1. **Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.**
    a. PARCC (Spring, 2017)
        i. Overall, 5% of students are meeting/exceeding standards on the PARCC Assessment. The majority of students are performing at the partially met/approached level. A significant amount (44%) of students did not meet standards. As the data is examined through a narrower lens, most of the information indicates consistently low amounts of students meeting standards. Some of the notable details of the data include:
            1. 12% of 5th grade students met standards on the ELA assessment. This was significantly higher than the 3rd and 4th grade students.
            2. Compared to other races/ethnicities, Hispanic students have a higher level of students that "met" standards and "not meeting standards." This indicates a wide spectrum of skill levels amongst Hispanic students and the need for differentiated instruction.
            3. 0% of 3rd, 4th and 5th grade Black students met the standards on the Math and ELA assessment.
            4. 0% of 3rd grade Male students and 0% of 4th grade Female students met the standards on the Math and ELA assessment.
            5. 0% of students with an IEP met the standards on the Math and ELA assessment.
        ii. An emphasis must be placed on addressing the needs of all students, particularly at the 3rd and 4th grade level. Additionally, students with IEPs and Black students must become an area of focus. A variety of rigorous classroom interventions that target specific skills, tutoring, professional development and increased parent involvement will help increase student performance.
    b. MAP (2017-2018)
        i. The MAP assessment is administered to all K-5 students, with the exception of K-1 bilingual students. The focus of the assessment is on the academic growth of students. Overall, 52.7% of students met their growth goal in Math and 55.5% met their growth goal in Reading. Some notable data include:
            1. The average Reading RIT score at each grade level is below the NWEA norms for status and growth.
            2.

Grade	Strength	Opportunity for Improvement
K	Geometry Literature and Informational	Measurement and Data Language and Writing
1	Geometry Literature and Informational	Operations and Algebraic Thinking Language and Writing
2	Geometry Literature and Informational	#s and Operation Vocabulary Use and Functions
3	Geometry	#s and Operation

	Vocabulary Acquisition and Use	Literature
4	Geometry	Operations and Algebraic Thinking
	Literature	Vocabulary Acquisition and Use
5	#s and Operation	Measurement and Data
	Literature	Vocabulary Acquisition and Use

3. Less than 12% of 5th grade students are on track to achieve a 22 on the ACT, with 0% of female students on track in the area of Math.

4. 4.7% of ELL Students are projected to reach Level 4 or 5 on the PARCC Reading Assessment.

5. 0% of students with an IEP are projected to reach Level 4 or 5 on the PARCC Reading and Math Assessment.

    ii. A greater focus on using the Learning Continuum tool provided by MAP is necessary to individually connect student needs with instructional practices. Examining data, utilizing a variety of targeted instructional strategies and implementing appropriate interventions will help address students' needs.

c. ACCESS (2017-2018)

    i. The ACCESS test is given to all English Learners in grades K-5. It measures English language proficiency in four domains: listening, speaking, reading and writing. Most of the data indicates higher proficiency levels from students in upper grades. This should be expected. Three bilingual students received a composite score of 4.8 or greater, which represents a score necessary to transition to a monolingual classroom.

    ii. English Learners need support in English and their native language. Bilingual tutors, Spanish support materials and access to activities that build background knowledge (ex. field trips and guest speakers) are necessary. Additionally, helping families engage in the activities and support programs offered by the school will increase achievement.

d. School Climate Dashboard Report (2017-2018)

    i. The most common discipline incident at Washington is disrespect/disobedience, followed by disruption of the learning environment. These are low level incidents that result in low level consequences (ex. verbal warning or lunch detention). The biggest concern regarding disruptive behavior is the distraction it causes other students and the likelihood of missed instructional time by the offender and his/her classmates.

    ii. 20 more incidents of Physical Contact occurred during 2017-2018, compared to the previous school year. However, Reckless Behavior incidents decreased by 18.

    iii. It is important to provide engaging activities to prevent mischievous behavior. Ongoing instruction to students regarding civility and behavior expectations is critical. Staff needs to continually develop methods/strategies to engage students and address inappropriate

behavior. The use of a Behavior Intervention Specialist, community volunteers and an Assistant Principal will continue to be important.

  e. Parent Involvement (2017-2018)
    i. 96% of Washington families attended parent/teacher conferences or one of the family engagement activities (ex. Movie Night) throughout the school year.
    ii. Washington is developed a PTO and added opportunities for kindergarten families to engage in the education of their child. A newsletter and a variety of communication strategies (ex. class dojo) are utilized to maintain communication with families.

  f. Student Attendance
    i. Our data indicates many students are missing part or entire school days at a rate that negatively impacts learning. In 2017-2018, the chronic truancy rate (missing 5% or more days of school without a valid reason) at Washington was 16%. In 2017-2018, 293 (69%) students received a tardy. The range of tardies was 1-127, with many students falling into the 10-30 range.
    ii. Students need to be at school and on time to maximize learning. Information about start times needs to be widely publicized (ex. newsletters and signage). Parents must be educated on the importance of attendance and arriving to school on time and appropriate levels of action should be taken by the Truancy Intervention Specialist. Absent students often require increased amounts of academic and social intervention to help catch up.

  g. Poverty and Homeless Status
    i. 2017 data indicates 14% of students at Washington were designated homeless. Additionally, 79.6% of the students come from poverty. These two data points suggest the need for assistance with supplies, academic support and community/social-emotional resources.

2. **List other special or support programs offered at your school.**
  a. Transitional Bilingual Education (TBE)
  b. English as a Second Language (ESL)
  c. Multi-tiered Systems of Support (MTSS), including tutoring
  d. A Connected School (ACS)
  e. Crossroads After School Program
  f. Boy and Girl Scouts
  g. I Read Tutors
  h. Boys and Girls Basketball and Soccer Teams
  i. Girls on the Run

3. **Describe school wide improvement or reform strategies in narrative forms, to include:**
  a. **Opportunities for all students, including each of the subgroups**
    i. All students receive instruction from highly qualified teachers that participate in ongoing professional development. Students participate in

a variety of assessments (ex. MAP) and the information is utilized by teachers to help support learning, recommend interventions and coordinate progress monitoring. Some examples of interventions and progress monitoring tools include: Raz Kids, Reading A-Z, Accelerated Reader, Edgenuity, Reading Horizons and Moby Max. The use of technology by all students is important; particularly students who do not have access at home (ex. homeless students or students living in poverty). If necessary, a student may require additional small group support through tutoring. Tutors help struggling students or advance high achieving students. Transportation to/from tutoring may be necessary dependent upon the scheduled time and needs of the families involved. Access to books in the classroom and the library is critical. Research says students read 50% more if they have access to a high quality classroom library (Booksource, 2003 and Hunter, 1999). Each classroom must have books available to students that are high interest and cover the wide spectrum of reading levels.

ii. Technology integration is a critical part of providing a 21st Century education and assisting with college and career readiness. Students need frequent exposure and opportunities to utilize a variety of technology. Some examples of technology include: IPADS, Chromebooks and SMART Boards, and CD players.

iii. Purchasing technology, manipulatives, books or any type of educational support requires appropriate storage to secure the items. For example, IPADS/Chromebooks require a cart, books require shelving and school supplies require a backpack.

b. **Methods and strategies to strengthen and enrich the program**

i. Students, particularly students from poverty, need support through the purchase of supplies. This includes pens/pencils, scissors, glue, copy/construction/chart paper and markers. Copy machine paper is critical to enhancing the curriculum and maintaining communication.

ii. The purchase of technology (ex. IPADS and Chromebooks) will allow more students access to online programs and support preparations for college and career readiness. Accessories to the equipment are necessary at times and can enhance the user's experience (ex. mice, keyboards, projectors and speakers).

iii. Ongoing professional development in regards to Washington's current programs will ensure students receive the highest level of instruction (ex. MAP training, Edgenuity, Math/Reading support programs, ROE/KIDS, Moby Max, Newsela and Thinking Maps). Additionally, staff should develop new skills to provide cutting edge instruction and learn current research based practices (ex. Illinois Reading Conference, Heinemann professional development programming, Trauma related classrooms workshops, Innovative Schools professional development, Seesaw, Integrated Curriculum professional development and Continuous

Improvement training). If teachers participate in professional development activities, students must receive substitute teacher coverage and teachers may receive compensation. Substitute coverage is not limited to outside professional development activities. At certain times, staff may need coverage to perform observations, work with colleagues or develop/examine curriculum and data. Certain professional development activities will require funds to be utilized for travel expenses.

    iv. Staff will need access to professional resources, such as Stanford Math and various professional books/materials (ex. book study).

    v. Student goal setting and the communication of goals is an expectation. This includes the use of student data binders. Students will need supplies including but not limited to binders, paper, and ink. The implementation of digital portfolios (ex. Seesaw) requires the use of a digital camera.

    vi. Parents will receive ongoing communication through the use of take home folders and assignment notebooks.

    vii. Math and Reading Instruction will be supported by Art and Music classes. Desk Bells, IPADS, paper and art supplies will enhance learning for all students.

    viii. An extended school day may be necessary to supplement instructional time. This may require additional materials, student transportation and staff compensation.

    ix. Field trips will be utilized to enrich the curriculum.

c. Ways to address students' needs, especially those at risk of failing

    i. Students at risk of failing will need additional support. This support may include the use of technology, tutors and additional support staff. Many of the web based resources are adaptive to the student's skill level. Community resources may be utilized to help students and their families (ex. Rosecrance Mental Health Services and guest speakers).

    ii. Students will receive academic support from a Title 1 Teacher.

    iii. Family involvement is a critical part of addressing at risk students. Families must feel welcome in the school and understand the resources available. Access to technology, books and various resources will provide families an increased level of comfort. Many of these items would be available to families in a designated area (ex. community family room). An employee (ex. Parent Liaison) would be necessary to coordinate/supervise the parental activities.

    iv. Families can help support daily instruction by utilizing engagement/learning kits and materials provided by the school.

    v. Books for students to practice reading at home will improve reading skills.

    vi. Integrating Science, Social Studies and the Arts offers a great opportunity to support Reading and Math. Staff training and student supplies will

help provide an enhanced experience. The development of a STEAM lab will provide students access to additional learning.

4. **Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.**
   a. A Connected School will continue to be utilized. Ongoing professional development will be necessary. The purchase of certain items to support appropriate behavior and maintain/upgrade the chill zones includes paper, timers and manipulatives.
   b. Guest speakers/assemblies to address appropriate school behavior, civility and academic achievement may be utilized to improve the learning environment.
   c. Personal hygiene products (ex. toothpaste and deodorant) and clothing may be purchased to help improve self-esteem and prepare students for learning.
   d. Student attendance will be addressed using a variety of strategies including incentives, parent boot camp and visual aids.
   e. Positive behavior and academic performance will be encouraged through the use of incentives (ex. prizes, brag tags and t-shirts) and rewarded on a routine basis.
   f. Mentors may be utilized to support academic and social emotional expectations for students that are at risk.

5. **Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.**
   a. Guest speakers and assemblies will help support college and career readiness.
   b. Students will participate in a career fair. Transportation will be necessary.
   c. Students will be provided access to the features on the NWEA website that helps determine ACT score required to enter certain colleges.
   d. Staff will promote college attainment by displaying information about the school(s) attended after high school.
   e. 3rd grade students participate in "I Can College Day." This event includes guest speakers that read the I Can book, discuss college and distribute a book to each student.

6. **Describe any activities regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.**
   a. The district has a multi-tiered system to address student behavior incidents. On the school level, students receive daily support through blocks of time designated for teaching appropriate school behavior. A curriculum that focuses on treating others with respect and making good choices will be utilized. Programs including but not limited to Second Step help support positive school climate.
   b. 5th grade students will serve as ambassadors and promote positive behavior to the younger students in the school

- **c.** Brag tags will be used to recognize students for appropriate behavior. A recognition assembly will be implemented each trimester to highlight student achievement.
- **d.** Providing activities/supplies for unstructured time, such as recess and lunch, will provide opportunities for students to be constructive and avoid off-task behavior. Examples of supplies include playground equipment, technology and board games.

7. **Describe any activities regarding professional development to improve instruction and use of data.**
   a. Staff will continue to develop their knowledge of current programs. This includes on site and off site trainings, peer observations and webinars. Some examples of ongoing professional development include the use of MAP data, A Connected School training, Performance Plus training, Google Apps training and Continuous Improvement Program.
   b. Staff will explore new opportunities to implement innovative and research based strategies in their classroom (ex. Seesaw and Integrated Literacy).

8. **Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program.**
   a. Washington will work with district personnel on transition processes. One example includes providing a kindergarten parent boot camp.
   b. Kindergarten teachers provide screening prior to the first day of school.
   c. Provide Kindergarten students a welcome gift, which includes number/letter books to help support academic achievement at home.

9. **Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.**
   a. Please see #7 for ongoing professional plan. Additionally, the school district only hires highly qualified teachers.

10. **Describe any activities and/or approaches to support homeless children and youth.**
    a. Homeless children will be provided instructional supplies that help support academic success. Additionally, students will receive hygiene products (ex. toothpaste and deodorant) and clothing to ensure they are prepared to learn and have increased self-esteem.
    b. Provide location based tutoring services (ex. homeless shelter).

11. **Describe any activities and/or approaches to engage parents in their child's education and school.**
    a. A PTO was established during the 2016-2017 school year. The primary goal is to find ways to recruit parents to help support activities at school.
    b. A Parent Liaison would provide families a resource to eliminate barriers for participation in school.
    c. Parents will continue to be involved in conferences.
    d. Newsletters and digital communication (ex. Remind or Class Dojo) will be one of many strategies utilized to communicate information to parents. This may require the use of funds to support postage

e. Parents will be provided books that support child development and/or academic achievement.

f. Family activities will be hosted each month. Students have the opportunity to bring their parents to school for a special event (ex. movie night, Discovery Center Night, and One School One Book).

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

a. The Washington Leadership Team routinely discusses the needs of the school and how Title 1 funds can support student achievement.

b. Informal discussions with the PTO and families at Washington have led to the development of Washington's Title 1 Plan.