evaluation, the team examined the following key areas: student demographics, student achievement, curriculum and instruction, community and parent involvement, highly qualified professional staff, and school context and organization. The data results of this review and evaluation were used to guide the current plan.

Student Demographic Data

The graph below contains trend information for the past three years regarding our percentage of students from families qualifying for the free and reduced lunch program, our attendance rate, the mobility rate of our students, the percentage of students with an IEP, school population, and a comparison of race and ethnicity.

Year	Low Income	Attendance Rate (%)	Mobility (%)	IEP (%)	School Population	White Non- Hispanic	Black Non- Hispanic	Hispanic	American Indian	Multiracial
2019	67	94	10.5	17	312	97	<1	1	0	1.6
2018	67	95	8.5	11.3	335	97	1	1	0	1.2
2017	72	94	9	13	318	97	1	1	0	1
Avg.	68.6	94.3	9.3	13.7	322	97	1	1	0	1.3

As illustrated in the chart above only a small percentage of students are minorities with a three year average of 97% of the students being white. However, on average, almost three quarters, 69% of our students come from low income homes and trend data shows that this continues remain high. In addition on average, 14.% of our students have an IEP.

Similar to the students' demographics, the staff is 100% white. At the present time, Washington Elementary School does not have a large ethnic population. This results in our students having very little experience with diversity. However, trend data does suggest a slight increase in the number of minority students.

Student Achievement

Kindergarten – Second Grade students at Washington School are assessed throughout the year using a wide variety of teacher developed Common Formative Assessments, Student Learner Objectives and curriculum based assessments including Assessments from the Benchmark Advance Reading Series and the GO Math Curriculum.

As part of the Tiered Level Intervention program at Washington School, struggling students are progress monitored weekly/bi-weekly depending on their needs. Individual and small group needs are determined and targeted interventions are given 30-45 minutes daily in addition to the core curriculum. All Reading and Math curriculum and interventions used at Washington School are research based.

Allteir 2 and 3 K-2 students are also routinely monitored using a combination of things including MAP Skills Checklist for both reading and math. All students are benchmarked three times a year (September, January, and May) using the MAP (Measure of Academic Progress). The following tables provide a summary of the data collected during the last 3 years.

The following tables show the MAP Assessments that covers our Benchmark testing over the past three years.

We have made some adjustments to the way we used the MAP testing to place our students into Tiers. The reports provided by MAP are too broad and we do not have the resources to provide intervention services for all students scoring at or below the 40th%ile. In addition it simply isn't necessary.

For the purpose of providing interventions Students that score at or below the 25th%ile will receive additional instruction in Reading or Math with students scoring at or below the 10th%ile falling into Tier 3. Map does not provide a specific grade level that shows this however individual reports may be used

For the purpose of **reporting** students that score at or above the 20th %ile are considered to be in Tier 1. Students that score at or below the 20th %ile are in a Tier 2-3 combination group. This is because MAP has chosen to break students into equal groups for reporting purposes (20-40-60-80-100). The information in the tables below reflects our reporting breakdowns.

Reading Data Kindergarten		2016-2017 MAP Scores			2017-2018 MAP Scores			2018-2019 MAP Scores		
		F	W	S	F	W	S	F	W	S
Literature & Information	Tier 1			78	88	85	81	91	92	90
	Tier 2-3			22	12	15	19	9	8	10
Vocabulary Use and Function	Tier 1			83	90	83	84	89	87	93
	Tier 2-3			17	10	17	16	11	13	7
Language & Writing	Tier 1			86	78	75	80	80	81	93
	Tier 2-3			14	22	25	20	20	19	7
Foundational Skills	Tier 1			87	62	90	89	81	87	93
	Tier 2-3			13	38	10	11	19	13	7
Overall Performance	Tier 1			87	87	90	89	91	93	96
	Tier 2-3			13	13	10	11	9	7	4

Reading Data First Grade		2016-2017 MAP Scores			2017-2018 MAP Scores			2018-2019 MAP Scores		
		F	W	S	F	W	S			
Literature & Information	Tier 1			93	85	72	87	80	80	88
	Tier 2-3			7	15	28	13	20	20	12
Vocabulary Use and Function	Tier 1			93	84	82	85	83	78	89
	Tier 2-3			7	16	18	15	17	22	11
Language & Writing	Tier 1			85	75	80	82	72	77	84
	Tier 2-3			15	25	20	18	28	23	16
Foundational Skills	Tier 1			84	75	81	89	82	83	82
	Tier 2-3			16	25	19	11	18	17	18
Overall Performance	Tier 1			93	81	81	87	82	82	88
	Tier 2-3			7	19	19	13	18	18	12

Reading Data Second Grade		2016-2017 MAP Scores			2017-2018 MAP Scores			2018-2019 MAP Scores		
		F	W	S	F	W	S	F	W	S
Literature & Information	Tier 1			88	87	91	95	85	87	87
Key Ideas and Details	Tier 2-3			12	13	9	5	15	13	13
Literature and Information	Tier 1			88	84	87	88	84	83	80
Language Craft & Structure	Tier 2-3			12	16	13	12	16	17	20
Informational Text	Tier 1			85	79	89	90	79	77	85
Key Ideas and Details	Tier 2-3			15	21	11	10	21	23	15
Informational Text	Tier 1			85	81	79	87	82	88	85
Language Craft & Structure	Tier 2-3			15	19	21	13	18	12	15
Vocabulary	Tier 1			86	88	87	91	82	90	85
Acquisition and Use	Tier 2-3			14	12	13	9	18	10	15
Overall Performance	Tier 1			85	83	90	91	82	91	85
	Tier 2-3			15	17	10	9	18	9	15

**2nd Grade IEP students take a different version of this test and are therefore not included in the READING section of this report.

During the 2018-2019 school year we chose to use both the MAP testing as well as the beginning of the year SLO/KIDS testing to select our tier 3 students for Kindergarten as the SLO/KIDS testing provided us with a more detailed picture. In addition we switched and used the MAP testing overall score for selecting our Tier 2 and 3 students, and finally as in 2016-17 we took only the lowest performing students who scored at or below the 25th %ile.

A review of the data from the 2018-19 school year, as compared to previous years shows that the majority of students are performing at grade level in most areas of reading by spring

In Kindergarten the current data shows that overall approximately 96% of our students are performing at or above the 20th%ile with 4% of our students performing below the 20th%ile. Breaking this down 90% of our students are doing well in Literature and Information, 93% of our students are doing well with Vocabulary Use and Function, 93% of our students are doing well in Language and Writing and 93% of our students are doing well in Foundational Skills. Our Strengths appear to be Foundational Skills and Vocabulary Use and Function. Our weakest area falling at the 90% is Literature and Information.

In first grade the current data shows that overall approximately 88% of our students are performing at or above the 20th%ile with 12% of our students performing below the 20th%ile. Breaking this down 88% of our students are doing well in Literature and Information, 89% of our students are doing well with Vocabulary Use and Function, 84% of our students are doing well in Language and Writing and 82% of our students are doing well in Foundational Skills. Our Strengths appear to be Literature, Information Vocabulary although all areas are above 80%.

In Second grade the current data shows that overall approximately 85% of our students are performing at or above the 20th%ile with only 15% of our students performing below the 20th%ile. Breaking this down 87% of our students are doing well in Literature & Information Key Ideas and Details, 80% of our students are doing well in Literature and Information Language Craft and Structure. 85% of our students are performing well in Informational text Key Ideas and Details, 85% of our students are doing well in Informational Text Language Craft and Structure. 85% of our students are doing well in Vocabulary Acquisition and Use. Our strength would be in Literature & Information Key Ideas and Details, although all areas are above 80%

Although it would be expected that the percentage of students in Tier 2 and Tier 3 would decrease as the year progresses, it should be noted that the goal increases at each testing, making the standard more difficult to reach. It should also be noted that only a very small percentage of students in Tier 2 are receiving interventions, and at this time Interventions are limited to a very narrow band of skills that are tested. Students move between the tiers as their individual needs dictate and are given interventions based on the resources available and the progress monitoring done weekly / bi-weekly.

The Assessment results in reading indicate the following areas of concern:

- Though the students are making progress, it is difficult to progress monitor students accurately.
- Overall accuracy and Validity of this test in the Fall of Kindergarten as indicated by the huge increase in performance between Fall and Winter Testing during the 2017-18 school year from 62-90%. These results have caused teachers to monitor more closely what students are doing, repeat / re-state directions etc. while this invalidates certain aspects of the test it also provides a more accurate sample of students who need interventions. It is likely that many students do not understand direction during fall testing.
- This year shows a drop in overall growth for first grade and Zero growth for 2nd grade from fall to spring.

Math Data Kindergarten		2016-2017 Map Scores			2017-2018 MAP Scores			2018-2019 MAP Scores		
		F	W	S	F	W	S	F	W	S
Operations and Algebraic	Tier 1			77	63	89	88	68	79	77
	Tier 2-3			23	37	11	12	32	21	27
Numbers and Operations	Tier 1			84	73	84	87	76	84	93
	Tier 2-3			16	27	16	13	24	16	7
Measurement and Data	Tier 1			79	88	76	89	87	80	90
	Tier 2-3			21	12	24	11	13	20	10
Geometry	Tier 1			84	85	81	96	89	83	96
	Tier 2-3			16	15	19	4	11	17	4
Overall Performance	Tier 1			79	76	84	94	87	83	93
	Tier 2-3			21	24	16	6	13	17	7

Math Data First Grade		2016-2017 MAP Scores			2017-2018 MAP Scores			2018-2019 MAP Scores		
		F	W	S	F	W	S	F	W	S
Operations and Algebraic	Tier 1			94	69	84	86	80	90	92
	Tier 2-3			6	31	16	14	20	1410	8
Numbers and Operations	Tier 1			91	69	76	86	78	84	89
	Tier 2-3			9	31	24	14	22	16	11
Measurement and Data	Tier 1			88	69	84	87	76	84	90
	Tier 2-3			12	31	16	13	24	16	10
Geometry	Tier 1			83	78	91	85	81	79	90
	Tier 2-3			17	22	9	15	19	21	10
Overall Performance	Tier 1			90	70	87	86	80	86	92
	Tier 2-3			10	30	13	14	20	14	8

Math Data Second Grade										
		F	W	S	F	W	S	F	W	S
Operations and Algebraic	Tier 1			74	80	84	80	70	83	83
	Tier 2-3			26	20	16	20	30	17	17
Numbers and Operations	Tier 1			84	68	76	85	26	93	88
	Tier 2-3			16	32	24	15	24	7	12
Measurement and Data	Tier 1			85	86	84	84	84	74	80
	Tier 2-3			15	14	16	16	16	26	20
Geometry	Tier 1			84	93	91	91	85	96	88
	Tier 2-3			16	7	9	9	15	4	12
Overall Performance	Tier 1			91	83	87	92	78	90	88
	Tier 2-3			9	17	13	8	22	10	12

**2nd Grade IEP students take a different version of this test and are therefore not included in the READING section of this report.

During the 2018-2019 school year we chose to use both the MAP testing as well as the beginning of the year SLO/KIDS testing to select our tier 3 students for Kindergarten as the SLO/KIDS testing provided us with a more detailed picture. In addition we switched and used the MAP testing overall score for selecting our Tier 2 and 3 students, and finally as in 2016-17 we took only the lowest performing students who scored at or below the 25th %ile.

A review of the data from the 2018-19 school year, as compared to previous years shows that the majority of students are performing at grade level in most areas of math.

In Kindergarten the current data shows that overall approximately 93% of our students are performing at or above the 20th%ile while 7% of our students are performing below the 20th%ile. Breaking this down 77% of our students are doing well in Operations and Algebraic Thinking, 93% of our students are doing well in Numbers and Operations, 90% of our students are doing well in Measurement and Data and 96% of our students are doing well in Geometry. Our strength appears to be Geometry, though all areas Operations and Algebraic Thinking are doing very well.

In First Grade the current data shows that overall approximately 92% of our students are performing at or above the 20th%ile while 8% of our students are performing below the 20th%ile. Breaking this down 92% of our students are doing well in Operations and Algebraic Thinking, 89% of our students are doing well in Numbers and Operations, 90% of our students are doing well in Measurement and Data and 90% of our students are doing well in Geometry. Our strength appears to be operations and Algebraic Thinking, though with only a 3% spread it could be said that all areas are performing equally well.

In Second Grade the current data shows that overall approximately 88% of our students are performing at or above the 20th%ile while 12% of our students are performing below the 20th%ile. Breaking this down 83% of our students are doing well in Operations and Algebraic Thinking, 85% of our students are doing well in Numbers and Operations, 80% of our students are doing well in Measurement and Data and 88% of our students are doing well in Geometry. Our strength appears to be Geometry and numbers and Operations, our weakest area Operations and Algebraic Thinking.

Although it would be expected that the percentage of students in Tier 2 and Tier 3 would decrease as the year progresses, it should be noted that the goal increases at each testing, making the standard more difficult to reach. It should also be noted that only a very small percentage of students in Tier 2 are receiving interventions, and at this time Interventions are limited to a very narrow band of skills that are tested. Students move between the tiers as their individual needs dictate and are given interventions based on the resources available and the progress monitoring done weekly / bi-weekly

The Assessment results in math indicate the following areas of concern:

- Data Shows that Geometry appears to be quite strong in all three grades
- Overall accuracy and Validity of this test in the Fall of Kindergarten as indicated by the huge increase in performance overall between fall and Winter Testing it is likely that many students simply did not know what was being asked.
- In addition Operations and Algebraic thinking seemed to be extremely low at the kindergarten level this year.
- There is a 3% drop in 2nd grade compared to k and 1.

Curriculum & Instruction

During the evaluation of the 2018-2019 School-Wide Plan, the team looked at the following areas regarding curriculum and instruction: Instructional Programs and Materials, Technology and Support Personnel.

During the 2018-2019 School year the staff at Washington continued using CFA (Common Formative Assessments) for reading to strengthen the core academic programs. They also used SLO's (Student Learner Objectives) during both the fall and spring semesters. The Tiered Level Intervention Programs have been implemented in all classrooms for both reading and math. This program has been successful in identifying and providing interventions for those students that are not performing at grade level standards. In regard to instructional programs the team evaluated how effectively expectations were communicated to teachers, parents and students regarding what students can and should learn. Although the team felt this area was satisfactory, it was indicated that there is always room for improvement when it comes to communication with parents. Currently information is communicated through MAP reports and local assessment data shared with parents at parent/teacher conferences twice a year as well as phone calls, e-mails and agenda entry or homework sheets.

All classrooms are equipped with at least 2 computers with headphones. All classrooms are equipped with Smart Boards at this time. Teachers incorporate classroom computers into their lessons whenever possible, and utilize the computer lab, Smart Boards, Chrome book/touch screen chrome-books and I-Pads on a regular basis. Students use computers for Waterford, Accelerated Reader tests, word and math games, supplemental tutorial lessons, and enrichment programs as often as possible. Over the summer of 2014 upgrades were made to the internet to resolve past issues, and allow technology to run more smoothly.

Washington School has paraprofessionals that provide support in delivering the interventions for students that are not performing at a Tier I level. These paraprofessionals are well trained and experienced. The team noted how invaluable paraprofessionals are in providing student assistance and delivery of high quality services.

Highly Qualified Professional Staff

Washington School has 4 Kindergarten teachers, 4 first grade teachers, and 4 second grade teachers. In addition, the staff includes 2 Title 1 teachers (1 Reading and 1 Math), 2 special education teachers, and 7 paraprofessionals. Washington also has a full time physical education teacher.

Washington has several positions that are shared with other schools in the district. These include the school nurse, art teacher, music teacher, school psychologist, social worker, speech therapist, and technology coordinator. This has resulted in the pupil to teacher ratio remaining relatively low at 21:1 for elementary classrooms within the district in 2018-2019. All of the teachers at Washington Elementary remain NCLB highly qualified.

Data collected on the district teaching staff indicates that in the previous 4 years, the number of teachers employed by the district has dropped from 91-93. The downward trend has been due in large part to teacher retirements that have NOT been replaced and by lower enrollment numbers. The financial health of the state as well as this district has made it difficult to replace teachers and rather the district has been utilizing the teaching resources it currently has. It is expected that this trend might continue. In addition, prior to this year, trend data for the district, indicates that the percentage of teachers with a bachelor's degree has remained steady with only a slight increase in the number of teachers seeking a Masters degree. Many factors affect these trends including the retirement of older teachers, who did not go on to get a Master's Degree. Younger teachers, continuing their education in order to increasing their salary in tough financial times, as well as an increase in the amount of financial incentive for teachers to obtain additional credit hours and degrees.

As the district anticipates difficult financial times ahead, it is likely that these trends will continue. As experienced teachers retire and are replaced with younger, less experienced, less expensive teachers. In some cases, retiring teachers and paraprofessionals may not be replaced at all which will result in an increase in the pupil/teacher ratio. This will be an area of concern for the school.

School Year	Total FTE		Gender		Teachers BA/BS (%)	Teachers MA/MS (%)	Student - Teacher Ratio		Classes Taught by NHQ
	Tch.	Adm.	F	M			Elem.	H.S.	
2013	85		*	*	78.7	21.3	16.3	16.5	0
2014	83		*	*	79.5	20.5	16.3	16.2	0
2015	91		*	*	73.7	26.3	18.5	16.2	0
2016	91		*	*	74.5	25.5	18.2	18.5	0
2017	89				73%	27%	19.1	19.1	0
2018	87		72.7	27.3	71.3	28.7	20.1	20.1	0
2019	83				73	27	22.1	20.1	0

Pana C.U.S.D. #8 has a highly qualified staff. It should be noted that the over the last several years some information has not been reported by the state (*) Challenges facing the district and Washington School will be to continue to maintain the lower student to staff ratio and continue to recruit and retain highly qualified staff.

Family and Community Involvement

During the evaluation of the 2018-2019 school wide plan, it was noted that Parental involvement and communication continues to be positive, and we need to continue with all the current activities and events while thinking of ways to increase attendance at some of the lesser attended events. Parental Involvement will continue to be a focus as there are always more parents to reach, in addition, several of the items mentioned in the plan continue to remain a need.

- *Communication* – Additional effort is needed by teachers to help build positive relationships with parents and students. Encouraging parents to contact teachers with questions and concerns. Positive relationships nurtured to improve communication between parents and teachers to ensure that academic issues are being addressed by both parties and to increase positive student outcomes.
- *Education* – a need to instruct parents and students about good study skills and to provide parents with opportunities to learn ways to help their children achieve in school.
- *Character Development*- Teaching parents how to model respectful and responsible behavior.
- *Reading*- Parents encouraging their children to read for pleasure. Provide parents with programs to help them read with their children.
- *Connection*- Adult volunteers routinely used in the school.

The team also identified the following strengths:

- *Shared Leadership* – Programs are available to guide teachers to assist parents in knowing what teachers expected, and that parents and teachers believe they can make a difference for children.
- *Communication* – Frequent communication between teachers and parents.
- *Education* – The team identified several strengths in this area including the following: Teachers have high expectations for academics and behavior, students are receiving additional help when needed and are encouraged to do their best work, Washington is proud of the general atmosphere of respect for each other and authority, and that students receive a solid grounding in basic skills and subjects.
- *Connection* – Teachers, staff and administrators are friendly and helpful to students and parents. They foster a friendly atmosphere conducive to learning. Teachers enjoy working at the school and with each other. Students are encouraged to help one another. Volunteers are utilized well by some of the staff.

Family and community involvement is an area in which significant progress has been made, yet also an area that continually needs focus. During the 2019-2020 school year, Washington Elementary is planning several events. Our first fall activity, Annual Title One School-Wide Parent Meeting, is intended to inform parents about the School-Wide Title One program as well as provide children with books and activities and parents with educational handouts and resources. This event has proven to be difficult to get parents to

attend, and has been noted several times that providing a snack or meal with the program has increased attendance, but not to the degree that we would like. This year the event was held jointly with Lincoln and the Jr. High, however the turnout was extremely low. Other events that were very successful last year that we intend to repeat this year include the Pre-Halloween Handouts Party which is an opportunity to connect with parents again and provide resources instructing parents and students on good study skills and ways to improve success at school. By planning this event in the afternoon just prior to the children's parties, we are able to catch a large number of parents and grandparents, some of whom are unable to attend evening events. In the spring we would like to expand our Spring Art and Music Show to include more parent participation. Last year's carnival theme was very successful. Another way Washington Elementary is able to communicate with parents is through the parent portal which allows parents to access student information, the newsletters (Panther Paws), the district website (School Success website) and Facebook page. Finally, the Smart Buddies Program is making positive changes in the lives of children on a daily basis. Communication and relationship between students, parents, and the faculty can always be improved.

School Context and Organization

In evaluating School Context and Organization, the team considered the following: class size; school mission, vision, and motto; coordination plan; management and governance; and student discipline policy. During the 2019-2020 school-year the school and the district will continue to focus on implementing our mission, vision and motto through our PLC groups and our PBIS program.

The team identified the school climate as one of the strengths in this area. This was attributed to, in large part, the positive interactions between staff and students throughout the building. An additional identified strength was our building level coordination and collaboration. This ensured that the students' instructional day is coordinated for the optimum amount of educational opportunity and contact time.

The team identified two areas of concern. First, while student discipline policies are in place and the new PBIS program has had several successful years, it is a program that will continually need attention. The three tiers will continue to be developed and improved over the next year. To this end during the 2019-2020 school-year, Washington Elementary will continue the implementation of the PBIS program with the tier 2 check in check out system. We will continue to utilize different break out groups specific to the needs of our students. Two were initiated (2017-2018) one to assist students transitioning from clipboard to no clipboard and the other was a social / academic instructional group. We will also continue to monitor our PBIS goals to make sure that they are current and providing us with reliable and usable data. In addition the in house elementary school councilor will be implementing additional groups.

Secondly, there is a need for continued concern regarding small class sizes in order to provide the best possible academic atmosphere for our students. As the district anticipates difficult financial times during the next few years we also anticipate that the number of students per class will increase as it becomes more difficult to replace retiring teachers. The increased number of students per class will affect both the behavior within the class as well as the one on one time teachers are able to provide each student. With this in mind, we will need to be extra diligent in monitoring both academic as well as behavioral issues and providing interventions.

programs to address all reading and math standards.

4. Strengthened discipline policy pertaining to high absenteeism and resulting in positive attitudes for teachers, students, and parents.
5. Building a strong sense of community between parents, schools, students and Administration.
6. Classroom technology use **Priority Needs**

The team identified the following priority needs:

1. Continue to increase parent involvement.
2. Better communication between home and school.
3. Additional Intervention increased with the addition of quality equipment.

Program Goal(s): Academic

Goal #1

During the 2019-2020 School year, all of the students at Washington Elementary will participate in the PBIS program. 85% of the students will maintain their Tier 1 status as measured by data collected through Lumen's reports.

During the 2019-2020 School year, Washington Elementary will continue the use of check in check out as the Tier 2 PBIS (Positive Behavior Intervention and Support) program, with a (long term) spring goal of 70% of the students in Tier 2 meeting the daily goal of 80%. This data will be collected and measured every 6 weeks by the PBIS team using an in-house data collection system.

Briefly describe the reasoning for the identified goal.

This goal provides students with individualized behavior plans that provide positive as well as corrective feedback throughout the day. There are three main areas we want students to focus on: *Be Respectful*, not only to teachers and other adults but to your classmates and to school and personal property. *Be Safe*, don't engage in activities that could cause harm to yourself, others or property. *Be Ready* to learn. This program provides students with a check in of the morning to get their day off to a positive start, followed by hourly positive/corrective feedback by classroom teachers. There is also an end of the day check out and rewards for students who meet the daily goal and encouragement for those who don't. In addition there is daily communication with parents.

Describe the measurable outcomes for the goal

During the 2019-2020 School year, the goal at Washington Elementary is for 85% of the students to remain at Tier 1. In addition, 70% those students in Tier 2 will meet their individualized goals (an 80% average over a 6 week period) in CICO.

ACTION PLAN

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
Goals/Reinforcement Provide long-term and short-term goals Teacher signatures and scoring on Student's Behavior Rubric. Frequently monitor data Provide students with Positive Reinforcement	Binder Clipboard, Rubric, Pencils	W. Reynolds C. Wysong A. Bowker All staff	Aug. 2019– May 2020	Lumens Data Reports Check In Check out daily papers In-House data system. Class DOJO * A. Skinner and K. Hahnenkamp

throughout the day (ie, stickers and such).				
Communication w/Parents Communicate daily with parents (feedback encouraged but not required)	PBIS Daily Report Sheet w/signature line	Classroom Teachers	Aug. 2019 – May 2020	Daily Progress Report

Goal #2

By spring of 2019-2020 School Year, 80% of all K-2 students tested at Washington Elementary using the MAP assessment for Reading will score at or above the 20th percentile in each tested area of Reading as measured by the MAP assessment class report. The goal for Map is that 80% of the students K-2 at Washington Elementary will test at or above the 20th %ile overall.

By spring of 2018-2019 School Year, 80% of all K-2 students tested at Washington Elementary using the MAP assessment for math will score at or above the 20th percentile in each tested area of math as measured by MAP assessment. The goal for Map is that 80% of the students K-2 at Washington Elementary will test at or above the 20th %ile overall.

Briefly describe the reasoning for the identified goal.

The goal provides students with continual instruction, focusing on the proficiency of grade level reading and math skills, resulting in perpetual improvement.

Describe the measurable outcomes for the goal (i.e., in 2009-2010, the percentage of students scoring 70 or below on the quarterly math assessment will decrease by 10%).

The measurable outcome will be that 80% of our students will meet or exceed the 20th %ile in all areas of the MAP reading and math assessment. These areas include: In reading Foundational Skills, Language and Writing, Literature and Information and Vocabulary. (2nd grade is Literature KID and LCS, Information KID and LCS and Vocabulary) In Math Numbers and Operations, Geometry, Operations and Algebraic Thinking and Measurement and Data

ACTION PLAN

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
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Interventions Provide students with academic interventions based on needs as dictated by benchmarking assessments and progress monitoring. Provide long-term and short-term goals Frequently monitor data	MAP Assessment	Rebecca Mahnke Cindy Denning Casey Matheson	Benchmark Dates in September, January and May	MAP Skills Checklists for Reading and Math MAP Assessment Data
Team Data Meetings Data Meetings held at appropriate data point intervals.	Progress Monitoring reports. Other staff and/or parent notes regarding concerns	Rebecca Mahnke Cindy Denning Casey Matheson Cheri Wysong	Each semester	MAP skills checklists
Communication w/Staff Communicate weekly with teachers (feedback encouraged but not required)	Progress Monitoring Data	Classroom Teachers Rebecca Mahnke Cindy Denning	Weekly	E-mails Progress Monitoring Score Sheets

Goal #3

During the 2019-2020 school year Washington Elementary will increase attendance at parental involvement activities by having 85% of the parents/guardians (and/or significant adults) of Washington School's Kindergarten and First Grade students participate in at least 3 parental involvement activities as measured by Sign-in Sheets.

Briefly describe the reasoning for the identified goal.

Student achievement is our overall priority goal and studies show that student achievement increases when parent involvement increases. The School-wide Evaluation as well as Team discussions provided concerns that parent involvement is a weak area for Washington School, specifically parent/guardian attendance at family events. Though last years events were well attended, we do not want to return to old habits in this area, therefore for this year we want to continue to focus on this goal.

The measurable outcome will be that 85% of the parents/guardians (and/or significant adults) of Washington School's Kindergarten and First Grade students will attend at least 3 parental involvement activities as measured by Sign-in Sheets.

ACTION PLAN

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress
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Better Communication Provide Title1 School-wide newsletters, which focus on Reading, Math, PBIS (Positive Behavioral Interventions and Supports) and PLC (Professional Learning Community) programs, 4 times a year to the parents/guardians. Provide invitational flyers to parent and family events.	Computer, Copier, Calendar, information from office Colored paper	Rebecca Mahnke Cindy Denning Parent volunteers	2019-2020	Newsletters Flyers
Parent Opinions Provide opportunities for parents/guardians to complete meaningful online surveys.	Computer Lab	Amanda Skinner Rebecca Mahnke Cindy Denning	2019-2020	Online Survey Results
Parenting Tips through Technology Provide parents with resources through the use of a Title 1 School-wide webpage.	Computer Internet access	Amanda Skinner Rebecca Mahnke Cindy Denning	2019-2020	Webpage

Section 2: School-wide Reform Strategies

Over the last several years, Pana C.U.S.D. #8 and Washington Elementary School have embarked on the process of implementing the following reform strategies: The Alignment to National Standards, and the creation of Common Formative Assessments (CFA's) and Student Learner Objectives (SLO's). The transition to MAP Assessment as our district wide Benchmarking Assessment and the training and use of MAP for all teachers. This year 2019-20 our focus at Washington will be the continued implementation of the new Benchmark Advance Reading Program as well as a switch again in the math series. All three grade levels are now using GO Math.

The primary goal for implementing CFA's / SLO's is to provide opportunities for all children to meet proficient and advanced levels of student achievement they emphasize the focus on student learning. The addition of the MAP Assessment Program to replace the AIMSWeb program will provide additional data to support the new common core standards as well as align with the districts CFA and SLO assessments. Within this model the school answers the questions of "What do we want students to learn?", "How do we know they have learned it?", "What do we do when they don't learn?" and "What do we do when they already know it?" Incorporating the Benchmark Advance Reading series into this framework will be a primary goal for this school year.

The process of organizing standards and creating CFA's / SLO's is characterized by creating a collaborative environment in which the members have a shared mission and vision for the school. It results in a cultural shift from a focus on teaching to a focus on learning that is supported by research-based instructional strategies, and the infusion of technology solutions to support instruction. These assessments will be used to identify what students already know prior to teaching. This data can then be used to drive instruction, and provide teachers with a clearer picture of what instructional strategies need to be used and which children will need additional or differentiated instruction.

Section 3. Highly Qualified Teachers

During the 2018-2019 school years, all teachers at Washington Elementary were Highly Qualified. In addition, all paraprofessionals had 60 hours of undergraduate credits and/or Provisional Certification. The staff was utilized in the best ways possible to meet the needs of the students. The Pana Unit #8 School District makes hiring Highly Qualified Teachers and Paraprofessionals a high priority.

Section 4. Highly Qualified and On-going Professional Development

In 2008, the district began the processes of implementing the Professional Learning Community (PLC) model district wide. Since that time, leadership teams have been developed at the school and district level focused on the development of the professional learning community and the improvement of instruction for student learning.

As a component of this implementation, the district and Washington Elementary have implemented a three tiered level of instruction to provide differentiation and to meet the needs of individual students. To that end, much of the professional development provided to staff has focused on the use of grade level data teams, and the creation of common formative assessments, Student Learner Objectives and the Implementation of the new MAP Assessment Program. The district has also focused on the importance of data-driven decision making, and strategies to differentiate instruction within the three-tiered model.

During the 2018-2019 school year, teachers at Washington School will again meet one day each week for 45 minutes to work on school improvement initiatives with the intent of improving student instruction. This year the focus of the PLC work will be to better implement our big 4 committees 1. Vertical Alignment; 2. Technology; 3. MAP and 4. PBIS

In addition to the collaboration time built into the schedule, teachers will have the opportunity to participate in local and regional institutes and workshops. The district partners with the Regional Office of Education which provides professional development for K-12 teachers in this area. Also, as more technology, such as the use of Smart Boards, chrome books and tablets are integrated into the curriculum, professional development to improve these instructional skills will be needed.

Section 5. Strategies to attract Highly Qualified teachers.

The district is committed to attracting and employing teachers that demonstrate an ability to differentiate instruction and collaborate with colleagues to meet the needs of individual learners. As interview teams, led by the building principal, review candidates credentials, they look for not only a strong foundation in their subject area, but evidence of the teacher's knowledge of current, research-based, instructional strategies.

At the present time, all of the staff in the district is NCLB highly qualified. The district will need to continue to offer a competitive starting salary and benefits in order to attract the best teachers. In addition, the support of a collegial atmosphere where teachers can interact and grow professionally with their colleagues will foster an environment in which teachers will enjoy working.

Section 6. Strategies to increase parental involvement

Washington Elementary School has been successful in communicating with parents. The school has been able to have 100% parent contact through parent/teacher conferences, open house, progress and quarterly grade reports, and various forms of home/school communication such as newsletters and teacher/district websites. In addition, the buildings Parent Coordinator has led the Title I staff in providing a number of parent involvement activities aimed at assisting parents with the education of their children.

During the 2019-2020 school year, Washington Elementary is planning several events. Our first fall activity, the Annual Title One Parent Meeting is intended to inform parents about the School-Wide Title One program as well as provide children with books and activities and parents with educational handouts and resources. The Halloween Handout Party is an opportunity to connect with parents again and provide activities and resources instructing parents and students on good study skills and ways to improve success at school. In the spring we would like to expand our Spring Art and Music Show to include more parent participation. Communication and relationship between students, parents, and the faculty can always be improved.

Parents and community members are also utilized as volunteers in the classroom and school programs. An example of this is the Smart Buddy program in which a volunteer is paired with an at-risk student who can benefit from having an adult role model. This has been a very successful program.

At the same time, Washington needs to continue to examine ways to involve parents. New and varied parent involvement activities need to be available. Also, the parent/teacher organization will need to be strengthened. Currently, attendance at these meetings has been relatively low. Many of our students come from low-income homes or from homes in which both parents work. For this reason, it is sometimes difficult to get parents involved in traditional parent activities, especially those offered during the day. The parent coordinator, staff, and administration need to continue to explore ways to offer opportunities to parents for involvement in their children's education.

Section 7. Plans for assisting pre-school children in the transition from early childhood programs.

The district does work closely with programs such as the P.R.E.P. program that is housed in Washington Elementary School. During the 18-19 school year we will have 4 classes of mixed 3 to 4 year old, at-risk students. Although the teachers and resources for the program are funded by a grant obtained from a neighboring district, the students are essentially members of the district's student population.

With the pre-school program being housed in Washington Elementary School, communication between the pre-school teacher and the Kindergarten teachers is easily accomplished. Teachers in both programs are able to communicate with each other about the expectation and needs of their students. In addition, students in the Pre-K program become familiar with the facilities and staff that they will encounter when they are enrolled in Kindergarten. Thus the transition from Pre-School to Kindergarten is made easier by their Pre-K experience.

Each year, students in Head Start visit Washington School to become acquainted with the staff and become familiar with the facilities. Due in large part to the Professional Learning Community model, communication between the Head Start staff and Washington Elementary Staff has increased. The increased communications and interactions should result in an easier, more productive transition for early childhood students to the Kindergarten program.

Section 8. Measures to include teachers in the decisions regarding the use of academic assessment.

Currently teachers at Washington School have become increasingly involved in the use of assessment data to make coordinated decisions leading to the improvement of student instruction. Three times each year, all students are assessed with MAP in Reading and Math. Students are then placed in the tiered level of instruction to meet their academic needs. Based on the assessments, students are then provided with the appropriate intervention. Students in Tiers 2 are either monitored by their classroom teacher or placed in an intervention program. Students in Tier 3 are placed in appropriate intervention programs and monitored throughout the year to evaluate their progress and make the appropriate adjustments to the interventions being used and the student's placement in the tiers.

As the district continues its implementation of the Professional Learning Community, the teaching staff at Washington will participate in professional development focused on data driven instruction. During the 2019-20 school year district staff will continue to be trained in a number of areas including several mandated trainings as well as new Illinois Laws regarding restraint procedures.

In addition to MAP, our CFA's and SLO's will provide multiple data points to enhance the decision making process. Teachers at Washington Elementary will also have access to assessment data from several sources in addition to MAP. These include Accelerated Reader, STAR, and SRA Building Blocks for Math.

The district has developed an approved curriculum for each grade level. However, as the staff continues to implement the PLC model they will be using the Essential Standards for their grade and subject area in the creation of Common Formative Assessments and Student Learner Objectives. By identifying these standards and utilizing common formative assessments, teachers can make appropriate, timely adjustments to student instruction.

Section 9. Provide effective and timely assistance to low achieving students.

As described above, the tiered level instruction model with frequent progress monitoring is used to ensure that low achieving students receive timely and effective assistance. After each MAP assessment, the data is reviewed and students are placed in the appropriate tier. Those students that are not meeting the established benchmarks are placed in Tier 2 or 3 depending on their level of need. Once placed in these tiers, students receive additional instructional time beyond the core curriculum. During this time, research-based interventions are used to address the specific deficiencies for each student. The interventions are provided by classroom teachers, special education teachers, Title I teachers, and paraprofessionals. The progress of the students is then monitored frequently to determine if the interventions are meeting their needs. The staff has access to the data from the progress monitoring and based on this information make the needed adjustments to instruction.

Section 10. Coordination and integration of all Federal, State, and local services.

The district has regularly attempted to coordinate the use of federal, state, and local funds to maximize the resources that are available for student learning. Funds from the federal Title I program and local resources have been used to provide supplemental support services for students that are academically at risk in reading. Title I and local sources are used to provide similar supports for math. Title II has supplemented district resources to maintain smaller class sizes at the elementary level and contributes to professional development programs for the district. In addition, Title VI funds were combined with local resources to support technology resources throughout the district.

Other programs such as transportation and food service are also supported by the coordination of local, state, and federal funds. When funds are available, extended day and year programs are offered (e.g. after school tutoring, summer school) to at-risk students. In addition, the district receives support for telecommunication services and Internet access through discounts obtained from the federal E-Rate program. Title VI funds have been used to purchase software and hardware needed to support the integration of technology in the classroom. Given the high percentage of low-income families, the district is heavily reliant on general state aide and federal funds to supplement local revenues. Without this coordination of funds, the district would have difficulty meeting our students' needs.

Annual Evaluation

As a part of the school improvement process, at least once each year, the building principal, with assistance from the Title I coordinator and parent coordinator will conduct an evaluation of the school-wide program for Washington Elementary School. Input from teachers and parents will be sought through meetings and/or surveys to provide data on the effectiveness of the program. The data collected will then be used by the school improvement team to make recommendations or modifications to the school-wide and school improvement plans. The plans will be reviewed with parents at least annually. Parents will be given the opportunity to review the plans and provide feedback.

The administration and staff will use the results of both local assessments as an indicator of the effectiveness of the school-wide program. Throughout the year, the staff will utilize data collected locally from MAP to make modifications and differentiate student instruction. This ongoing use of data will enable staff to evaluate the effectiveness of interventions used in the program.

Both the results from the progress monitoring and MAP assessments will be provided to parents in a language that they can understand. With MAP, parents receive an individual report for their child along with an interpretation guide at each 9 weeks. This report provides information on how their child is progressing, and compares performance to the other students as a whole. In addition, parents will receive assessment data at parent teacher conferences scheduled in the fall and the spring. Assessment data collected throughout the year will also be shared with parents as decisions are made regarding a child's placement in a tier of instruction.

2019-2020 Title One Evaluation & Planning Team

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Adoption of Title I School-wide Plans

The Title I School-wide Plan(s) for Washington Elementary School, were adopted by the Pana C.U.S.D. #8 Board of Education on _____. The plans will be made available to parents of students at each school for review and comment at least once each year.

(Signature of Authorized Official)

(Date)