

Title I Schoolwide Plan
Lincoln Elementary School
Pana, IL

<i>School District Name:</i>	<u>Pana C.U.S.D. #8</u>	
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Lincoln Elementary is a grade 3-5 school of approximately 300 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 school population of approximately 1,300 students and a community population of 6,000 thousand people. Demographically, the city of Pana is challenged economically with many families living below the poverty index. Approximately 64 percent of the student population in Pana C.U.S.D. #8 qualify for free and reduced lunch. This compares to 66 % of free and reduced students for the state. Ethnically, the district is approximately 96% white.

Section 1: Comprehensive Needs Assessment
Needs Assessment Team Members

<i>Representative Group</i>	<i>Individual Names</i>	<i>Role / Responsibilities</i>
<i>Parents</i>	1. Jodi Sims	1. Parent
<i>Teachers</i>	1. Angie Matthews	1. Grade 3 Teacher
	2. Carrie Beyers	2. Grade 4 Teacher
	3. Dara Berner	3. Grade 5 Teacher
<i>Other Staff</i>	1. Elsie Stewardson	1. Title I Math
	2. Brian Osborn Lisa Mayhall	2. Title I Reading
<i>School Administrators</i>	1. Deb Zueck	1. Principal
	2. Cheri Wysong	2. Program Coordinator
<i>Additional Members</i>	1. Mark Schmitz	

Meeting Dates & Agenda Items when plan was first developed.

<i>Meeting Dates</i>	<i>Agenda Items</i>	<i>Who Will Be Involved?</i>	<i>What Will Be Accomplished?</i>
March 22, 2010 3:15 p.m. PJHS Library	Parent Involvement Analysis Tool	Schoolwide Planning Team	Collection of Data/Review of Policies, Handbooks, Parent Involvement.
March 24, 2010 3:15 p.m. PJHS Library	Parent Involvement Analysis Tool	Schoolwide Planning Team	Collection of Data/Review of Policies, Handbooks, Parent Involvement.
April 8, 2010 3:15 p.m. PJHS Library	Presentation on Parent Involvement Analysis Data	Schoolwide Planning Team	Presentation and review of Parent Involvement Data Collected. Completion of Parent Involvement Analysis Tool, Work on Comprehensive Needs Assessment
April 14, 2010	Comprehensive Needs Assessment	Schoolwide Team	Collect Data/Complete Comprehensive Needs Assessment
April 21, 2010	Comprehensive Needs Assessment	Schoolwide Team	Continue work on needs assessment
April 26, 2010	Progress meeting on Comprehensive Needs Assessment	C. Wysong, D. Dively	Review progress of needs assessment for each Title I school and determine timeline for completion of schoolwide plans.
May 4, 2010	Review of Comprehensive Needs Assessment	Schoolwide Team/Parents	Review results of needs assessment with parent members/survey of parents

Components of a Schoolwide Plan

Section 1. Comprehensive Needs Assessment

As the 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 the 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 (%)	Attendance Rate (%)	Mobility (%)	IEP %	School Population	White, non-Hispanic	Black, non-Hispanic	Asian/Pacific Islander	Multiracial
2015	67.0	97.0	9.0	17.3	301	96.7	.3	.3	2.0
2014	66.6	95.0	12.0	16.0	302	95.7	.3	.3	1.0
2013	63.0	95.1	17.3	16.0	306	94.1	1.6	.3	2.0
AVG	65.53	95.7	12.76	16.43	303	95.5	.73	.3	1.66

As illustrated in the chart above only a small percentage of students are minorities with 95.5% of the students being white. However, more than half (66%) of our students come from low income homes and 16% 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 PAARC Test. The School year 2015-16 was the second year that the PAARC test was given. 27% of students met or exceeded the expectations. The MAP test was introduced at Lincoln School in the Fall of 2016.

Lincoln School conducts local assessments in reading with AIMSWeb as part of the response to intervention program. All students in grades 3-5 are tested in reading three times per year. Results indicate that fluency scores have improved in grades 3, 4, and 5 for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016. In grade 3 Tier 3 student services had increased, whereas Tier 2 has decreased slightly. Tier 1 students decreased. In grade 4 Tier 3 student services had increased, whereas Tier 2 stayed steady. Tier 1 students decreased. In grade 5 Tier 3 student services had increased slightly, whereas Tier 2 decreased and Tier 1 students increased.

Results indicate that comprehension scores (maze) have improved in grade 3. Tier 2& 3 had an increase of about 18%, with Tier 1 having a decrease of about 18%. Results in grade 4 had a slight decrease overall. Tier 3 was an increase by 1%, Tier 2 was an increase by 9% and Tier 1 decreased 11%. In grade 5, services for Tier 3 stayed the same, Tier 2 had a 25% increase, and Tier 1 was a 2% decrease.

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

Results indicate that concepts and application scores (CAP) have improved slightly for grade 3 for Tier 2 & 3 about 5%, Tier 1 decreased about 10% for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016.

Results indicate that concepts and application scores (CAP) have decreased slightly for grade 4 for Tier 3 services by 1% and Tier 2 increased about 7% and Tier 1 decrease about 6% for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016.

Results indicate that concepts and application scores (CAP) have decreased about 6% for grade 5 for Tier 3 services. Tier 2 services increased about 13% and Tier 1 decreased about 19% for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016.

Results indicate that computation scores (COMP) have decreased slightly for grade 3 for Tier 3 about 4%, Tier 2 decreased about 9%, and Tier 1 increased about 13% for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016.

Results indicate that computation scores (COMP) have decreased about 4% for grade 4 for Tier 3 services and Tier 2 decreased about 5% and Tier 1 increase about 9% for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016.

Results indicate that computation scores (COMP) have increased slightly for grade 5 for Tier 3 about 3%, Tier 2 increased about 11%, and Tier 1 decreased about 14% for the 2015 fall benchmark assessment compared to the spring benchmark assessment for 2016.

Curriculum & Instruction

To conduct the 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 has been aligned to the Illinois Learning Standards. The teaching staff, through the identification of Power Standards and the development of common formative assessments, have been in the process of aligning curriculum to the Common Core Standards.

The RtI 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 needs to be updated to be in alignment with common core standards. The math curriculum has been updated to be aligned with common core standards. Other curriculum materials are adequate for instructional purposes, but needs updated as financial resources allow. Technology equipment has improved in the elementary buildings do to the use of iPads, 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. These professionals are all well trained and experienced. Paraprofessionals are assigned multiple classrooms to assist all students.

High Quality Professional Staff

Lincoln School has 4 third grade teachers, 4 fourth grade teachers, and 5 fifth grade teachers. In addition, the staff includes 2.3 Title 1 teachers (1.3 Reading and 1 Math), 2 special education teachers, 5 paraprofessionals in regular ed departments, 3 paraprofessionals within the special ed departments and an library aide. 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, social worker, speech therapist, and parent coordinator, and technology coordinator. In 2011 a technology integration specialist was added to assist all teachers with new technology. All of the teachers at Lincoln are NCLB 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. As the district anticipates difficult financial times ahead, it is likely that as experienced teachers retire they will be replaced with younger, less experienced, and at lower salaries than the experiences 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.

The chart below provides a summary of available staff characteristics for the 2013-2016 school years.

School Year	Total FTE		Gender		Avg. Teacher Experience	Teacher s BA/BS (%)	Teachers MA/MS (%)	Student-Teacher Ratio		Classes Taught by NHQ
	Tch.	Adm .	F (%)	M (%)				Elem	H.S.	
2013	92	7	77.1	23.9	13.9	86.0	14.0	15.5	15.9	0
2014	90	6	77	23	13.5	79.7	20.3	15.9	15.2	0
2015	91	6	77	23	20.4	75	26	18.1	19.1	0

Lincoln Elementary has a highly qualified staff. Over the last 4 years, Lincoln School averaged about 20 years of experience in educating children. Pana C.U.S.D. #8 and Lincoln Elementary School will be to continue 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 parent 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 policies, 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: teacher visits to homes, 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. Volunteers are utilized well by some of the staff.

This is an area in which significant progress has been made 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 student discipline policy.

Lincoln Elementary has an average class size of 25 students in the 3rd grade, with an average of 24 students in the 4th grade, and an average of 18 students in the 5th 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 instruction, physical education, and extra curricular activities. Also, third and fourth grade levels are self-contained classrooms, whereas fifth grade is departmentalized, causing difficulties in scheduling. There is a hindrance of student mobility about the building due to the three floor levels and a lift that does meet the needs of our students.

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. Increased opportunities for parent involvement with their child and the school.
3. The development and use of professional resources.
4. Several areas of the curriculum needs updated.

Program Goals

The following program goals were established by the team:

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

Lincoln School Goals for 2016-2017

To make yearly progress with the new PARCC assessments

Section 2: *Schoolwide Reform Strategies*

Over the last four years, Pana C.U.S.D. #8 and Lincoln Elementary School has embarked on the process of implementing the following reform strategies: Professional Learning Communities (PLC), Response to Intervention (RtI) 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 RtI, 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 test for common formative assessments (CFA’s). 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. Teachers are currently in the process of developing SLO’s (Student Learning Objectives).

Section 3. Highly Qualified Teachers

As indicated by the Comprehensive Needs Assessment, all teachers at Lincoln Elementary School meet the qualifications to be NCLB 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 are designing common formative assessments designed to measure student progress. 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, Chrome Books, and iPads are integrated into the curriculum; professional development to improve these instructional skills is 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. As interview teams, lead 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 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

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 and quarterly grade reports, and various forms of home/school communication such as newsletters and teacher/district websites. In addition, the district 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.

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, Lincoln 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 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 pre-school 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 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.

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 AIMSWeb 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 and 3 are 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 Lincoln will participate in professional development focused on common formative assessments. 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 pre-test 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 AIMSWeb, 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 AIMSWeb. These include Parcc, Accelerated Reader, STAR, and Academy of Math & Reading.

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 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 insure that low achieving students receive timely and effective assistance. After each AIMSWeb universal 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, 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 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 supports 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 aide 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, 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 Lincoln Elementary 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 make AYP.

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 state assessment and the local student assessments from AIMSWeb 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.

Revisions updated November-2016 based on the current information available.