

Title 1 School-Wide Plan

Washington School

Pana, IL

2017 - 2018

2017-18
Title I School-wide Plan
Washington Elementary School
Pana, IL

School District Name: Pana C.U.S.D. #8
School District Address: 14 E. Main P.O. Box 377
Pana, Illinois 62557

District Superintendent: Jason Bauer
Phone: 217.562.1500 Fax: 217.562.1501
Email Address: jbauer@panaschools.com

Title I Coordinator: Cheri Wysong
Phone: 217.562-7500 Fax: 217.562.9262
Email Address: cwysong@panaschools.com

School Name: Washington Elementary School
School Address: 200 S. Sherman.
Pana, IL 62557

Principal: Cheri Wysong
Phone: 217.562.7500 Fax: 217.562.9262

Washington Elementary is a Pre-K – 2 school which served approximately 316 students during the 2016-2017 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 1,312 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 72% of the students at Washington Elementary qualify for free and reduced lunch, and 62% of the students within the district. This compares to 50 % of free and reduced students for the state. Ethnically, the district is approximately 97% white compared to 49% 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>Jody Hay</i>	PE Teacher	Licensed Staff
<i>Janice Hrabak</i>	Kindergarten Teacher	Licensed Staff
<i>Mary Jones</i>	First Grade Teacher	Licensed Staff
<i>Jenny Lehn</i>	Second Grade Teacher	Licensed Staff
<i>Candy Byars</i>	Special Education Teacher	Mid State Staff
<i>Jessica Miller</i>	Technology Integration Specialist	Licensed Staff
<i>Whitney Reynolds</i>	PBIS Coordinator	Licensed Staff
<i>Dara Thompson</i>	Data Resource	District Staff

Meeting Dates and Agenda Items

<i>Date/Time</i>	<i>Location</i>	<i>Agenda Topics</i>	<i>Attendees</i>
Sept. 11, 2017	Title One Reading Room	Discussed the Evaluation schedule, Leadership Team Members, Meeting Dates, and Parent Compact. As well as updating the Parental Involvement Policy	R. Mahnke, C. Denning, J. Hay, J. Hrabak, M. Jones, C. Byars
September 27, 2017	Title One Reading Room	Revised the Parental Involvement Policy to reflect the new changes at the state/ federal level ... it will now be known as the Family Engagement Policy.	R. Mahnke, C. Denning, D.Thompson
October 3, 2017	Title One Reading Room	Meeting postponed due to glitches in the Rising Star Program.	R. Mahnke, C. Byars & J. Hay
October 5, 2017	Title One Reading Room	Worked on the Written Title One Plan to be submitted to the Board of Education at their November Meeting.	R. Mahnke, C. Dennint & C. Byars, J. Hrabak, J. Hay
October 11, 2017	Title One Reading Room	Worked on the Written Title One Plan to be submitted to the Board of Education at their November Meeting.	R. Mahnke
November 1, 2017	Title One Reading Room	Worked on the Written Title One Plan ... still waiting on the IL State Report Card to be released.	R Mahnke
November 6, 2017	Title One Reading Room	Discussed and Updated Sections	R. Mahnke, C. Denning, J. Hay, M. Jones and C. Byars
November 8, 2017	Title One Reading Room	Added Statistics from the Illinois State Report Card to the Title One Plan.	R.Mahnke

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 2016-2017 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
2017	72	94	9	13	318	97	1	1	0	1
2016	72	95	15	12	314	97	1	1	0	1
2015	74	94	11	13	327	96	1	1	0	2
Avg.	73	94	12	12	320	97	1	1	0	1

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, 73% of our students come from low income homes and trend data shows that this continues to increase yearly. In addition on average, 12.% 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 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. 1st Grade students are routinely assessed in the reading curriculum using teacher developed tests based in part on the Houghton Mifflin Reading series as well as Common Formative Assessments and Student Learner Objectives. Second Grade students are routinely assessed in the reading curriculum using teacher developed tests based on their Reading program "Reading and Writing Through the Year" as well as Common Formative Assessments and Student Learner Objectives.

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.

All K-2 students are also routinely monitored using a combination of things including MAP Skills for second grade reading, MAP Skills checklists for kindergarten and first grade Reading and Intervention Central for all K-2 math students, as well as both the MAP Skills and MAP Skills Checklists. 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. This will mark the second year of transitioning to MAP testing which replaced AIMSweb during the 2016-2017 school year.

The following tables show a variety of Assessments that cover our Benchmark testing over the past three years. AIMSweb Data was used for the 14-15 and 15-16 school years, Transitioning into the MAP Pilot Program data that was collected for the 2016-17 school year. The MAP Tier 1 students would be those that score at or above the 40th %ile compared to AIMS in which Tier 1 students are those that score at or above the 25th %ile. Tier 2 students in MAP would be those that score between the 21st and 40th %iles, while AIMS Tier 2 students score between the 10th and 25th %ile and MAP students falling in the Tier 3 category would be those students that score at <the 21st %ile, while in AIMS it would be those that score below the 10th %ile. As we transition to this program, it will be important to note those differences in breakdowns.

In addition the Skill Groups tested by the MAP program differ slightly from the AIMSweb program. The majority of areas tested by the AIMSweb program fall within the Foundational Skills bracket of the MAP testing program. When you look at a side by side comparison, of last year's fall kindergarten scores as compared to this year's MAP scores and take into account the slight differences in the Tier identification, the testing results do appear to be quite similar.

This testing also provides data on several other aspects of reading that the AIMSweb program did not, and it is for these reasons that the district has decided to switch testing programs. More information on this will be available throughout the course of this year and next.

Reading Data Kindergarten		2014-2015 AIMSWeb			2015-2016 AIMSWeb			2016-2017 MAP Scores		
		F	W	S	F	W	S	F	W	S
Letter Naming Fluency	Tier 1	79%	76%	85%	72%	81%	85%			
	Tier 2	18%	22%	13%	18%	10%	9%			
	Tier 3	3%	2%	2%	10%	10%	7%			
Letter Sound Fluency	Tier 1	-	72%	88%	-	84%	88%			
	Tier 2	-	22%	10%	-	10%	4%			
	Tier 3	-	7%	2%	-	7%	8%			
Phonemic Segmentation	Tier 1	-	81%	94%	-	81%	91%			
	Tier 2	-	9%	5%	-	9%	5%			
	Tier 3	-	11%	1%	-	8%	3%			
Nonsense Word Fluency	Tier 1	-	67%	90%	-	82%	88%			
	Tier 2	-	25%	7%	-	10%	3%			
	Tier 3	-	8%	3%	-	9%	9%			
Literature & Information	Tier 1							88%	54%	61%
	Tier 2							10%	25%	17%
	Tier 3							2%	21%	22%
Vocabulary Use and Function	Tier 1							87%	61%	66%
	Tier 2							7%	23%	17%
	Tier 3							4%	16%	17%
Language & Writing	Tier 1							57%	49%	64%
	Tier 2							33%	34%	22%
	Tier 3							10%	18%	14%
Foundational Skills	Tier 1							61%	46%	61%
	Tier 2							22%	33%	26%
	Tier 3							16%	21%	13%
Overall Performance	Tier 1							84%	53%	63%
	Tier 2							12%	31%	25%
	Tier 3							4%	16%	13%

Reading Data First Grade		2014-2015 AIMSWeb			2015-2016 AIMSWeb			2016-2017 MAP Scores		
		F	W	S	F	W	S			
Letter Naming Fluency	Tier 1	84%	-	-	79%	-	-			
	Tier 2	12%	-	-	13%	-	-			
	Tier 3	4%	-	-	8%	-	-			
Letter Sound Fluency	Tier 1	96%	-	-	85%	-	-			
	Tier 2	2%	-	-	12%	-	-			
	Tier 3	2%	-	-	3%	-	-			
Phonemic Segmentation	Tier 1	94%	88%	-	91%	92%	-			
	Tier 2	5%	10%	-	7%	5%	-			
	Tier 3	1%	2%	-	2%	4%	-			
Nonsense Word Fluency	Tier 1	86%	85%	86%	80%	86%	86%			
	Tier 2	11%	12%	8%	12%	11%	11%			
	Tier 3	3%	3%	6%	8%	4%	4%			
RCBM	Tier 1	72%	75%	81%	74%	85%	92%			
	Tier 2	23%	15%	15%	21%	9%	6%			
	Tier 3	4%	11%	4%	6%	6%	2%			
MAZE	Tier 1	-	75%	89%	-	74%	94%			
	Tier 2	-	15%	6%	-	21%	4%			
	Tier 3	-	11%	5%	-	6%	2%			
Literature & Information	Tier 1							61%	66%	79%
	Tier 2							25%	22%	14%
	Tier 3							14%	13%	7%
Vocabulary Use and Function	Tier 1							70%	62%	72%
	Tier 2							22%	23%	20%
	Tier 3							10%	15%	7%
Language & Writing	Tier 1							72%	59%	74%
	Tier 2							15%	26%	11%
	Tier 3							14%	16%	15%
Foundational Skills	Tier 1							64%	60%	72%
	Tier 2							24%	22%	13%
	Tier 3							12%	18%	16%
Overall Performance	Tier 1							67%	63%	76%
	Tier 2							23%	20%	16%
	Tier 3							11%	16%	7%

Reading Data Second Grade		2014-2015 AIMSWeb			2015-2016 AIMSWeb			2016-2017 MAP Scores		
		F	W	S	F	W	S	F	W	S
RCBM	Tier 1	77%	71%	78%	79%	82%	80%			
	Tier 2	15%	22%	16%	17%	11%	12%			
	Tier 3	8%	7%	6%	4%	8%	9%			
MAZE	Tier 1	93%	86%	87%	88%	90%	85%			
	Tier 2	5%	5%	6%	9%	7%	9%			
	Tier 3	2%	8%	6%	3%	3%	6%			
Literature & Information	Tier 1							71%	66%	64%
Key Ideas and Details	Tier 2							15%	20%	24%
	Tier 3							14%	14%	12%
Literature and Information	Tier 1									
Language Craft & Structure	Tier 2									
	Tier 3									
Informational Text	Tier 1							61%	61%	68%
Key Ideas and Details	Tier 2							21%	23%	16%
	Tier 3							18%	17%	15%
Informational Text	Tier 1									
Language Craft & Structure	Tier 2									
	Tier 3									
Vocabulary	Tier 1							66%	64%	65%
Acquisition and Use	Tier 2							14%	19%	21%
	Tier 3							20%	17%	14%
Overall Performance	Tier 1							63%	64%	63%
	Tier 2							21%	20%	22%
	Tier 3							15%	15%	15%

A three year comparison of data is no longer possible due to the fact that while both Benchmark tests are valuable in their own rite, they are not compatible with each other. In addition, the reports from the New MAP testing do not break down the students into the Tiers that our district has established. During the 2016-2017 school year Washington Elementary adopted a compromise plan of using the data from the Foundational Skills sections of the test for K-1 and creating our Tiers 2 and 3 based solely on the Data from a Tier 3 group. In addition we took ONLY the lowest performing students from Tier 2 that scored at or below the 25thile.

A review of the data from the 2016-17 school year, as compared to previous years shows that the majority of students are performing at grade level in most areas of reading.

In Kindergarten the current data shows that overall approximately 88% of our students are performing at or above the 20thile with 13% of our students performing below the 20thile. Breaking this down 78% of our students are doing well in Literature and Information, 83% of our students are doing well with Vocabulary Use and Function, 86% of our students are doing well in Language and Writing and 87% of our students are doing well in Foundational Skills. Our Strengths appear to be Language, Writing, Foundational Skills, Vocabulary Use and Function. Our weakest area falling below 80% is Literature and Information.

In first grade the current data shows that overall approximately 92% of our students are performing at or above the 20thile with 7% of our students performing below the 20thile. Breaking this down 93% of our students are doing well in Literature and Information, 92% of our students are doing well with Vocabulary Use and Function, 85% of our students are doing well in Language and Writing and 85% of our students are doing well in Foundational Skills. Our Strengths appear to be Literature, Information and Vocabulary Use and Function, 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 20thile with only 15% of our students performing below the 20thile. Breaking this down 88% of our students are doing well in Literature, 84% of our students are doing well in Informational text and 86% of our students are performing well with Vocabulary Acquisition and Use. Our strength would be in Literature, 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, there is not that much movement at the lowest 20thile.
- Overall accuracy and Validity of this test in the Fall of Kindergarten as indicated by the huge drop in performance between Fall and Winter Testing. In fact there is NO growth at all but rather a drop from 84% to 63%.
- There is minimal growth in first grade 2% from fall to spring with only 4% of our students moving out of the lowest tier.
- There is minimal growth in second grade 1% from fall to spring with NO movement in the lowest tier.

Math Data Kindergarten		2014-2015 AIMSWeb			2015-2016 AIMSWeb			2016-2017 MAP Scores		
		F	W	S	F	W	S	F	W	S
Oral Counting Fluency	Tier 1	73.6%	70.7%	86.2%	63.4%	72.1	80.8			
	Tier 2	14.3%	23.9%	5.7%	20.8%	19.4	9.6			
	Tier 3	12.1%	5.4%	8.0%	15.8%	8.6	9.6			
Number Identification	Tier 1	75.8%	79.3%	81.6%	72.3%	82.8	85.1			
	Tier 2	18.7%	13.0%	14.9%	11.9%	10.8	6.4			
	Tier 3	5.5%	7.6%	3.4%	15.8%	6.5	8.5			
Quantity Discrimination	Tier 1	NT	76.1%	80.5%	--	88.2	81.9			
	Tier 2	NT	17.4%	13.8%	--	6.5	13.8			
	Tier 3	NT	6.5%	5.7%	--	5.4	4.3			
Missing Number	Tier 1	NT	76.1%	80.9%	--	81.7	77.6			
	Tier 2	NT	14.1%	10.3%	--	5.4	17.0			
	Tier 3	NT	9.8%	5.7%	--	12.9	5.3			
Operations and Algebraic	Tier 1							34%	40%	57%
	Tier 2							41%	16%	19%
	Tier 3							25%	45%	23%
Numbers and Operations	Tier 1							58%	52%	60%
	Tier 2							30%	18%	25%
	Tier 3							11%	31%	16%
Measurement and Data	Tier 1							71%	54%	59%
	Tier 2							21%	28%	21%
	Tier 3							9%	19%	21%
Geometry	Tier 1							80%	57%	59%
	Tier 2							14%	25%	26%
	Tier 3							6%	18%	16%
Overall Performance	Tier 1							64%	47%	63%
	Tier 2							26%	30%	17%
	Tier 3							10%	24%	21%

Math Data First Grade		2014-2015 AIMSWeb			2015-2016 AIMSWeb			2016-2017 MAP Scores		
		F	W	S	F	W	S	F	W	S
Oral Counting Fluency	Tier 1	77%	80.4%	NT	79.3	91.7				
	Tier 2	13%	15.5%	NT	9.2	7.1				
	Tier 3	10%	4.1%	NT	11.5	1.2				
Number Identification	Tier 1	73.0%	80.5%	NT	80.4	90.6				
	Tier 2	15.0%	14.4%	NT	16.1	8.2				
	Tier 3	12%	5.2%	NT	3.4	1.2				
Quantity Discrimination	Tier 1	82%	84.4%	92.5%	78.1	87.1	89.5			
	Tier 2	7%	9.4%	4.3%	14.9	9.4	5.8			
	Tier 3	11%	6.3%	3.2%	6.9	3.5	4.7			
Missing Number	Tier 1	83%	88.6%	89.4%	85	90.6	84.9			
	Tier 2	11%	8.2%	9.6%	11.5	5.9	10.5			
	Tier 3	6%	3.1%	1.1%	3.4	3.5	4.7			
Math Comp	Tier 1	NT	92.8%	95.7%	--	94.2	96.6			
	Tier 2	NT	4.1%	2.1%	--	3.5	1.2			
	Tier 3	NT	3.1%	2.1%	--	2.4	2.3			
Operations and Algebraic	Tier 1							74%	71%	70%
	Tier 2							17%	18%	22%
	Tier 3							9%	11%	6%
Numbers and Operations	Tier 1							65%	59%	68%
	Tier 2							23%	22%	23%
	Tier 3							13%	20%	9%
Measurement and Data	Tier 1							65%	45%	70%
	Tier 2							17%	28%	19%
	Tier 3							17%	27%	12%
Geometry	Tier 1							60%	51%	70%
	Tier 2							27%	20%	13%
	Tier 3							13%	29%	17%
Overall Performance	Tier 1							69%	57%	70%
	Tier 2							22%	27%	20%
	Tier 3							10%	16%	10%

AIMSweb Math Data Second Grade		2013-2014 Second Grade Composite Scores *Provided by another school within our district			2014-2015 Second Grade Composite Scores			2015-2016 Second Grade Composite Scores		
		F	W	S	F	W	S	F	W	S
Math Comp	Tier 1	85.4	80.8	83.9	92.2%	91.8%	76.2%	95.7	92.4	80.7
	Tier 2	12.5	12.8	12.9	5.9%	5.2%	18.6%	3.3	7.6	17.2
	Tier 3	2.1	6.4	3.2	2.0%	3.1%	5.2%	1.1	0	2.2
Math CAP	Tier 1	60.4	67	83.2	72.6%	71.1%	81.4%	72.5	79.3	80.7
	Tier 2	30.2	28.7	10.5	17.6%	22.7%	13.4%	17.6	19.6	19.4
	Tier 3	9.4	4.3	6.3	9.8%	6.2%	5.2%	9.9	1.1	0
Operations and Algebraic	Tier 1							54%	40%	47%
	Tier 2							30%	36%	28%
	Tier 3							16%	24%	26%
Numbers and Operations	Tier 1							42%	49%	52%
	Tier 2							34%	26%	31%
	Tier 3							23%	25%	16%
Measurement and Data	Tier 1							56%	50%	54%
	Tier 2							21%	27%	30%
	Tier 3							23%	23%	15%
Geometry	Tier 1							67%	57%	57%
	Tier 2							15%	23%	27%
	Tier 3							18%	20%	16%
Overall Performance	Tier 1							54%	46%	48%
	Tier 2							25%	31%	42%
	Tier 3							21%	23%	9%

A three year comparison of data is no longer possible due to the fact that while both Benchmark tests are valuable in their own rite, they are not compatible with each other. In addition, the reports from the New MAP testing do not break down the students into the Tiers that our district has established. During the 2016-2017 school year Washington Elementary adopted a compromise plan of using the data from the Foundational Skills sections of the test for K-1 and creating our Tiers 2 and 3 based solely on the Data from a Tier 3 group. In addition we took ONLY the lowest performing students from Tier 2 that scored at or below the 25thile.

A review of the data from the 2016-17 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 80% of our students are performing at or above the 20thile while 21% of our students are performing below the 20thile. Breaking this down 76% 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 85% of our students are doing well in Geometry. Our strengths appear to be Numbers and Operations, Geometry and Measurement and Data. Our weakest area falling below 80% is Operations and Algebraic Thinking.

In First Grade the current data shows that overall approximately 90% of our students are performing at or above the 20thile while 10% of our students are performing below the 20thile. Breaking this down 92% of our students are doing well in Operations and Algebraic Thinking, 91% of our students are doing well in Numbers and Operations, 89% of our students are doing well in Measurement and Data and 83% of our students are doing well in Geometry. Our strengths appear to be Operations and Algebraic Thinking and Numbers and Operations. . Our weakest area is Measurement and Data though it is not below 80%.

In Second Grade the current data shows that overall approximately 90% of our students are performing at or above the 20thile while 10% of our students are performing below the 20thile. Breaking this down 75% of our students are doing well in Operations and Algebraic Thinking, 83% of our students are doing well in Numbers and Operations, 84% of our students are doing well in Measurement and Data and 84% of our students are doing well in Geometry. Our strengths appear to be Numbers and Operations, Geometry and Measurement and Data. Our weakest area falling below 80% is 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 Operations and Algebraic Thinking seem to be very strong in First, yet very weak in K and 2
- A lack of students moving OUT of the lowest Tier in Grades K and 1.
- Overall accuracy an Validity of this test in the Fall of Kindergarten as indicated by the huge drop in performance overall between fall and Winter Testing and the fact that they made negative 10% growth between fall and spring.
- There is minimal growth in first grade 1%.
- The overall growth in 2nd grade is 10%, the most significant being the 10% decrease in the lowest tier.

Curriculum & Instruction

During the evaluation of the 2015-2016 School-Wide Plan, the team looked at the following areas regarding curriculum and instruction: Instructional Programs and Materials, Technology and Support Personnel.

During the 2016-2017 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 lab and I-Pad lab on a regular basis. Students use computers for 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, (provided through Mid-State Special Education Cooperative) 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 19:1 for elementary classrooms within the district in 2016-2017. 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 average teaching experience has slowly begun to increase, from a low of 13.5 in 2012 to our current 15.6. The upward trend has been due in large part to teacher retirements that have NOT been replaced by younger, less experienced teachers. 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 should be noted that these numbers do not reflect the last 3 years as that data has not been posted by the state. 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 steadily decreased from 80%(2012) to 73% while the number of teachers with a Master's degree has increased from 20% (2012) to 27%. 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.	
2012	90		77.0	23.0	79.7	20.3	15.9	15.2	0
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

Pana C.U.S.D. #8 has a highly qualified staff. It should be noted that the over the last three 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 2016-2017 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 2017-2018 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.

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 2017-2018 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 the Coordination Plan. This plan will ensure that the students' instructional day is coordinated to ensure 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 2017-2018 school-year, Washington Elementary will continue the implementation of the PBIS program with the tier 2 check in check out system. We will also continue to monitor our PBIS goals to make sure that they are current and providing us with reliable and usable data.

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.

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 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 increased with the addition of quality equipment.

Program Goal(s): Academic

The following program goals were established by the team:

1. By the spring of 2017-2018 School Year, 80% of all K-2 students, tested at Washington Elementary using the MAP assessment(s) for math will score above the 20thile in each breakdown area of math as measured by the class grade level report of the MAP assessment.
2. By the spring of 2017-2017 School year, 80% of all K-2 students tested at Washington Elementary using the MAP assessment(s) for Reading will score above the 20thile in each breakdown area as measured by the class grade level report of the MAP assessment.
3. By the spring of 2017-2018 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.
4. During the 2017-2018 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.

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 will be our primary focus during the 2017-18 school year.

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?"

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 2016-2017 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 2017-2018 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 2017-2018 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 17-18 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 2017-18 school year district staff will continue to be trained in the new MAP assessment program and learn ways make the most of the data they are collecting.

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 AIMSWeb 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.

2017-2018 Title One Evaluation & Planning Team

Cheri Wysong	<u>Cheri Wysong</u>
Rebecca Mahnke	<u>Rebecca Mahnke</u>
Cindy Denning	<u>Cindy Denning</u>
Janice Hrabak	<u>Janice Hrabak</u>
Mary Jones	<u>Mary Jones</u>
Jenny Lehn	<u>Jenny Lehn</u>
Candy Byars	<u>Candy Byars</u>
Jody Hay	<u>Jody Hay</u>
Jessica Miller	<u>Jessica Miller</u>
Wendy Mundell	<u>Wendy Mundell</u>
Whitney Reynolds	<u>Whitney Reynolds</u>

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)