1) Assign a Schoolwide Program Review Team

Title 1 regulations require that a school operating a schoolwide program annually evaluate the implementation of, and results achieved by, the schoolwide program. The school must revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement.

1A) Schoolwide Program Review Team

Core Team – Highlighted yellow

Name	Title	Stakeholder Group
Cheri Wysong	Title 1 Director	District Staff
Juletta Ellis	Principal	Administrator
Dena Smith	Reading Intervention Teacher	Licensed Staff
Sara Kallal	Math Intervention Teacher	Licensed Staff
Mark Schmitz	Science Teacher	Licensed Staff
Matt Miller	Parent/Social Studies Teacher	Licensed Staff/Parent

1B) Overview

Chosen Members

The Title director and intervention teachers at Pana Jr. High School based their team selection on respective stakeholder roles and interest. The goal was to include administration, licensed staff, and community members. The core team consists of C. Wysong, D. Smith, and S. Kallal. The Schoolwide Title Team (SWTT) consists of all names mentioned above.

Tasks

Wysong	Provide Agendas for meetings Assist/guide Title 1 team by providing helpful resources/answering questions. Keep team accountable (documentation, agendas, etc) Attend meetings when schedule allows Review and analyze data if needed Assist with making changes to Schoolwide Title Plan if needed Encourage communication among all team members

Ellis	Assist/guide Title 1 team by providing helpful resources Keep team accountable (documentation, agendas, etc) Attend meetings when schedule allows. Review and analyze data if needed Assist with making changes to Schoolwide Title Plan if needed Encourage communication among all team members
Smith	Data Collector Data Entry Gather and share Parent Involvement documentation Review and analyze data Note taker if needed Assist with creating surveys Make contacts with other team members through e-mail, and/or phone calls regarding meetings/events
Kallal	Data Collector Data Entry Gather and share Parent Involvement documentation Review and analyze data Note taker if needed Assist with creating surveys Make contacts with other team members through e-mail, and/or phone calls regarding meetings/events

Schmitz	Provide a teacher's perspective of student and parent needs Provide information regarding Eighth Grade classroom parent events Assist with creating surveys Assist with creating graphs that reflect collected data Assist with evaluating Schoolwide Title 1 Plan Assist with making changes to the Schoolwide Title 1 plan
Miller	Provide a parent's perspective of student and parent needs Provide a mentor's perspective of student needs Assist with creating surveys Assist with evaluating Schoolwide Title 1 Plan Assist with making changes to the Schoolwide Title 1 plan

1C Documentation: Attendance, Agenda, Minutes attached at end of Evaluation Report

Date/Time	Location	Agenda Topics	Attendees
9/22/2016	Reading Intervention Room, PJHS	Planning Meeting Reviewing/gathering data Team members chosen	Core Team
10/19/2016	Reading Intervention Room, PJHS	Discussion/overview of plans for completing Schoolwide Title Evaluation	Core Team
11/17/2016	Reading Intervention Room, PJHS	Reviewing/gathering data	Core Team
12/16/2016	Reading Intervention Room, PJHS	Interpreted, analyzed data and entered data into written format	Core Team
1/26/2017	Reading Intervention Room, PJHS	Interpreted, analyzed data and entered data into written format	Core Team
2/15/2017	Reading Intervention Room, PJHS	Interpreted, analyzed data and entered data into written format	Core Team, Administration

3/23/2017	Reading Intervention Room, PJHS	Revision of written format and included information	Core Team, Administration
4/20/2017	Reading Intervention Room, PJHS	Revision of written format and included information	Core Team, Administration
5/18/2017	Math Intervention Room, PJHS	Re-formatting, reorganizing of documents into new approved template	Core Team

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2) Data Collection

2A) Types of Data

Student Achievement Data (PARCC, Academy of Math, MAP)	Perception Data (Surveys, Reflection Notes, Event documents, list of District PI Team)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Sp. Ed)
Dena Smith	Sara Kallal	Illinois Interactive Report Card (IIRC)
Sara Kallal		Student Information System
Bonnie Sowarsh		PJHS School Report Card

2B) Overview of Data Collection

Student Achievement Data

D. Smith and S. Kallal collected and interpreted PARCC and MAP data. B. Sowarsh provided behavior data reports.

PARCC
Pana Jr. High School students in grades 6, 7 and 8 are assessed annually with the PARCC The PARCC measures individual student achievement relative to the Common Core Standards. The results give parents, teachers, and school another measure of student learning and school performance. The PARCC assesses both reading and math for the 6th, 7th and 8th grades. Students are tested on the Common Core for Reading and Math.

Perception
Sara Kallal collected Parent Involvement documentation/data.

Demographic Data

J. Ellis and C. Wysong provided the core team with demographic data from these sources: Illinois Interactive Report Card (IIRC), Student Information System, and the PJHS School Report Card.

Pana Junior High School is a grade 6, grade 7 and grade 8 building of approximately 294 students located in Christian County Illinois. Pana Junior High is one of four schools in the Pana C.U.S.D #8 School District. The district also includes two elementary schools, and one high school. Pana C.U.S.D #8 has a school population of roughly 1,312 students and a community population of approximately 6,000 people. Demographically, the city of Pana is a challenged economic community with many families living below the poverty index. Approximately 61.7 percent of the student population in Pana qualify for free and reduced lunch programs.

The following information is used to compile the Comprehensive Needs Assessment.

Data Profile

1.   Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	%Female
2016-2017	294	148	50.3	146	49.7
2015-2016	273	142	52	131	48
2014-2015	283	149	53	134	47
2013-2014	189	102	54	87	46

2.   Student Enrollment by Ethnicity

Year	Total Enrollment	Black	% American Indian	Hispanic	%Asian/Pacific Islander	White	%Other
2016-2017	294	0	0.7	1.4	0.7	95.2	2
2015-2016	273	0.4	0.4	1.8	0.7	94.5	2.2
2014-2015	283	0	0	1.1	0.7	96.5	1.8
2013-2014	189	0	0	0.5	0.5	97.9	1.1

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2016-2017	190	64.6
2015-2016	183	67
2014-2015	184	65
2013-2014	103	55

4. Students Participating by the Title 1 Program

Year	Number	Percent of Population
2016-2017	135	46
2015-2016	144	52.7
2014-2015	117	41.3
2013-2014	79	41.8

5.   Student Attendance

Year	Avg. Daily Attendance	% of Student Population
2016-2017	279.3	95
2015-2016	259.9	95.2
2014-2015	265.7	93.9
2013-2014	178.0	94.2

6.   Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2016-2017	20.3	6.9		
2015-2016	22.0	8.2		
2014-2015	32.0	11.3		
2013-2014	19.1	10.1		

7.   Student Truancy Rate

Year	Average Daily Truancy	% of Student Population
2016-2017	14.1	4.8
2015-2016	0	0
2014-2015	5.9	2.1
2013-2014	3.9	2.1

8.   Students Identified as English Language Learners (ELL)

Year	Program Enrollment	% of Student Population
2016-2017	0	0
2015-2016	0	0
2014-2015	0	0
2013-2014	0	0

9. Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teacher	Number of HQT	Number of Non HQT
25	25	0
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
5	5	0

10. Teaching Experience

	Years of Experience					
Number of Certified Teachers	0-2	3-5	6-10	11-14	15-20	20+
25	2	2	4	6	5	6

11. Education

	Level of Education					
Number of Certified Teachers	Bachelor's	Bachelor's +15	Master's	Master's +15	Doctorate	National Board Certification
	17	1	5	2	0	1

3) Data Analysis

MAP

6th Grade Reading

Sixty-seven students increased their RIT from fall to spring. Thirty-four students decreased their RIT scores from fall to spring. Five students had the same RIT scores in the spring as they did in the fall.

The overall mean MAP score increased by 1.8 points from fall to spring. The standard deviation increased from 12.7 to 14.8 from the fall to the spring. This indicates that the difference between what the highest functioning students could do and what the lowest functioning students could do increased. As the skills became more difficult, the lower students didn't appear to be able to maintain or show growth in that area. Sixth grade students overall scored 1.5 RIT points below the norm grade level mean RIT score in the fall, and scored 4.5 points below the norm mean grade level RIT in the spring.

	Lo %tile <21	LoAvg %tile 21-40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile >81
Literature Fall	19%	22%	23%	23%	13%
Literature Spring	21%	24%	21%	21%	13%
Info Txt Fall	25%	13%	32%	21%	8%
Info Txt Spring	19%	31%	24%	21%	4%
Vocab Fall	21%	23%	23%	24%	8%
Vocab Spring	24%	23%	20%	28%	5%

Sixth grade reading is a concern since the students' mean RIT scores were below the norm in the fall and fell even further below in the spring. Informational Text is an area of concern because only half of the students were able to maintain their ability to score in the Hi category from fall to spring. The LoAvg category showed a large increase in the percentage of students who scored in this category. While 6% of students moved from Lo to LoAvg, 8% of students decreased from Avg to LoAvg.

7th grade Reading

Fifty students increased their RIT score from fall to spring. Twenty-nine students decreased their RIT score from fall to spring. Three students had the same RIT score in the spring as they did in the fall.

The overall mean MAP score for 7th grade increased by 1.4 RIT points from fall to spring. The standard deviation increased from 13.7 to 15.7 from the fall to the spring. This indicates that the difference between what the highest functioning students could do and what the lowest functioning students could do increased. As the skills became more difficult, the lower students didn't appear to be able to maintain or show growth in that area. Seventh grade students overall scored 2.2 RIT points above the norm grade level mean RIT score in the fall, and scored 0.2 points below the norm mean grade level RIT in the spring.

	Lo %tile <21	LoAvg %tile 21-40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile >81
Literature Fall	14%	11%	19%	32%	24%
Literature Spring	19%	12%	24%	25%	20%
Info Txt Fall	14%	17%	25%	25%	19%
Info Txt Spring	14%	23%	18%	20%	19%
Vocab Fall	10%	19%	23%	34%	14%
Vocab Spring	14%	23%	21%	27%	14%

Based on the information from the MAP assessment, Seventh grade reading is an area of concern because students were unable to maintain scoring above the norm RIT score from fall to spring. All areas except Informational Text showed an increase in the percentage of students who scored in the Lo and LoAvg areas when comparing their fall scores to their spring scores. Also, all areas showed a decrease in the percentage of students who scored in the HiAvg area from fall to spring.

8th Grade Reading

Sixty-two students increased their RIT score from fall to spring. Twenty decreased their RIT score from fall to spring. Eight students had the same RIT score in the spring that they had in the fall.

The standard deviation increased from 13.7 to 14.0 from the fall to the spring. This indicates that the difference between what the highest functioning students could do and what the lowest functioning students could do was similar. Eighth grade students overall scored 2.3 RIT points above the norm grade level mean RIT score in the fall, and scored 2.8 points above the norm mean grade level RIT in the spring.

	Lo %tile <21	LoAvg %tile 21-40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile >81
Literature Fall	11%	23%	26%	23%	18%
Literature Spring	12%	19%	16%	32%	21%
Info Txt Fall	8%	25%	19%	31%	17%
Info Txt Spring	12%	20%	22%	21%	24%
Vocab Fall	11%	28%	14%	28%	19%
Vocab Spring	10%	18%	27%	26%	20%

The overall mean MAP score for 8th grade increased by 2.3 RIT points from fall to spring. Eighth grade reading was an area of strength because these students were able to score above the norm RIT score in the fall and maintained that in the spring. Also, in all categories except informational text, students were able to show an increase in the percentage of students who scored in the HiAvg and Hi categories.

Math

6th Grade

Eighty-seven students increased their RIT from fall to spring. Eighteen students decreased their RIT scores from fall to spring. Three students had the same RIT scores in the spring as they did in the fall.

The overall mean MAP score increased by 6.1 points from fall to spring. The standard deviation increased from 12.8 to 15.1 from the fall to the spring. This indicates that the difference between what the highest functioning students could do and what the lowest functioning students could do increased. As the skills became more difficult, the lower students didn't appear to be able to maintain or show growth in that area. Sixth grade students overall scored 9.7 RIT points below the norm grade level mean RIT score in the fall, and scored 11.3 points below the norm mean grade level RIT in the spring.

	Lo %tile <21	LoAvg %tile 21-40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile >81
Operations & Algebraic Thinking Fall	34%	36%	24%	5%	1%
Operations & Algebraic Thinking Spring	35%	27%	27%	9%	2%
Real & Complex Number Systems Fall	26%	29%	24%	16%	5%
Real & Complex Number Systems Spring	30%	36%	20%	11%	3%
Geometry Fall	37%	31%	25%	3%	3%
Geometry Spring	37%	29%	18%	12%	4%
Statistics & Probability Fall	40%	22%	25%	11%	2%
Statistics & Probability Spring	37%	39%	15%	7%	2%

An area of concern for sixth grade math is how far below the norm grade level mean RIT score they are as a whole. The real and complex number systems and statistics and probability are the two areas of greatest concern because students were not able to maintain scoring in the HiAvg and Avg categories and the percentage of students who scored in the Lo and LoAvg categories increased significantly.

7th Grade
Sixty-five students increased their RIT from fall to spring. Fourteen students decreased their RIT scores from fall to spring. Four students had the same RIT scores in the spring as they did in the fall.
The overall mean MAP score increased by 4.9 points from fall to spring. The standard deviation increased from 16 to 17.9 from the fall to the spring. This indicates that the difference between what the highest functioning students could do and what the lowest functioning students could do increased.   Seventh grade students overall scored 5.2 RIT points below the norm grade level mean RIT score in the fall, and scored 6.3 points below the norm mean grade level RIT in the spring.

	Lo %tile <21	LoAvg %tile 21-40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile >81
Operations & Algebraic Thinking Fall	22%	30%	16%	20%	13%
Operations & Algebraic Thinking Spring	20%	36%	17%	19%	8%
Real & Complex Number Systems Fall	24%	20%	24%	17%	15%
Real & Complex Number Systems Spring	23%	23%	26%	19%	10%
Geometry Fall	34%	22%	20%	16%	8%
Geometry Spring	31%	25%	18%	14%	12%
Statistics & Probability Fall	30%	20%	22%	19%	9%
Statistics & Probability Spring	26%	27%	19%	19%	8%

An area of concern for seventh grade math is how far below the norm grade level mean RIT score they are as a whole. The percentage of students who scored in the Hi category decreased in every area from fall to spring. An area of strength for the seventh grade math is that they showed growth from the fall to the spring in that all areas showed a decrease in the percentage of students who scored in the Lo category.

8th Grade

Sixty-eight students increased their RIT from fall to spring. Eighteen students decreased their RIT scores from fall to spring. Three students had the same RIT scores in the spring as they did in the fall.
The overall mean MAP score increased by 6 points from fall to spring. The standard deviation increased from 12.6 to 15.1 from the fall to the spring. This indicates that the difference between what the highest functioning students could do and what the lowest functioning students could do increased.   Eighth grade students overall scored 3.6 RIT points below the norm grade level mean RIT score in the fall, and scored 2.2 below the norm mean grade level RIT in the spring.

	Lo %tile <21	LoAvg %tile 21-40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile >81
Operations & Algebraic Thinking Fall	19%	23%	40%	14%	4%
Operations & Algebraic Thinking Spring	16%	24%	29%	20%	11%
Real & Complex Number Systems Fall	18%	31%	18%	22%	11%
Real & Complex Number Systems Spring	14%	29%	31%	17%	9%
Geometry Fall	24%	23%	27%	18%	9%
Geometry Spring	20%	24%	22%	21%	12%

Statistics & Probability Fall	16%	24%	40%	13%	8%
Statistics & Probability Spring	14%	29%	27%	21%	9%

An area of strength is that all area except the real and complex number systems showed an increase in the percentage of students who scored in the HiAvg and Avg categories from fall to spring.

An area of concern for eighth grade math is that as a whole eighth grade students fell below the norm RIT score in the fall and in the spring.

4) Review the Current Schoolwide Plan

4A) Overview

Pana Jr. High's Title I program consists of small group instruction (1-7 students), large group instruction (7-15 students), as well as a quantity of co-teaching with 6th grade students. A typical day for all tier level (I, II, III) students consists of a nine period day. One period is laid out in design for a supplemental focus on reading, math, and Interventions. This period is known to students as resource. During resource, students receive additional assistance in reading or math based on their needs.

Title I Reading Program

Students selected to participate in Tier II and Tier III level reading intervention and instruction are determined by a MAP Assessment score. Students who attend reading "Intervention Period" take part in scientifically researched interventions, consisting of SRA, Read Naturally, Small Group, Vocabulary Instruction.

Title I Math Program

Students selected to participate in Tier II and Tier III level math intervention and instruction are determined by MAP Assessment score.

Students who attend math "Intervention Period" take part in scientifically researched interventions, consisting of *MAP Skills Navigator, Academy of Math* and *Xtra Math*. *The Academy of Math* is designed for students who are working below grade level. The computer-based program starts the student at their current level while focusing on word problems, operations and terms within ten different skills areas, (Number Sense, Addition, Subtraction, Multiplication, Division, Equations, Fractions, Measurement, Geometry, and Graphing.) It is designed to supplement the PJHS core curriculum while allowing the students to have success at the level they are at currently.

5B) Focus Goals

The following program goals were established by the team:
1. **To increase student success in the areas of reading and math**
2. **To increase parent and family involvement for the benefit of the students**

 <u>**Required Components**</u>

Component 1: Schoolwide Reform Strategies

The primary goal for implementing these structures is to provide opportunities for all children to meet proficient and advanced levels of student achievement.

Schoolwide Reform Strategies:

PLC:(Professional Learning Communities) changes the focus from teaching to learning that is supported by research based instructional strategies

TLI:(Tier Level Instruction) MAP (tiers 1, 2, and 3)

PBIS:Behavior Plan

CFA:(Common Formative Assessments)

SLO (Student Learner Objective) given by each teacher to drive instruction.

PBL:(Project Based Learning) Elective courses where students are engaged in problem solving which leads to the creation of a project and/or product.

Component 2: Instruction by Highly Qualified Teachers

Implementation: All teachers and paraprofessionals are highly qualified by NCLB standards.

Teachers and paraprofessionals are keeping documentation update and accurate.

Component 3: Professional Development

Implementation:
All staff is given two professional development days to attend workshops and seminars. In addition to that, the PLC extended school day allows for teachers and administration to meet for collaboration.

Component 4: High Quality Teacher to High Need Schools

Implementation:
 Single span grade centers and all attendance centers based on the districts make up. The Jr. High has fourteen core teachers, three special education teachers, two title one teachers, a shared music teacher, a shared art teacher, a shared band teacher, two p.e. teachers, and a shared resource teacher. This is a total of twenty-five certified teachers.

Component 5: Parent Involvement

Implementation: This year the Parent Involvement Coordinator (PIC) for PJHS has supplied the PJHS parents, families, and students with ten family friendly events at the Jr. High. In August, the PIC and staff put together a meet the principal night, an Open-House Scavenger Hunt providing students and families with a meet and greet with the teachers, a glimpse into the expectations of a 6th, 7th, or 8th grade student, and a fun introduction to the layout of the building, and two Chromebook introduction meetings. In September, we held the annual Title One meeting to inform the families and parents about our Title I Parental Involvement Plan and our Schoolwide Plan. PJHS held a Student Led Conferences that allowed students to speak about their accomplishments and areas of needed work to their parent/guardians. In October, PJHS held Student Led Conferences that allowed students to speak about their accomplishments and areas of needed work to their parent/guardians. In December, we had a Parent Tech Academy. In February, we had a parent meeting to explain high school courses available for our 8th graders. In March, we had Student Led Conference and a K-9 Demonstration by our local police force. Our final event came in May with our PBL Showcase which displayed each class and some of the things the students learned during that period.

Component 6: Transition Strategies

Implementation: PJHS enrolls students in grades 6th, 7th, and 8th. Because of this, this school does not have direct coordination with preschool programs. We do assist in the transition of students between Lincoln and the Jr. High. We have our 8th grade students write a letter to a 6th grade student telling him/her about the Jr. High and the expectations. We invite the 6th grade students to the building for lunch and a tour with some of our upper students acting as tour guides. We have a meeting for the parents and students just before school starts to allow for questions and concerns to be addressed.

Component 7: Data Driven Decisions

PJHS will include teachers in decisions about the use of academic assessment information for the purpose of improving student achievement-This year PJHS will be using data from: PARCC, MAP, and CFAs.

Component 8: Effective and Timely Additional Assistance

Effective and timely additional assistance for students who have difficulty mastering the standards at proficient and advanced levels will be provided. PJHS administers assistance based on tiered levels of instruction beyond the core instruction offered. Low performing students were identified using MAP. Every student at Pana Jr. High School is assessed using the MAP assessment.

Component 9: Coordination of Programs

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 the state Reading Improvement Block Grant, 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.

Component 10: Needs Assessment

Comprehensive Needs Assessment- Each school looks at demographic data on our students and teaching staff.
The student and staff data used is in the tables above. The student data PJHS uses is the low income population, mobility rate, students with an IEP, race, achievement, and gender.
The data PJHS uses for teaching staff is years of experience, level of education, and the curriculum and instruction used.

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 and needs assessment of the schoolwide program for Pana Junior High 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 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 and state student assessments to determine the effectiveness of the schoolwide program. Annually, the staff will review the results of the state assessments to make adjustments or modifications to student instruction in an effort to continue to improve student performance outcomes.

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. With PARCC, parents receive an individual report for their child along with an interpretation guide each fall. 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 are made regarding a child's placement in a tier of instruction.

Adoption of Title I School-wide Plans

The Title I School-wide plan for Pana Junior High School, was adopted by the Pana C.U.S.D. #8 Board of Education on _____. The plans are made available to parents of students at each school for review and comment at least once a year. Current Title I School-wide plans are available online at www.panaschools.com.

_____
School Board President

_____
Date