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Applicant: PANA CUSD 8

County: Christian

[Title I District Plan ▼](#)

Application: 2017-2018 Title I District Plan - 00

Cycle: Original Application

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Project Number: 18-T1Plan-00-03-011-0080-26

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District Plan Provisions:

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

([count] of 7500 maximum characters used)

Pana CUSD # 8 strives to provide students with a high quality, well rounded education. In addition, to the core curriculum, the District offers vocal music and art education to grades K-12 and band is offered to students in grades 5-12. Physical Education classes are provided to grades K-12.

Pana CUSD #8 employs a full time District Technology Integration Specialist who works with District staff to integrate technology into classrooms. The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District.

Since 2004, Pana CUSD #8 high school students have participated in the NASA Human Exploration Rover Challenge with a "Moonbuggy" that students build.

Since 2014, Pana CUSD #8 students grades 6-12 have participated in Seaperch. Seaperch is an innovative underwater robotics program that allows students to build an underwater Remotely Operated Vehicle.

The University of IL Extension provides Ag in the Classroom teachings for Elementary School students. In addition, Christian Co. Solid Waste offers recycling education programs to grades K-5. Pana CUSD # 8 partners with community groups to offer flag football, youth baseball, youth basketball, youth soccer, 4H, Boy Scouts, and Girl Scouts to Elementary students.

Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students.

Pana Junior High School has Project Based Learning courses such as a gardening class paid for by a Department of Natural Resources grant and an Outdoor Resources course in which students earn their hunter safety certification. They also provide STEP UP student leadership, crafts, book buddies, Lego league, 5k wellness initiative, and fantasy football statistical analysis as project based learning courses.

During the 2016-2017 school year Pana High School offered Spanish and Latin as foreign language options. The District also provides Art Club, Band, Choir, Cheerleading, FFA, Foreign Language Club, Honor Guard, National Honor Society, Scholastic Bowl, Fall/Spring Play, Student Council, Yearbook Staff, Intramural Basketball, Intramural Bowling, Intramural Volleyball, Prom Committee, Model UN, Flag Squad, and Drama Club to high school students.

Pana CUSD #8 continues to apply for external resources to meet the instructional and academic needs of our students.

The FY 17 Title I grant funded 4.3 Title teachers and the District funded 2 additional Title teachers. Washington Elementary has one Title Reading teacher and one Title Math teacher. Lincoln Elementary has one Title One Math teacher and 1.3 FTE Title Reading teachers. Pana Junior High School has one Title Reading teacher and one Title Math teacher. Pana Senior High is not served due to lack of funding.

(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.*

([count] of 7500 maximum characters used)

All students in grades K-8 will be assessed for reading and math three times per year (Fall, Winter, & Spring) using the Measure of Academic Progress (MAP). The purpose of these assessments will be to serve as a universal

screeners to provide early identification of students failing to make progress, measure general educational progress toward established benchmarks, and evaluate progress toward meeting the challenging State academic standards. Based upon their performance on the screenings, students will be placed in one of three tiers. Tier 1 is for students meeting the established benchmarks. Tier 2 students are those that are at-risk and in need of interventions to assist them in meeting their benchmarks. Tier 3 students will be those that are in need of intensive instructional interventions. The progress of Tier 2 and 3 students will be monitored frequently using a variety of assessments to evaluate the effectiveness of the instructional interventions. Decisions about student's tier placement will also include referrals by classroom teachers, progress as indicated by mid-term and nine weeks report cards, attendance, and results of locally administered tests such as the STAR Reading Assessment. In addition, the District's School Psychologist reviews student assessment data. If after each succeeding intervention, the progress monitoring assessment indicates that the student is still not making progress towards the goal of meeting State Standards, the case may be reviewed by the administrative team, classroom teachers, Title I teachers, social workers and guidance counselors. Where further interventions will be considered or possibly a referral to be considered for Special Education services.

Grade level teams meet each Wednesday afternoon to discuss Student Learning Objectives (SLO) and student assessments. Teacher created assessments are given to all students. Student Intervention Strategizing is completed by staff members periodically throughout the year and as needed.

Jr. High students have access to the Skills Navigator portion of MAP testing which provides immediate data to drive individualized instruction. The Skills Navigator system aids all Jr. High teachers by providing assessment data to create individualized student interventions that the teachers deliver.

(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*

([count] of 7500 maximum characters used)

At risk students in grades K-2 receive 30-45 minutes of small group or individual instruction using research based materials to strengthen core reading and math skills. At risk students in grades 5-8 will have access to Autoskill Academy of Reading and Math. High school students also have access to Autoskill Academy. This individualized instructional program will include the use of a diagnostic assessment that will determine each student's area of strength and weakness and determine the instructional plan based on the results. In addition, the information from this diagnostic serves as another data point to measure student progress. Jr. High students have access to the Skills Navigator portion of MAP testing which provides immediate data to drive individualized instruction. The Skills Navigator system aids all Jr. High teachers by providing assessment data to create individualized student interventions that the teachers deliver. The Explore plan is administered to students in grade 9. Results from the test are used as one of the points of data to determine the appropriate tiered level of instruction/intervention for 10th grade students. Explore test results help to identify areas of weakness in preparation for the SAT examination administered at grade 11. High School students have access to Khan Academy to assist with SAT preparation. Students in grade 10 participate in the PLAN test. Similar to the Explore, this test is also used as one of the points of data to determine the appropriate tiered level instruction/intervention for High School students. Pana High School offers credit recovery courses to assist with student graduation. Washington Elementary School students receive one hour of dedicated reading instruction each day. Kindergarten students receive an additional 15 minutes of reading intervention each day utilizing the Waterford Early Learning program. This online intervention is done in a small group setting and students are monitored by a paraprofessional. Students in grades K-2 utilize Great Leaps, a reading, language and math intervention program. For additional math assistance teachers in grades K-2 utilize the McGraw Hill Building Blocks program that utilizes animated digital activities for math practice, conceptual development, and remediation. Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students. The Title Reading teachers in grades 3-8 utilize the Read Naturally program. At risk students in grades 3-8 utilize Front Row, an individualized Math, ELA, and Social Studies resource. Summer School at Pana Jr. High School in May-June 2017 was funded by the FY 17 Healthy Community Investment Grant.

(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.*

([count] of 7500 maximum characters used)

All students that need assistance in meeting State Standards will participate in specific interventions for reading and math based on the results of the MAP and local assessments. Students identified as Tier 2 who are at risk of not meeting standards will receive additional research based interventions in small group and one-on-one settings that address their specific areas of need. These interventions will be in addition to the instruction received in their regular classroom. Title I professionals (both teachers and paraprofessionals) will provide the supplemental instruction that supports the activities and the standards in the regular classroom. Frequent assessments will be used to monitor the progress of the students and to measure the success of the interventions. In addition to the research based interventions employed at school, the Title I teacher and/or classroom teacher may suggest additional help for the student at home.

Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students.

Jr. High students have access to the Skills Navigator portion of MAP testing which provides immediate data to drive individualized instruction. The Skills Navigator system aids all Jr. High teachers by providing assessment data to create individualized student interventions that the teachers deliver.

During the 2016-2017 school year the District's Elementary Music teacher began an African based drumming

program for 5th grade students called "Drumming up Character".

For FY 18 Pana Junior High School is implementing a new schoolwide character education program to improve school conditions for student learning. This program will be taught in individual classrooms during resource time.

For the last several years the District Social Worker provides a character education program with all students grade K-5 that was implemented through a PBIS Tier I schoolwide initiative.

Pana CUSD # 8 received the Healthy Communities grant for FY 17. The District allocated those resources to school improvement work over the summer in the following areas MAP Data Analysis, Vertical Alignment of Common Core, Mental Health First Aid training, PBIS Training and Development, Technology Integration, Summer Counseling for students, Jr. High Summer School, 5th grade Reading curriculum team, and the Motivate to Graduate mentoring program.

Pana CUSD # 8 has had a "Smart Buddy" mentoring program for at-risk students grade K-5 for the last ten years. The Smart Buddy end of year field trips are funded with District funds or Pana Education Foundation grants.

*Required Field

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District Plan Provisions:

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- 2. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

([count] of 7500 maximum characters used)

All Pana CUSD #8 students are taught by Highly Qualified teachers that are licensed in their teaching area. The district implemented Board Policy 5:190 to develop and implement a plan to ensure that all teachers who teach core academic subjects are "highly qualified". Board policy 5:190 was reviewed, updated and revised on March 20, 2017. Each teacher must: 1.) Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. 2.) Provide the District Office with a complete transcript of credits earned in institutions of higher education. 3.) On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. 4.) Notify the Superintendent of any change in the teacher's transcript. In addition, all teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements. The District Superintendent or designee shall: 1) Monitor compliance with State and federal law requirements that teachers be appropriately licensed. 2.) Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. 3.) Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their student's classroom teachers' professional qualifications. Each year during the registration process parents are given a copy of the "Parents Right to Know Qualifications of Educators" letter that informs them of their rights listed above.

In October 2015 all certified staff members attended Ruby Payne "A Framework for Understanding Poverty" training.

Each year District staff are required to complete mandated trainings as determined by local ROE #3 and our Human Resource provider, Bushue Human Resources.

All District teachers and Administrators are evaluated using the Danielson model.

The 2015-2016 IL School Report card indicates that District-wide in the last three years an average of 88% of Pana CUSD #8 teachers return to the same school each year. For the 2016-2017 school year teachers have on average 13.08 years experience teaching in the Pana School District. In addition, all Administrators have received their ISBE endorsement for Teacher Evaluation and do daily/weekly walk throughs of all classrooms to ensure the highest quality education is being delivered to all students.

Pana CUSD # 8 is located in a rural, low income, high poverty area. The 2015-2016 IL School Report card reports that 65% of the District's students are low income and that 96% of District students report their race/ethnicity as white.

- 3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d):*

[Section 1111\(d\)](#)

([count] of 7500 maximum characters used)

At this time Pana CUSD #8 does not have any schools that are in "under performing", "lowest-performing", "comprehensive", "targeted" or "focused" status with the State Board of Education. Upon notification from the State Board, the District shall, for each school identified by the State and in partnership with principals, teachers, parents, other school leaders and stakeholders to locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that 1.) is informed by all indicators described in subsection (c)(4)(B) of Public Law 114-95, including student performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies

resource inequities, which may include a review of District and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan 5.) is approved by the school, local educational agency, and State educational agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently work with the State Board to support and improve any schools identified as comprehensive or targeted.

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4. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:*

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. * [Program Guidance](#)

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

[Excel Template](#)

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.*

Choose File

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note: file uploads can only be deleted prior to submission to ISBE.

[03-011-0080-26 ORIGINAL.xlsx](#)

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.

(D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.*

[Section 1114 and 1115](#)

([count] of 7500 maximum characters used)

Pana CUSD #8 operates Schoolwide Title programs at Washington Elementary School, Lincoln Elementary School, and Pana Junior High School. Due to lack of funding Pana Senior High School is not served. Each school operating a Title I program, annually updates their comprehensive Title I Schoolwide Plan in the fall. Title I Schoolwide Plans are approved by the School Board each November and then added to the District website.

Washington Elementary School's goals for 2016-2017 school year were:

Math- By the spring of 2016-2017 School Year, 80% of all K-2 students tested at Washington Elementary using the AIMSWeb assessment(s) for math will score above the 25th percentile in math as measured by the histogram report of the AIMSWeb assessment.

Reading - By the spring of 2016-2017 School Year, 80% of all K-2 students tested at Washington Elementary using the AIMSWeb assessment(s) for reading will score above the 25th percentile in each of the Early Literacy & Reading components as measured by the histogram report of the AIMSWeb assessment.

Tier 2 - By the spring of 2016-2017 school year, 70% of the students in Tier 2 using the check in/check out will meet their daily goal of 80%. This data will be collected and measured by the PBIS team and classroom teachers using an in house data collection system.

Attendance - During the 2016-2017 school year Washington Elementary will increase attendance at parental involvement activities by having 80% of the parents/guardians (and/or significant adults) of Washington School's Kindergarten, First, and Second grade students attend at least 2 parental involvement activities as measured by sign in sheets.

For the 2016-2017 school year Washington Elementary School began transitioning from AIMSWeb to MAP assessment program. In addition, the following MAP Pilot Program goals were also established.

By the spring of 2016-2017 school year 80% of all K-2 students tested at Washington Elementary using the MAP Assessment Program for math will score at or above the 40th percentile in overall performance.

By the spring of 2016-2017 school year, 80% of all K-2 students tested using the MAP assessment program for reading will score at or above the 40th percentile.

The following Lincoln Elementary School program goals were established by the team:

- 1) To increase student success in reading and math
- 2) To increase parent and family involvement for the benefit of the students
- 3) To make yearly progress with the PARCC assessments

The Pana Junior High School goals established by the team are:

- 1) To increase student success in the areas of reading and math
- 2) To increase parent and family involvement for the benefit of students

SMART goals for Lincoln Elementary and Pana Junior High School have yet to be added.

Pana CUSD #8 operates a targeted assistance program at the community's Non-Public school, Sacred Heart School, for grades K-8. The District's 2016-2017 Non-Public Goal for Sacred Heart School: Using the AIMSWeb and/or MAP assessment for reading and math, 80% of students receiving services will score at or above the 25th percentile in reading and math by the Spring of FY 16.

There are no local institutions or community day programs for neglected or delinquent children within the boundary limits of the Pana CUSD# 8 School District. Therefore, no additional educational services are provided outside Pana CUSD #8 Schools other than the services provided to Sacred Heart School.

*Required Field

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To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- 6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the [McKinney-Vento Homeless Assistance Act \(42 U.S.C. 11301 et seq.\):*](#)

([count] of 7500 maximum characters used)

Pana CUSD #8 strives to provide an educational environment that treats all students with dignity and respect. Homeless students have equal access to the same free and appropriate public education as provided to other children. Lincoln Elementary School Principal, Debra Zueck, is the District's liaison for homeless children.

Each year student registration forms include a question asking if the student is homeless. All District principals and building secretaries have been trained on the rights of homeless students and inform parents of the local resources available to homeless students. All students identified as homeless are immediately enrolled regardless of their ability to provide required documentation (eg. proof of residency, birth certificates, medical/immunization records, or previous academic records). Transportation is also provided in accordance with Section 45/1-15 of the Education for Homeless Children Act.

All parents registering students in Pana Schools receive a copy of "The Educational Rights of Illinois' Children & Youth in Homeless Situations" flyer with their registration paperwork each year.

The FY 17 Title I grant application included a required district set aside for homeless education: \$50 for instructional supplies (notebooks, pens, pencils, calculators, highlighters, folders, etc.). It also included a required district set aside for homeless education: \$50 for non-instructional items for homeless students (backpacks, hygiene supplies, coats, shoes, etc.).

It is anticipated that the FY 18 Title I grant application will include the same \$50 for instructional supplies and \$50 for non-instructional supplies. Historically, the Title I applications included larger amount of homeless set asides. Pana CUSD # 8 is a rural area with low income and high poverty rates. Several religious and community organizations have increased their efforts to assist struggling families and as such, they provide homeless and low income students with the needed instructional and non-instructional supplies. The Title I funds will continue to be set-aside in case they are needed to supplement local resources.

All schools have supplies on hand for homeless students that have been donated by staff, local residents or community organizations.

The School Board policies that pertain to homeless students are 6:140 Education of Homeless Children, 7:10 Equal Educational Opportunities, 4:110 Transportation, 7:50 School Admissions and Student Transfers to and From Non-District Schools, 7:60 Residence, and 7:100 Health, Eye, & Dental Examinations; Immunizations; and Exclusion of Students.

- 7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations: [*Sec 1116](#)

([count] of 7500 maximum characters used)

Washington Elementary, Lincoln Elementary, and Pana Junior High School each have a Parental Involvement policy that is reviewed and updated each fall by building team members. This allows each school to build it's own policy and supporting procedures individually tailored to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student learning. Each policy is then submitted to the School Board for approval each November. Upon approval each building's Parental Involvement plan is posted on the District's website.

Parents and family members are encouraged to attend the team meetings to review the policies annually. In

addition, there is an opportunity at the annual schoolwide meeting for parents, family or community members to make suggestions/comments regarding parent/family involvement.

In addition, the District holds monthly Rising Star team meetings that include parents/family members.

8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:*

([count] of 7500 maximum characters used)

Not Applicable - Taylorville CUSD #3 operates a Pre-K program in Pana CUSD#8 's Washington Elementary School for Pana Pre-K students.

Pana CUSD #8 works closely with Taylorville CUSD #3 and the local Head Start program to ensure a smooth transition from Pre-K education to Kindergarten. Pana CUSD # 8 offers Pre-K students from both programs the opportunity to visit Washington School Kindergarten classrooms as part of their Kindergarten transition field trip each year.

The District hosts an annual Kindergarten screening in May of each year to assess Pre-K student knowledge. These results are shared with parents at Kindergarten screening. In addition, each year in August before school starts Kindergarten parents attend an informational meeting with their child's Kindergarten teacher to assist with the transition to Kindergarten.

Each year Head Start staff provides the parents and District with individual student information regarding Kindergarten school readiness skills. Head Start staff members are invited to attend District PBIS meetings.

9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

([count] of 7500 maximum characters used)

Pana Junior High School's counselor, administration, and staff provide multiple opportunities to assist with the effective transition from 8th to 9th grade.

Pana Jr. High hosts an annual "Career Day" which emphasizes career choices and future high school coursework planning. During Career Day teachers from Pana High School do a presentation on tips for high school success. Jr. High students have access to the "Career Cruising" online program to assist with individualized self-exploration and planning software to engage students in the process of building their future. The Jr. High School counselor provides 2 to 3 in class trainings on high school course work, high school transition, and high school scheduling during their 8th grade year. To further facilitate transition, the Jr. High Counselor is responsible for grades 6-9 and the High School counselor works with grades 10-12.

Each year in August the District sponsors a Freshman transition day. Before school begins, the incoming 9th graders attend a 4-5 hour afternoon of transition activities. The district also provides two parent nights for incoming 9th graders. The first one is in the spring to discuss registration and the second is on the evening of the Freshman transition day. In addition, the District has created a Freshman Transition handbook that is given to parents and students.

Pana Senior High's counselor, administration, and staff are dedicated to assisting student transition to post-secondary education. A course description guide is released each year detailing updated class offerings (including dual credit), graduation requirements, sample 4 year educational plans, credit information and other pertinent course and scheduling information. It also includes a chart showing the minimum core requirements for admission to several area College and Universities. Class descriptions are organized alphabetically by subject matter. This guide is handed out to students, parents, and posted on the District's website.

Online dual-enrollment classes are offered through a partnership with our local community college, Lake Land College.

Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation for those students taking classes at Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Office Technology, Computer Technology/Networking, Commercial Art, Health Occupations, Machine Shop/Welding, Auto Mechanics, Food Service, Drafting/Electronics, and Building Trades.

Area colleges come to Pana High School throughout the year to meet with students. The district offers Financial Aid Nights to ensure students and parents are aware of the options in post secondary education and assist with securing financial aid. The High School Counselor offers 1 to 1 college/career counseling meetings with students and completes a "Senior Interview" with all students. The district provides interest inventories to assist with student career choice. Consumer Education students are provided with job shadowing opportunities. Juniors are

required to complete an extensive career/college project as part of their English class requirements. The district also provides ACT and SAT preparation and utilizes the Khan Academy for additional college transition assistance.

10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.*

([count] of 7500 maximum characters used)

Pana CUSD# 8 operates a targeted assistance program at Sacred Heart School. Historically, Sacred Heart is the only local non-public school that chooses to participate in the District's Title I program. All eligible non-public schools are invited to attend a meeting each spring.

Sacred Heart procedures are as follows:

In May or June each year the Title I Director, Cheri Wysong, and Clerical Grant Coordinator, Dara Thompson, meet with Sacred Heart's Principal to discuss the prior years program and to plan for the new school year.

Sacred Heart uses teacher referral to help us identify the students they want District Title I staff to test. Pana CUSD # 8 uses the same assessment criteria for Public and Non-Public students to determine which students will receive Title reading or math services. The District's Title I teachers will inform Sacred Heart staff which students meet the criteria and then will send home parental consent forms and compacts for those students. If the Sacred Heart student's score does not support interventions and their classroom teacher deems it necessary, the District and Sacred Heart will meet to discuss the situation. District Title I staff work closely with Sacred Heart teachers, administration, and parents. Services are provided at Sacred Heart School by district Title staff members during the regular school day. The District provides Sacred Heart teachers with initial testing reports and progress monitoring updates.

Sacred Heart students receiving Title I services receive invitations to all District Parental involvement activities and parents of those students are encouraged to contact District Title I staff with any questions they have regarding services provided to their children.

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District Plan Provisions:

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

11. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:*

- (I) each major racial and ethnic group;
- (II) economically disadvantaged students as compared to students who are not economically disadvantaged;
- (III) children with disabilities as compared to children without disabilities;
- (IV) English proficiency status;
- (V) gender; and
- (VI) migrant status.

([count] of 7500 maximum characters used)

School Board Policies 6:60, 7:20, 7:70, 7:180, 7:190, and 7:310 pertain to Bullying and School Violence.

Board Policy 7:20 prohibits bullying, intimidation, and harassment of students and provides the procedures for making a complaint. Board policy 7:190 pertains to Student Behavior (formerly known as Student Discipline).

Information on bullying is available on the District's website, School handbooks, and given out at registration.

The District's PBIS program continually works to reduce the incidence of bullying and harassment and reduce the need for behavioral interventions and/or student discipline without regard to race, ethnicity, economic status, disabilities, English proficiency, gender or migrant status. Washington and Lincoln Elementary Schools have Tier II check in/check out programs in place. The Jr. High utilizes SAP team character education initiative which includes a specific lesson each week on "Teaching Tuesday's". All three buildings host "boot camps" twice a year to reinforce PBIS trainings and procedures. All Mid-State Special Education staff that work in Pana Schools are trained annually in CPI (Crisis Prevention Institute) trainings to avoid physical contact with students. District Administrators are trained bi-annually in CPI and each building has a specific team who are also periodically trained in CPI.

Student discipline is tracked using Lumen, the District's student software program. Discipline data is frequently reviewed by administrators and PBIS teams. Daily re-teaching of character education of being "respectful, safe, and ready to learn" are given as needed.

In October 2015 all certified staff members attended Ruby Payne "A Framework for Understanding Poverty" training.

Each year District staff are required to complete mandated trainings as determined by local ROE #3 and our Human Resource provider, Bushue Human Resources. For 2016-2017 the mandated trainings included ADHD, Bullying, Cyber Bullying, Ethics and Boundaries for School Employees, Peer Counseling/Anti-Violence, Sexual Harassment and Suicide Prevention.

In addition, during the 16-17 school year students in grades 7 & 8 received Suicide Prevention training from the Jason Foundation.

12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*

- (A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth integration with industry professionals

and, if appropriate, academic credit.

([count] of 7500 maximum characters used)

Pana Senior High's counselor, administration, and staff are dedicated to assisting students with career and technical education.

During the 2016-2017 school year Pana High School offered 11 Agriculture Occupations classes including Welding, Landscaping and Turf Management, Horticultural Production/Management, and Agricultural Mechanization/Technology. The business department offered 20 courses in keyboarding, computer applications, accounting, record keeping, business technology, media, and Photoshop. The Industrial Education/Technology department offered three courses: Introduction to Technology, Drafting, and Construction Technology. The District also offered a course in Health Occupations to allow students an opportunity to explore health careers in addition to preparing students for nurse assistant roles. Students in grade 11 & 12 have the opportunity to do service work for the schools and community through the Service Learning class.

Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation for those students taking classes at Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Office Technology, Computer Technology/Networking, Commercial Art, Health Occupations, Machine Shop/Welding, Auto Mechanics, Food Service, Drafting/Electronics, and Building Trades.

Pana CUSD #8 in partnership with the Christian County CEO offers a year long CEO (Entrepreneurship) course. Students visit area businesses, learn from guest speakers, participate in a class business, write a business plan and start and operate their own businesses.

The District in partnership with Lake Land College offers online, dual enrollment courses in the following career/trade areas: Medical Terminology, CAD, and Criminal Justice/Corrections.

Pana Junior High School has Project Based Learning courses such as a gardening class paid for by a Department of Natural Resources grant and an Outdoor Resources course in which students earn their hunter safety certification. They also provide STEP UP student leadership, crafts, book buddies, Lego league, 5k wellness initiative, and fantasy football statistical analysis as project based learning courses.

13. How will the district fulfill the following:

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*

([count] of 7500 maximum characters used)

Pana CUSD # 8 adopted Board Policy 6:130 Program for the Gifted in January 1993. It was revised on November 21, 1994; April 22, 2003; January 17, 2006; and October 18, 2010.

Due to lack of funding the District is currently unable to provide a individualized education plan specifically for gifted and talented students. If sufficient State funding were available, the Superintendent and the Board would determine the feasibility and advisability of developing a plan for gifted education that would qualify for State funding. At the Elementary level Tier II and Tier III interventions provide supplemental differentiated instruction.

(B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?*

([count] of 7500 maximum characters used)

The District funds a .22 FTE Librarian to oversee the District library program. The District also funds four part time paraprofessionals who assist students and present lessons prepared by the District Librarian.

All Libraries within the School District are equipped with up-to-date desktop computers and Chromebooks/iPads are also available. In addition, all libraries have new, up-to-date books with varied reading levels and diverse interests. The District maintains a working relationship with Heartland Library System (formerly Lincoln Trail Library System) to acquire materials at any level. The high school library has a "Facebook" page that is updated frequently.

The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District. The District also continues to apply for external resources to assist with developing an effective school library program.

(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.*

([count] of 7500 maximum characters used)

Pana CUSD #8 is proud to support the arts. The District offers vocal music and art education to grades K-12 and band is offered to students in grades 5-12. During the 2016-2017 school year the District's Elementary Music teacher began an African based drumming program for 5th grade students. Band students participate in the

community's annual Veteran's day program.

During the 2016-2017 school Pana High School offered the following Art classes: Introduction to Art, Crafts, Drawing/Printmaking, Painting, Ceramics, and Sculpture. The music department offered the following classes: General Music, Music Appreciation, Drama, Auxiliury Band/Flag Squad, Instrumental Music/Band, and Vocal Music/Chorus.

The District presents concerts and art shows throughout the school year. Students in grades K-12 have two annual music concerts/art shows each year. Jr. High and High School art students provide face painting at Elementary School and community events. In addition, the Jr. High and High School students perform in local, regional and state music, band and art contests. Each year Jr. High and High School band students perform at Washington and Lincoln Elementary Schools which increases student interest in band participation at an early age.

The District partners with Pana Education Foundation (PEF), a non-profit organization, to assist with funding for the arts. Over the last several years PEF Mini-grants have been awarded for several art projects including the new African based drumming program for 5th grade students.

The District funds a high school play each year with performances during the school day for all District students to attend and evening performances for parents and community members.

As evidence of the District's rigorous art and music programs students have been selected to march in the 2017 National Independence Day Parade in Washington D.C.

*Required Field

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Applicant: PANA CUSD 8

County: Christian

[Title I District Plan ▼](#)

Application: 2017-2018 Title I District Plan - 00

Cycle: Original Application

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Project Number: 18-T1Plan-00-03-011-0080-26

<u>Part</u> <u>1</u>	<u>Part</u> <u>2</u>	<u>Part</u> <u>3</u>	<u>Part</u> <u>4</u>	<u>Part</u> <u>5</u>	<u>Consultation</u>
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Consultation

See the Overview page for Instructions

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. [ESEA section 1112\(a\)\(1\)\(A\)](#)

Such stakeholders must include, but are not limited to, the following:

- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *

[[count] of 7500 maximum characters used)

2017-2018 Title I District Plan Consultation meeting was on May 25, 2017. Prior to the meeting a preliminary plan was drafted using District Title I plans, Title I Schoolwide plans, Title I Parent Involvement plans, High School course description guides, Board Policy, school handbooks, previous Title I grant applications, School and District improvement plans, Title I compacts, Rising Star, and ISBE resources re: the new ESSA regulations. The Superintendent, Administrators, Guidance Counselors and Title teachers assisted with the preliminary plan draft via telephone and email contact about items specific to them.

A team of 13 people reviewed the preliminary draft at the 2017-2018 Title I District Plan consultation meeting on May 25, 2017. This team included the Building Administrators for all three Title I buildings, two Title I teachers, two regular ed teachers, one paraprofessional, three parents, the District's Clerical Grant Coordinator, and the District's K-12 Technology Integration Specialist. A copy of the preliminary plan and agenda was emailed or hand delivered to all participants prior to the meeting. During the meeting the group read all 13 questions and discussed the preliminary answers. Group members were encouraged to make additions or corrections. The plan was updated in ISBE during the meeting to reflect the group members input and in some cases emails or calls were made to other staff members if questions arose. Meeting notes were also taken.

*Required field