

**Title I Schoolwide Plan**  
***Lincoln Elementary School***  
**Pana, IL**

*School District Name: Pana CUSD #8*  
*School District Address:*  
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*School Name & Address:*  
Lincoln Elementary School  
614 East 2nd St. Pana, IL 62557

*Principal: Mrs. Kelly Millburg*  
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Lincoln Elementary is a grade 3-5 school of approximately 277 students located in the southeastern portion of Christian County, Illinois. Lincoln School is one of 2 elementary schools in the Pana C.U.S.D. #8 district. The district also includes a Jr. High School and a Senior High School. Pana C.U.S.D. #8 has a district population of approximately 1,300 students and a community population of 5,600 thousand people. Demographically, the city of Pana is challenged economically with many families living below the poverty index. Approximately 64.2 percent of th C.U.S.D. #8 qualify for free and reduced lunch. This compares to 48.8% of free and reduced students for the state. Ethnically, the district is approximately 96.6% white.

## **Section 1: Comprehensive Needs Assessment Needs Assessment Team Members**

### *Parents*

1. Natalie Epley

### *Teachers*

1. Tessa Rodman- Grade 3 Teacher
2. Jenny Hedderich- Grade 4 Teacher
3. Jennifer Cross- Grade 5 Teacher

### *Other Staff*

1. Angela Matthews-Title 1 Math
2. Brian Osborn-Title 1 Reading

### *School Administrators*

1. Kelly Millburg-Principal
2. Cheri Wysong-Program Coordinator

### *Additional Members*

1. Mark Schmitz

Meeting Dates & Agenda Items when plan was first developed.

<b>Meeting Dates</b>	<b>Agenda Items</b>	<b>Who will be involved?</b>	<b>What will be accomplished?</b>
3/22/10 3:15 p.m PJHS Library	<i>Parent Involvement and Analysis Tool</i>	<i>School-wide Planning Team</i>	<i>Collection of data/review of policies/handbooks/parent involvement</i>
3/24/10 3:15 p.m. PJHS Library	<i>Parent Involvement Analysis Tool</i>	<i>School-wide Planning Team</i>	<i>Collection of Data/Review of Policies, Handbooks, parent involvement</i>
4/8/2010 3:15 p.m PJHS Library	<i>Presentation on Parent Involvement Analysis Data</i>	<i>School-wide Planning Team</i>	<i>Presentation and review of parent involvement data collected. Completion of parent involvement analysis tool, work on comprehensive needs assessment</i>
4/14/10	<i>Comprehensive Needs Assessment</i>	<i>School-wide Planning Team</i>	<i>Collect Data/Complete comprehensive needs assessment</i>
4/21/10	<i>Comprehensive needs assessment</i>	<i>School-wide Planning Team</i>	<i>Continue work on needs assessment</i>
4/26/10	<i>Progress meeting on comprehensive needs assessment</i>	<i>C. Wysong, D. Dively</i>	<i>Review progress of needs assessment for each Title 1 school and determine timeline for completion of schoolwide plans</i>
5/4/2010	<i>Review of comprehensive needs assessment</i>	<i>Schoolwide Team/Parents</i>	<i>Review results of needs assessment with parent members/survey parents</i>

## Components of a Schoolwide Plan

## Section 1. Comprehensive Needs Assessment -

As a first step to developing a Title I Schoolwide Plan for Lincoln Elementary School, a team was organized to conduct a comprehensive needs assessment. In completing a needs assessment, the team examined the following key areas: student demographics, student achievement, curriculum and instruction, community and parent involvement, high quality professional staff, and school context and organization. The results of this review along with the identification of strengths and needs for each area is included in the paragraphs that follow.

### ***Student Demographic Data***

The graph below contains the available 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 %	Attend. Rate %	Mobility %	IEP %	School Population	White, Non-Hisp %.	Black- non-hisp.	Asian/non-pacific islander	Multi-racial
2018	72.0	97.0	7	17.0	277	96.0	1	0	1.0
2017	69.0	96.0	9	17.0	285	97.0	1	0	1.0
2016	67.0	96.0	9.0	17.0	301	97.0	1	0	2.0
AVG	69.3	96.3	8.3	17.0	288	96.6	1	0	1.3

As illustrated in the chart above only a small percentage of students are minorities with 96.6% of the students being white. However, more than half (72%) of our students come from low income homes and 17% of the students have an IEP. Similar to the students' demographics, the staff is 100% white. At the present time, Lincoln Elementary School does not have a large ethnic population.

## *Student Achievement*

Lincoln School students in grades 3 through 5 are assessed annually with the IAR (Illinois Assessment of Readiness) Test. The School year, 2018-2019, was the first year that the IAR test was given. *37.9% of students met or exceeded the expectations in ELA. 33.7% met or exceeded expectations in Math.*

The MAP test was introduced at Lincoln School in the Fall of 2016. Lincoln School conducts local assessments in Math with MAP as part of the response to intervention program. All students in grades 3-5 are tested in Math three times per year

Results show that (2018-19) third grade improved 15.8 points on the median RIT (Rasch Unit) score from fall to spring. The fall median RIT score was 185.4 and the spring RIT score was 201.2. Results show that (2018-19) fourth grade improved 12.3 points on the median RIT score from fall to spring. The fall median RIT score was 196.7 and the spring RIT score was 209. Results show that (2018-19) fifth grade improved 7.4 points on the median RIT score from fall to spring. The fall median RIT score was 207.7 and the spring RIT score was 215.1.

Lincoln School conducts local assessments in reading with MAP as part of the response to intervention program. All students in grades 3-5 are tested in reading three times per year.

Results show that (2018-19) third grade improved 10.3 points on the median RIT (Rasch Unit) score from fall to spring. The fall median RIT score was 186.5 and the spring RIT score was 196.8. Results show that (2018-19) fourth grade improved 6.9 points on the median RIT score from fall to spring. The fall median RIT score was 196.2 and the spring RIT score was 203.1. Results show that (2018-19) fifth grade improved 6.6 points on the median RIT score from fall to spring. The fall median RIT score was 203.5 and the spring RIT score was 210.1.

## ***Curriculum & Instruction***

To conduct a needs assessment of curriculum and instruction, the Schoolwide team considered the following indicators: Learning Expectations, Instructional Program, Instructional Materials, Instructional Technology, and Support Personnel. The status for learning expectations was rated as excellent. The curriculum for each class and subject area had been aligned to the Illinois Learning Standards. The teaching staff, through the identification of Power Standards and the development of SLO's (student learning objectives), has been in the process of aligning curriculum to the Common Core Standards.

The Rtl program has been implemented in all classrooms in reading and math. This program has been successful in identifying and providing interventions for those students that are not performing to grade level. In regard to instructional program, the team evaluated how effectively expectations were communicated to teachers, parents, and students regarding what students can and should learn. Although this was rated as satisfactory, the team indicated that communication between stakeholders and the school could be improved.

The instructional materials have been adequate with the reading curriculum; however it was updated to be in alignment with common core standards for 2018-19 school year, with the Benchmark Advance reading series. The math curriculum has been updated to be aligned with common core standards. Other curriculum materials are adequate for instructional purposes, but they need updated as financial resources allow. Technology equipment continues to improve in the elementary building with added or updated Chrome Books, and Smart Boards. Integration of technology continues to increase with the assistance of the District Technology Integration Specialist.

Lincoln School has several paraprofessionals that provide support in delivering the interventions for students that are not performing at Tier I levels. These professionals are all well trained and experienced, Paraprofessionals are assigned multiple classrooms to assist all students. All district paraprofessionals have obtained an Associate Degree or higher, or completed sixty hours or more of college credit coursework,

### ***High Quality Professional Staff***

Lincoln School has 4 third grade teachers, 4 fourth grade teachers, and 4 fifth grade teachers. In addition, the staff includes 2 Title One teachers (1 Reading and 1 Math), 2 special education teachers with plans to add a third in January 2020, 5 paraprofessionals in regular ed departments, 3 paraprofessionals within the special ed departments. Lincoln also has a full time physical education teacher, a half time music teacher, and a half time art teacher, Lincoln has several positions that are shared with other schools in the district. These include the art teacher, librarian, school psychologist, school nurse, social worker, speech therapist, parent coordinator, and technology coordinator. All of the teachers at Lincoln are highly qualified. Data collected on the district teaching staff indicates that the average teaching experience has declined slightly. This has been due in large part to teacher retirements that have been replaced by younger, less experienced teachers. The district anticipates continued financial concerns due to the State of Illinois being behind in the distribution of funding to public schools.

It is likely that as experienced teachers retire they will be replaced with younger, less experienced, and at lower salaries than the experienced 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 district.

The chart below provides a summary of district available staff characteristics for the 2015-2017 school years.

School Year	Total FTE	Female	Male	Avg. Teacher Experience	Teachers BA/BS (%)	Teachers MA/MS (%)	Student - Teacher Ratio	Classes Taught by NHQ
2015-16	91	77	23	20.4	75%	25%	18.1	0
2016-17	89	74	26	15.8	72.7%	27.3%	19.1	0
2017-18	84	72	28	15.5	71.3%	28.7%	20.1	0
2018-19	86	74.8	25.2	15.9	73.0%	27.0%	21.5	0

Lincoln Elementary has a highly qualified staff. Pana C.U.S.D. #8 and Lincoln Elementary School will continue to face the challenges of maintaining the lower student to staff ratio and recruiting highly qualified staff.

### ***Family and Community Involvement***

As a part of the comprehensive needs assessment, the Lincoln Schoolwide Team completed the Parent Involvement Needs Assessment prescribed by the Illinois State Board of Education. The team met several times completing the associated worksheets and reviewed the following areas: school demographics, personnel data, enrollments, and assessment scores. They also evaluated the building blocks for family involvement identified in the tool including: school/district policies, shared leadership, school-home communication, education, family events and school-home connection. As a part of the process the team reviewed several artifacts used to communicate information to parents including report cards, homework policies, parent involvement policies, classroom visitation policy, and compacts.

From this analysis the team identified both strengths and challenges related to family and community involvement. The challenges included the following

- *Shared Leadership* - a need to increase the # and type of programs provided to parents to assist them with their role in their children's education,

- *Communication* - a need to increase the number and types of contacts to parents. Examples included: phone calls to parents, communicating with parents when children are successful as well as experiencing difficulty, and parents contacting a teacher to discuss student progress and listening to teacher concerns and ways they can help with academic progress.
- *Education* - a need to examine the following: homework policy, discipline policy for fairness and consistency, students learning to treat others with respect, parents modeling respectful behavior, parents making connections to other parents in the class, and utilizing more parent volunteers,

The team also identified the following strengths:

- *Shared Leadership* - Programs are available to guide teachers to assist parents, teachers know what is expected of them and believe they can make a difference.
- *Communication*- Teachers are willing to listen to parents and communicate to parents in any manner necessary.
- *Education* - The team identified several strengths in this area including the following: clear behavioral expectations, students are treated with respect; students are challenged to learn to their full potential, to read, and to recognize the importance of homework.
- *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. Some of the staff are able to utilize volunteers.

Significant progress has been made in these areas with the assistance of the Parent Coordinator. However, the 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 probes: class size; school mission, vision, and motto; coordination plan, management and governance; and the student discipline policy.

Lincoln Elementary has an average class size of 21 students in the third grade, with an average of 27 students in the fourth grade, and an average of 21 students in the fifth grade.

During previous years the school and the district focused on reviewing and developing the



school mission, vision, and motto as a component of their work in implementing the professional learning community model.

The team identified the school climate as one of the strengths in this area. This was attributed to in large part to positive interactions between staff and students throughout the building. In addition, they identified the coordination plan to ensure that the students' instructional day was coordinated,

The team identified an area of concern from their perspective. Lincoln School has a lack of space for physical education and extracurricular activities. Also, grade four classrooms are self-contained with 27 and 28 students. There is a hindrance of student mobility about the building due to the three floor levels. A lift does meet the needs of our staff and students; however, it is not a convenient method.

### *Priority Needs*

As a result of the comprehensive needs assessment, the team identified the following priority needs:

1. Increased reading and math scores, especially addressing comprehension scores and higher order thinking skills.
2. Continue with opportunities for family engagement activities.
3. The development and use of professional resources.
4. Continue to address updating curriculum needs, as financial resources become available.

### *Program Goals*

The following program goals have been established:

1. To increase student success in reading and math.
2. To increase family engagement within the academic settings for the benefit of the students.
3. To increase family engagement for the benefit of the students

To make yearly progress with the new IAR and Map assessments.

## Section 2:

### *Schoolwide Reform Strategies*

Over the last four years, Pana C.U.S.D. #8 and Lincoln School has embarked on the process of implementing the following reform strategies: Professional Learning Communities (PLC), Response to Intervention (Rtl) model and Positive Behavior Interventions and Supports (PBIS).

The primary goal for implementing these structures is to provide opportunities for all children to meet proficient and advanced levels of student achievement. Professional Learning Communities emphasize the focus on student learning. 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?"

PLC's are 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, common formative assessments, and the infusion of technology solutions to support instruction.

Under the PLC umbrella, the Response to Intervention model will be used to identify what students know. Based on this information, additional instructional time will be provided for at-risk students to participate in research-based interventions. At the same time, the three tiered model can provide for differentiated instruction to address the needs of all students. The frequent progress monitoring of students will enable teachers to make data-driven decisions to impact student learning.

Similar to Rtl, PBIS will utilize a three tiered model to impact the behavioral needs of students. Using the same data-driven decision making approach, teachers and administrators can utilize research-based strategies to affect change in individual student behavior. This will provide for a more individualized approach to meeting the students behavioral needs rather than "a one size fits all" method,

Teachers have begun administering pre and post tests for SLO's (Student Learning Objectives). The data from these assessments will be the driving force to determine the instructional strategies needed to advance the academic progress for all students. The pre-assessment/post assessment model will be used to identify what students already know what they need to learn, and provide a more prescriptive approach to instruction.

### **Section 3. Highly Qualified Teachers**

As indicated by the Comprehensive Needs Assessment, all teachers at Lincoln Elementary School meet the qualifications to be Highly Qualified.

### **Section 4. High Quality 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 Lincoln Elementary has implemented a three tiered level of instruction to provide differentiation and meet the needs of individual students. To that end, much of the professional development provided to staff has focused on the implementation of PLC's, the importance of data driven decision making, and strategies to differentiate instruction within the three-tiered model. Beginning in the 2010-2011 school year, the school day was extended so that teachers and administrators could meet one day each week for 45 minutes to work on school improvement initiatives with the intent of improving student instruction. The focus of the PLC work included identifying the essential standards or skills for language arts and math. Currently, the teams have been designing (SLO's). In addition, teams also participate in on-going discussions and planning on differentiated instruction and behavior management,

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 in the math/science cooperative which provides professional development for K-12 teachers in this area. Also, as more technology, such as the use of SMART Boards, ChromeBooks, and iPads are integrated into the curriculum; professional development to improve instructional skills will be provided as 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. The building principal leads interview teams in reviewing 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 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 family engagement**

As indicated by the comprehensive needs assessment, Lincoln 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 reports and quarterly grade reports, and various forms of home/school communication such as newsletters and teacher/district websites. In addition, the district parent coordinators have led the Title I staff in providing family engagement activities aimed at assisting parents with the education of their children and socializing with other families,

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, Another district program is the M2G program (Motivate to Graduate), at the higher grade levels.

At the same time, Lincoln School continues to examine ways to involve parents, families, and guardians with family engagement activities. The parent/teacher organization needs 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 continues to explore ways to offer opportunities to parents for involvement in their children's education.

## **Section 7. Plans to assist pre-school students with transition from early-childhood programs.**

Lincoln Elementary School enrolls students in grades 3-5. Because of this, the school does not have direct coordination with preschool programs. However, the district does work closely with programs such as the P.R.E.P. program that is housed in Washington Elementary School. This program is for 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 school program being housed in Washington Elementary School communication between pre-school teachers and kindergarten teachers is easily

accomplished. Teachers in both programs are able to communicate with each other about the expectations and needs of their students. In addition, students in the Pre-K program are familiar with the facilities and staff that they will encounter when they are enrolled in kindergarten. Thus the transition from preschool to kindergarten is made easier by their Pre-K experience.

Head Start teachers have been participating in P.B.I.S. meetings with the Washington School staff. The purpose of these joint meetings is to promote consistency in behavior expectations as Head Start student's transition to kindergarten, Also, 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 Lincoln 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. Based on the assessments, students are then provided with interventions.

As the district continues its implementation of the Professional Learning Community, the teaching staff at Lincoln will participate in professional development focused on student learning objectives. One of the key elements of PLC's is the utilization of assessments to make data driven decisions. During the specified PLC time, teachers will collaborate to develop a common formative assessments related to the Common Core Standards on Language Arts. Data from the pretest was reviewed by data teams to determine the instructional strategies that would be implemented to address areas of deficiency. Implementation of the instructional strategies was followed by a post-test to measure student progress and to determine the necessary adjustments to instruction.

In addition to MAP, other common assessments will provide multiple data points to enhance the decision making process. Teachers at Lincoln Elementary will have access to assessment data from several sources in addition to MAP. These include PARCC/IAR (Illinois Assessment of Readiness), Accelerated Reader, STAR, and the Freckles program, previously Front Row, and the addition of EASYCBM web-based software.

The district has developed an approved curriculum for each grade level. However, as the staff continues to implement the PLC model they will be identifying the Essential Standards for their grade and subject area. By identifying these standards and utilizing SLO assessments, teachers can make appropriate, timely adjustments to student instruction,

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

After each MAP universal assessment, the data is reviewed and students are provided with interventions. During this time, research-based interventions are used to address the specific deficiencies for each student. The interventions are provided by classroom teachers, Title I teachers, and paraprofessionals. The progress of the students is then monitored in order to meet their needs. The teaching staff has access to the data from MAP and IAR (formerly PARCC) reports.

## **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 as well as 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 support for math, Title II has supplemented district resources to maintain smaller class sizes at the elementary level.

Given the high percentage of low-income families, the district is heavily reliant on general state aid and federal funds to supplement local revenues. Without this coordination of funds, the district would have difficulty meeting our students' needs. Currently, the State of Illinois continues to be behind in its distribution of funding to public schools,

### Annual Evaluation

As a part of the school improvement process, the building principal, with assistance from the Title I coordinator and parent coordinator, will conduct an evaluation and needs assessment of the schoolwide program for Lincoln School. Input from teachers, parents, and students will be sought through 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 Schoolwide and school improvement plans.

The administration and staff will use the results of both local and state student assessments to determine the effectiveness of the Schoolwide program. The staff will review the results of the state assessments to make adjustments or modifications to student instruction in an effort to continue to make AYP.

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 state assessment and the local student assessments from MAP will

be provided to parents in a language that they can understand. Parents receive an individual report for their child along with an interpretation guide each fall for the IAR (formerly PARCC). This report provides information on whether or not their child met state standards and how their performance compares 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 can be made regarding a child's placement in a tier of instruction.

*Revisions updated December-2019 based on the current information available.*

#### Adoption of Title / School-wide Plans

The Title / School-wide Plan(s) for Lincoln School were adopted by the Pana CUSD #8 Board of Education on December 16, 2019. The plans will be made available to parents of students at each school for review and comment at least once per year.

Signature of Authorized Official -  
Doug Kirkbride (Date) 12/16/19