

MARENGO UNION ELEMENTARY CSD # 165

**Marengo Union Elementary District
Title I Schoolwide Plan
2025-26**

The purpose of a Title I schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the state of Illinois academic standards. The improved achievement is to result from improving the entire educational program of the school. This plan will be updated annually.

District Information

School District Name: Marengo Union Elementary CSD # 165
School District Address: 816 East Grant Highway
Marengo, IL 60152

District Superintendent: Dr. Lea Damisch
Phone: 815-568-8323
Fax: 815-568-8367
Email Address: ldamisch@marengo165.org

Title I Coordinator: Dr. Lea Damisch
Phone: 815-568-8323
Fax: 815-568-8367
Email Address: ldamisch@marengo165.org

AGREEMENT

The school has completed the schoolwide planning process and has met the requirements of the Title I legislation related to schoolwide planning and criteria as outlined in section 1114 of the NCLB Act. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, revising, and evaluating the plan annually.

Signature of the Superintendent

Date

Board of Education Approval

Date

2012-13 Initial Year

05/27/2025 Annual Review

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School Information

School Name: **Locust Elementary School**
School Address: 539 South Locust Street
Marengo, IL 60152

Principal: Mrs. Suellen Lopez
Assistant Principal: Mrs. Karen Weeks
Phone: 815-568-7632
Email Address: slopez@marengo165.org

School Name: **Grant Intermediate School**
School Address: 816 East Grant Highway
Marengo, IL 60152

Principal: Mrs. Renee Schermerhorn
Phone: 815-568-7407
Email Address: rschermerhorn@marengo165.org

School Name: **Marengo Community Middle School**
School Address: 816 East Grant Highway
Marengo, IL 60152

Principal: Mrs. Jennifer Arreola
Assistant Principal: Mr. Noel Escamilla
Phone: 815-568-5720
Email Address: jarreola@marengo165.org

District 165's Vision Statement

Educating Today for Tomorrow's World

As we visualize what kind of school we will be in the future, all school staff embraces the District's Vision Statement of *Educating Today for Tomorrow's World*. The activities we choose for students should be learning focused and designed to ensure that students meet the Illinois Learning Standards. In addition, the literacy program selected in grades K-5 embrace The Science of Reading. To meet the needs of our student population, the learning communities of Locust, Grant, and MCMS operate a "what's best for our kids" mindset. This means that all staff accepts and is personally responsible for the successes of all of the students. We know we will only meet our students' needs by working collaboratively and focusing on our learning community. As we move forward, staff and parents realize the importance of broadening our work to solicit the support of the larger Marengo-Union community.

District 165's Mission Statement

District #165's mission is to form a community partnership dedicated to providing a solid educational foundation that enables students to become confident, self-sufficient and productive citizens. Students shall have the academic and technological opportunities to achieve their full potential in a nurturing environment.

Participants

Representative Group	Individual Names	Specific
Parents	Maggie Spring	Parent
Teachers	Keri Nolen	1 st Grade
	Maureen Hart	3 rd Grade
	Christina Gilbertson	5 th Grade
	Tori Ryndak	7 th Grade
Other Staff	Taya Pennigton	Reading Specialist
	Shari Bruening	Interventionist
	Patty Zanon	ESL Teacher
School Administrators	Suellen Lopez	Principal
	Renee Schermerhorn	Principal/Bilingual Director
	Jennifer Arreola	Principal
	Karen Weeks	Assistant Principal
	Lea Damisch	Superintendent
Additional Members	Amanda Weiss	Board of Education

Meeting Dates

Meeting Dates	Agenda Items	Attendees	Task
May 2, 2025	Rough Draft Sent	Entire Team	Review
May 8, 2025	Discussion	Entire Team	Ensure that we have captured and reported data accurately
– May 27, 2025	Final Presentation	Leadership	Board Approval

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Components of a Schoolwide Plan

Understanding Title I-Program

Title I is a federally funded program that serves students at the Marengo Union Elementary CSD # 165 who are in need of improving essential skill sets in reading and mathematics. The District 165 Title I Program began in 1997, and offers special instructional opportunities for designated students who need extra assistance to reach standards in those areas. District 165 operates Title I in partnership with the parents of these students.

Overview of the Title I Program

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of at-risk children. Title I funds are federal monies that are received by our state. The State Educational Agencies forward these monies to school districts who qualify. All District 165 schools qualify for this additional assistance and are considered School-Wide Programs.

Statement of Purpose

The Title I program at District 165 promotes the belief that all children can learn and acknowledges that parents share the school's commitment to educational success for all students. We recognize that a student's education is a responsibility shared by school, family, and community. As a result, the program is designed to assist students to acquire the capacities for achieving the Illinois Learning Standards. All Title I schools work jointly to ensure effective involvement of parents.

Program Goals

The main goal of Title I is to provide instructional services and activities which support students in meeting the state's challenging performance standards. The Title I program strives to increase academic achievement by providing direct instructional support to students and effective professional development for teachers. It is also the goal of the Title I program to promote parent education and involvement.

District Student Demographic Data

The Marengo Union Elementary CSD # 165 has a school population of 1,085 students and a community population of 7,654 88.7 % white, 2 % mixed, and 15% Hispanic. The median household income is \$53,392.00. Demographically the cities of Marengo and Union are challenged economically with many families below the poverty index.

Locust Elementary School serves the communities of Marengo and Union in McHenry County, Illinois. Locust Elementary serves approximately 545 students in grades PreK-3. Locust School is one of three schools in the Marengo Union Elementary CSD # 165.

Locust

545 Students

Grades PreK-3rd

Racial/Ethnic Background and other information	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	446	481	539	545
White	64.6%	63.4%	59.6%	55.6%
Black	0%	Redacted	Redacted	Redacted
Hispanic	30%	30.1%	32.7%	36.3%
Low Income Rate	45.7%	41.8%	53.0%	57.8%
Mobility Rate	17.2%	10.7%	7%	7.5%
Limited English Proficient	13%	11%	10.9%	11%
IEP	12.6	16.2	11.5	10.6
Attendance Rate	95.5%	92.5%	91.8%	92.4%
Parent Contact	100%	100%	100%	100%

Grant

224 Students

Grades 4th and 5th

Racial/Ethnic Background and other information	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	178	211	214	224
White	69.7%	70.6%	65.4%	61.8%
Black	1.6%	Redacted	Redacted	Redacted
Hispanic	25.8%	25.1%	29.9%	33%
Low Income Rate	50.6%	36.5%	49.1%	53.1%
Mobility Rate	15.5%	6%	7.6%	6.9%
Limited English Proficient	12.9%	11.8%	15.4%	15.6%
IEP	10.7%	11.8%	12.6%	14.7%
Attendance Rate	95.7%	94%	92.8%	93.6%
Parent Contact	100%	100%	100%	100%

Marengo Community Middle School
 316 Students
 Grades 6th-8th

Racial/Ethnic Background and other information	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	353	315	305	316
White	67.1%	68.9%	67.9%	67.7%
Black	1.6%	1.1%	Redacted	Redacted
Hispanic	26.9%	25.1%	27.5%	29.1%
Low Income Rate	42.2%	35.2%	42%	52.2%
Mobility Rate	22.1%	10.2%	8.4%	7.8%
Limited English Proficient	8.5%	10.5%	11.1%	12.7%
IEP	11.6%	14%	11.5%	9.8%
Attendance Rate	94.3%	93.9%	92.1%	92.3%
Parent Contact	100%	100%	100%	100%

District

Racial/Ethnic Background and other information	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	977	1007	1058	1085
White	66.4%	66.6%	63.1%	60.4%
Black	1.6%	1.1%	Redacted	Redacted
Hispanic	28.1%	27.5%	30.6%	33.5%
Low Income Rate	45.3%	38.6%	49.1%	55.2%
Mobility Rate	18.5%	9.8%	7.6%	7.4%
Limited English Proficient	11.4%	11%	11.9%	12.4%
IEP	11.9%	14.8%	11.7%	11.2%
Attendance Rate	95%	93.4%	92.1%	92.6%
Parent Contact	100%	100%	100%	100%

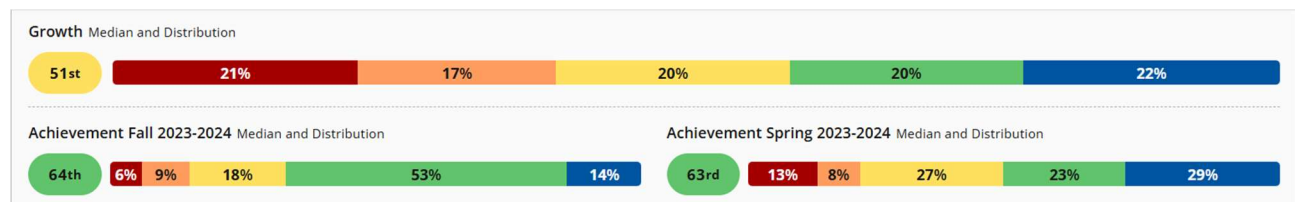
Student Achievement-Locust School

Students at Locust Elementary School are assessed throughout the year using a wide variety of teacher developed/curriculum-based assessments. In addition to curriculum based assessments, students are benchmarked three times a year using AIMSWEB in the areas of reading and math. This is the first year that the District is using the AIMSWEB assessment. AIMSWEB data will be included in the 2026-27 plan. Additionally, students are benchmarked three time a year using MAP-NWEA. Students in grades 3 are also assessed on the annual IAR assessment. Those responsible for testing include: Interventionalist teachers, ELL teachers, classroom teachers, Title I Paraprofessionals and special education teachers. As part of the Rtl program, struggling students are progressed monitored bi-weekly. Individual and small group needs are determined by data review teams that meet every week to evaluate student data. This team recommends specific and directed interventions which are provided 30-40 minutes daily in addition to the core curriculum. All reading and math intervention used at Locust Elementary School are researched based.

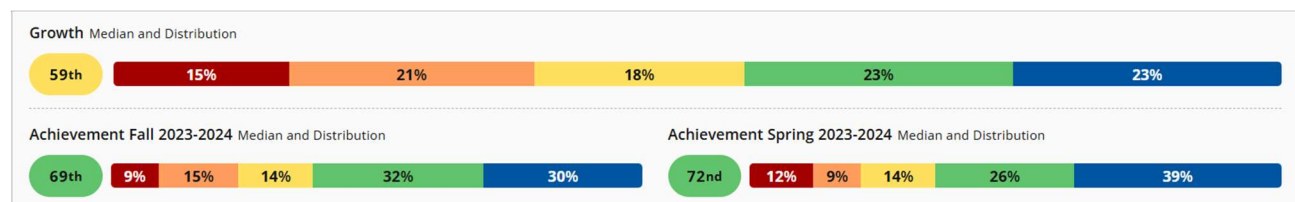
Kindergarten-MAP

2023-2024

Reading



Math



2022-2023

Reading

Not Available

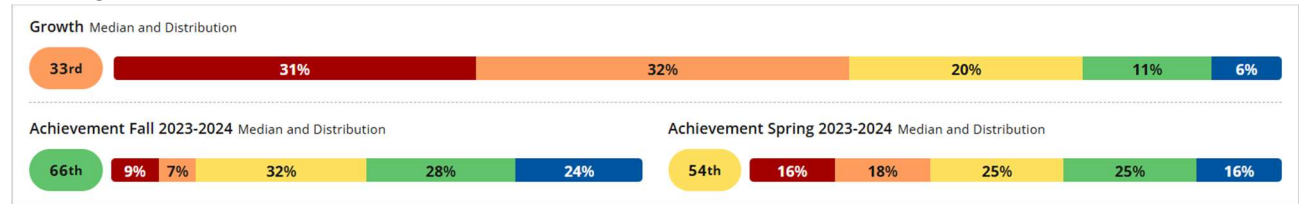
Math

Not Available

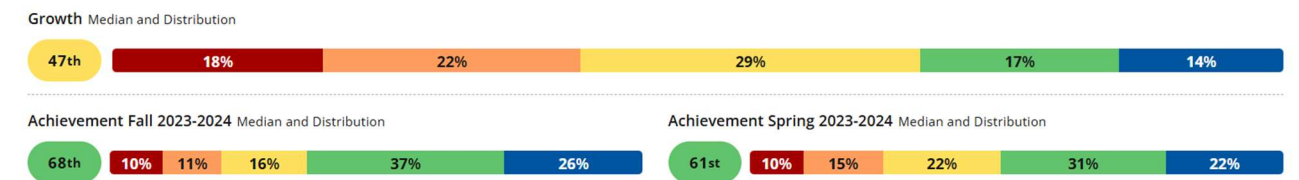
1st Grade-MAP

2023-2024

Reading

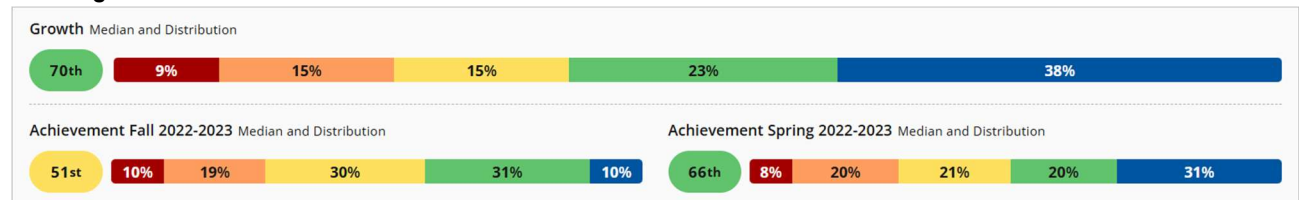


Math

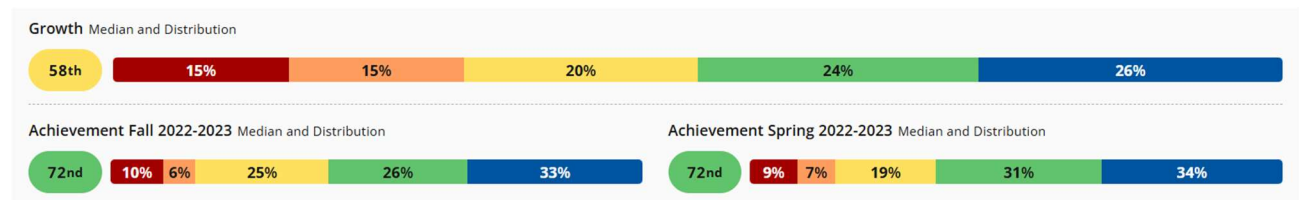


2022-2023

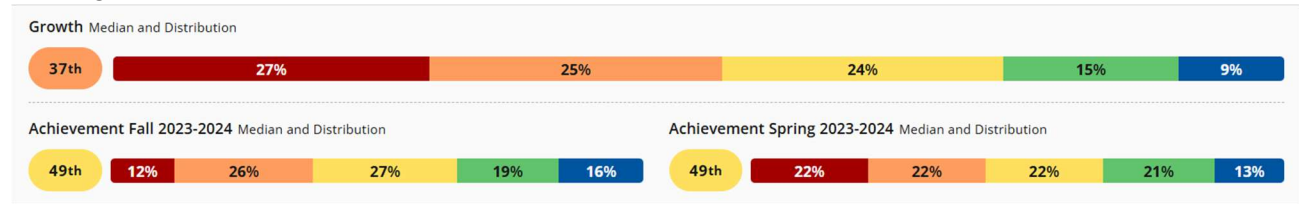
Reading



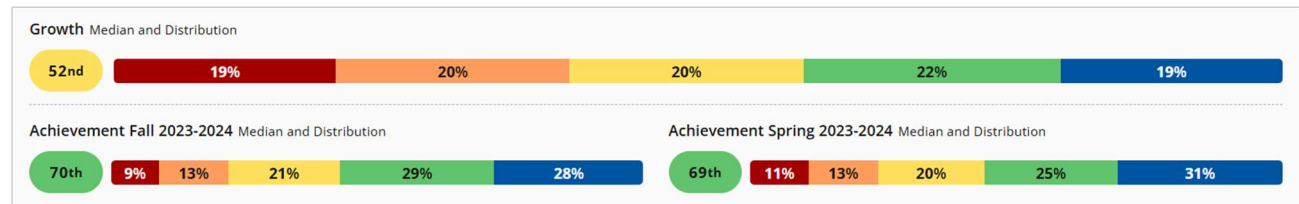
Math



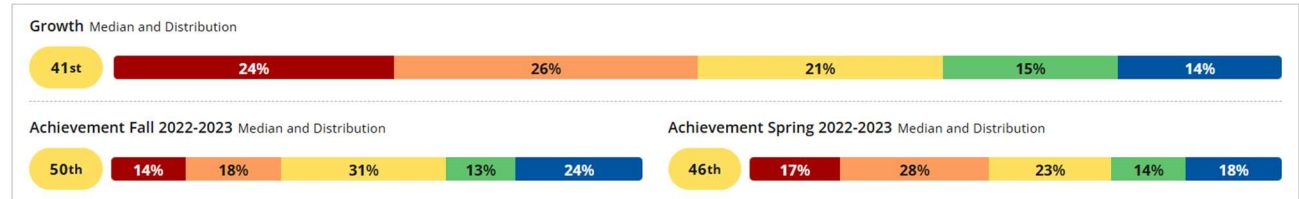
2nd Grade-MAP 2023-2024 Reading



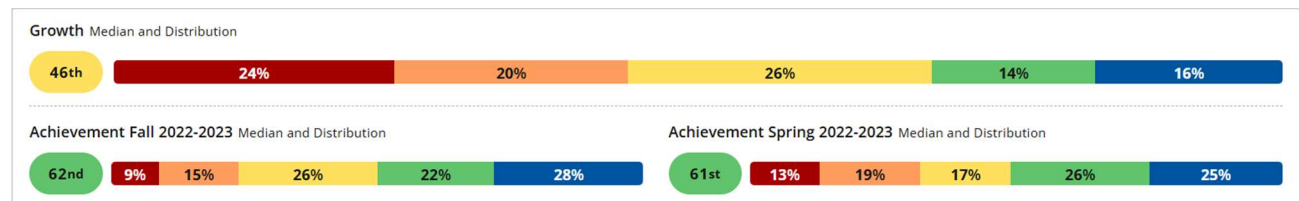
Math



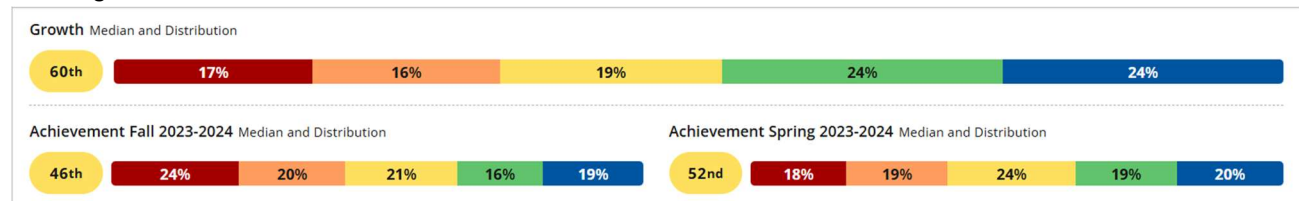
2022-2023 Reading



Math



3rd Grade-MAP 2023-2024 Reading



Math

Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Spring 2023-2024 Median and Distribution



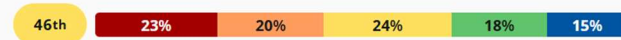
2022-2023

Reading

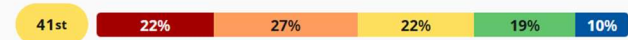
Growth Median and Distribution



Achievement Fall 2022-2023 Median and Distribution

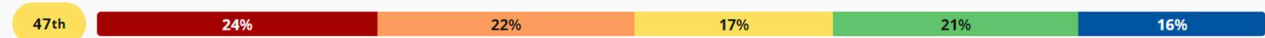


Achievement Spring 2022-2023 Median and Distribution



Math

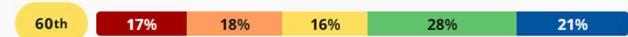
Growth Median and Distribution



Achievement Fall 2022-2023 Median and Distribution



Achievement Spring 2022-2023 Median and Distribution



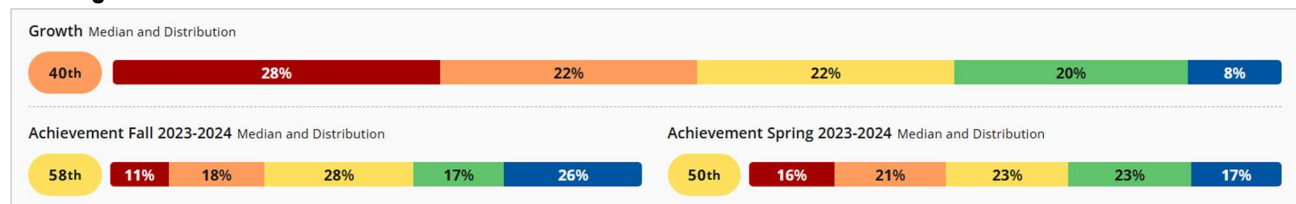
Student Achievement-Grant Intermediate

Students at Grant Intermediate are assessed throughout the year using a wide variety of teacher developed/curriculum-based assessments. In addition to curriculum-based assessments, students are benchmarked three times a year using AIMSWEB in the areas of reading and math. This is the first year that the District is using the AIMSWEB assessment. This is the first year that the District is using the AIMSWEB assessment. AIMSWEB data will be included in the 2026-27 plan. Additionally, students are benchmarked three time a year using MAP-NWEA. Students are also assessed on the annual IAR assessment and 4th Grade participates in the ISA. Those responsible for testing include: Intervention teachers, ELL teachers, classroom teachers, and special education teachers. As part of the Rtl program, struggling students are progressed monitored bi-weekly. Individual and small group needs are determined by data review teams that meet every week to evaluate student data. This team recommends specific and directed interventions which are provided 30-40 minutes daily in addition to the core curriculum. All reading and math intervention used at Grant Intermediate School are researched based.

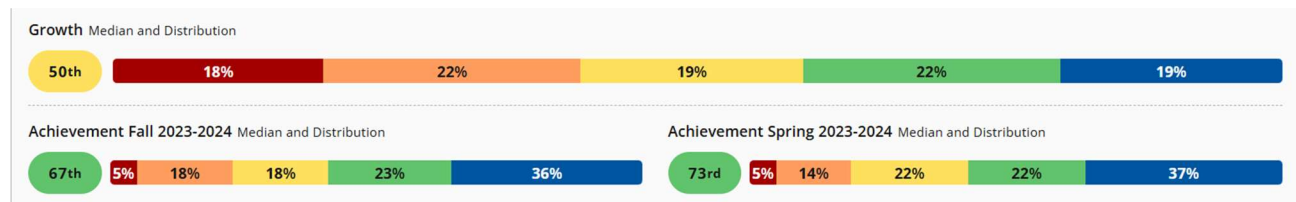
4th Grade-MAP

2023-2024

Reading

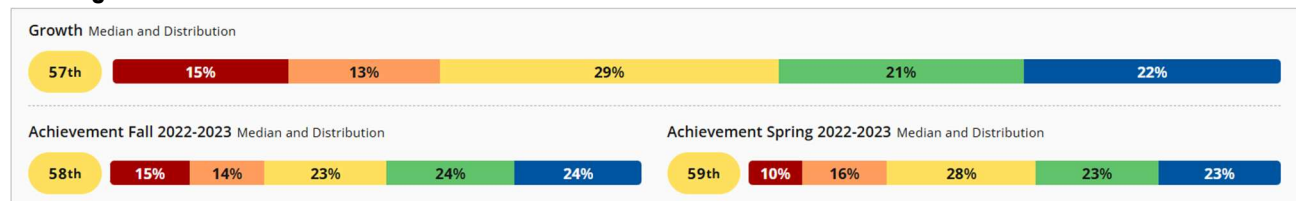


Math

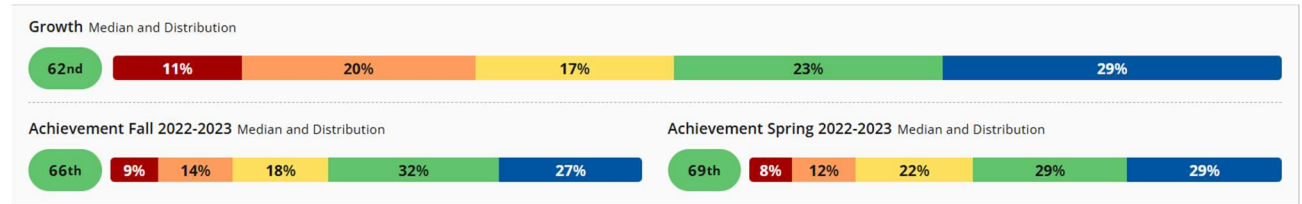


2022-2023

Reading



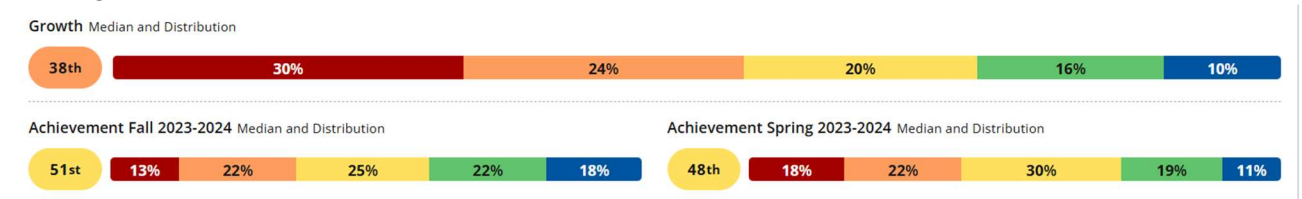
Math



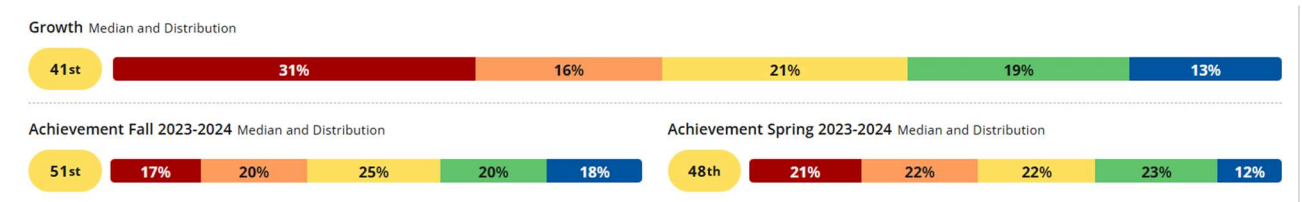
5th Grade-MAP

2023-2024

Reading

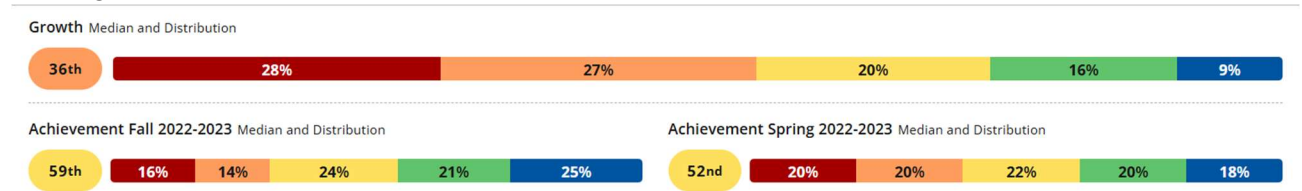


Math

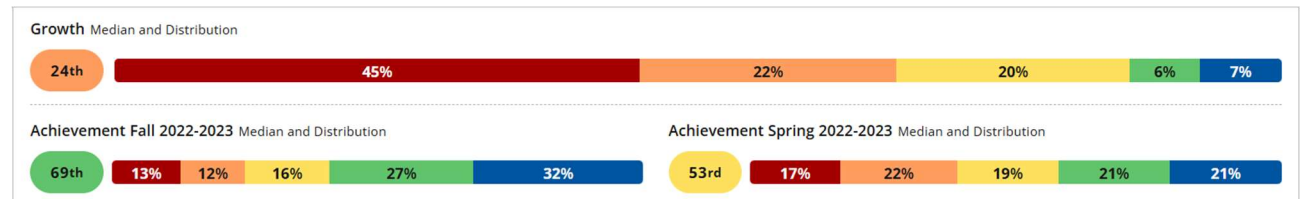


2022-2023

Reading



Math



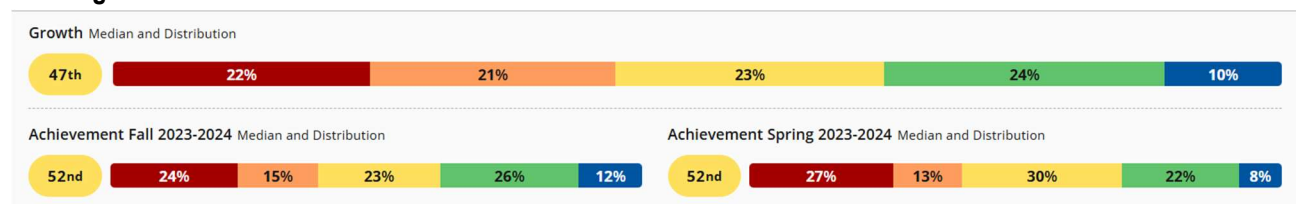
Student Achievement-Marengo Community Middle School

Students at MCMS are assessed throughout the year using a wide variety of teacher developed/curriculum-based assessments. In addition to curriculum-based assessments, students are benchmarked three times a year using MAP-NWEA. Students are also assessed on the annual IAR assessment and 8th Grade participates in the ISA. Those responsible for testing include intervention teacher, ELL teachers, classroom teachers, and special education teachers. Individual and small group needs are determined by data review teams that meet as needed to review data. Students meet 5 times a week for 55 minutes.

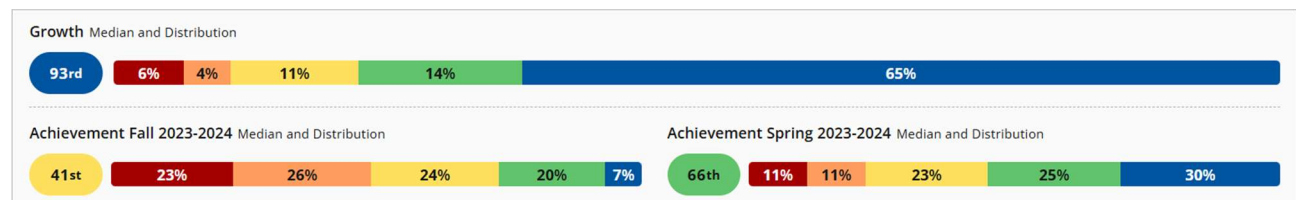
6th Grade-MAP

2023-2024

Reading

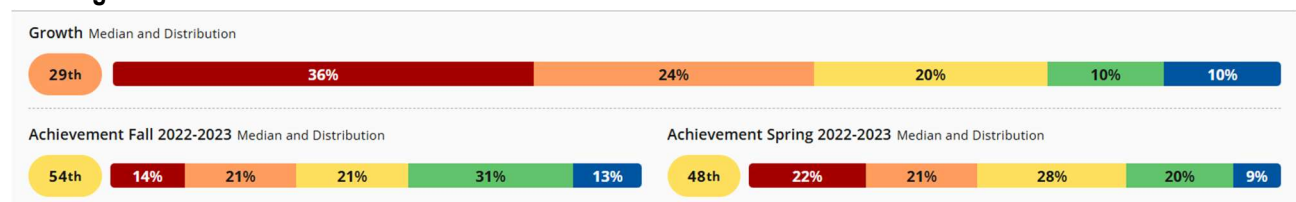


Math

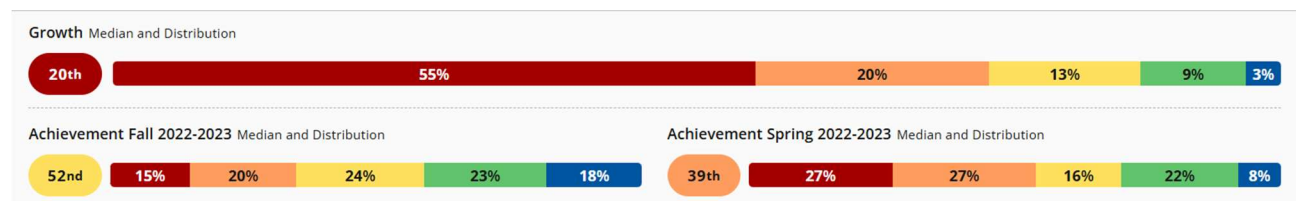


2022-2023

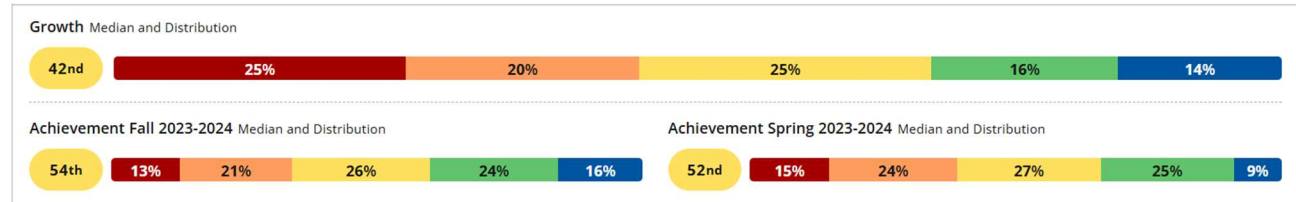
Reading



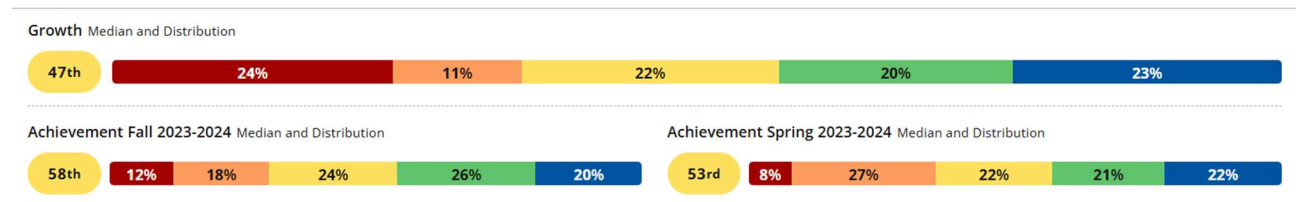
Math



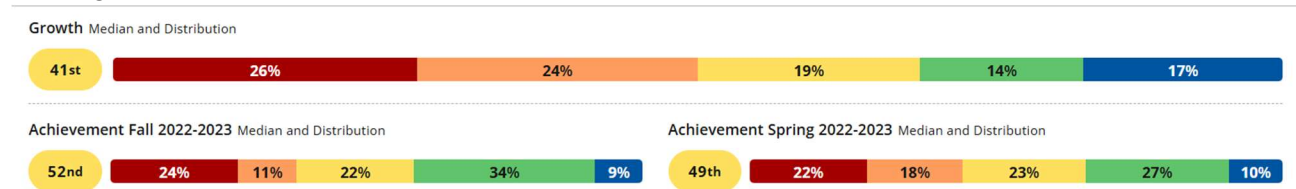
7th Grade-MAP 2023-2024 Reading



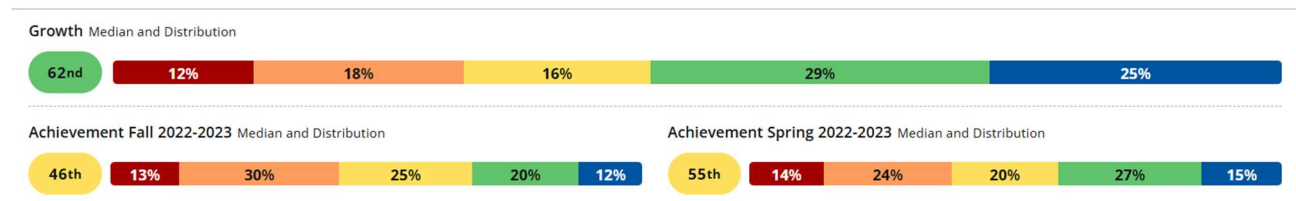
Math



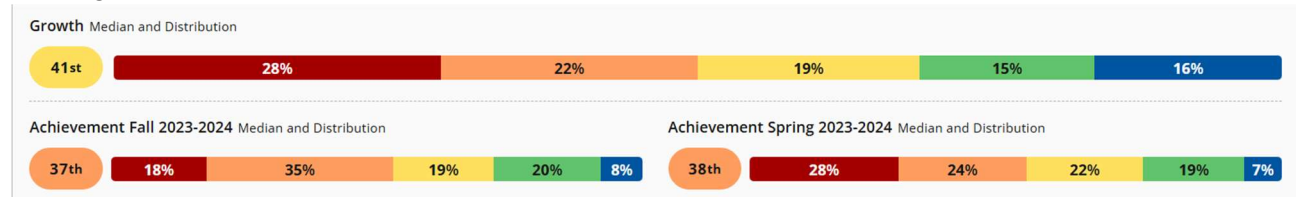
2022-2023 Reading



Math



8th Grade-MAP 2023-2024 Reading



Cohort Growth and Regression-IAR

Fall of 2024--4th Grade

**Class
of
2029**

3rd ELA 123	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	27	23	29	39	5	44
	22%	19%	24%	32%	4%	36%
3rd Math 122	Level 1	Level 2	Level 3	Level 4	Level 5	
	11	31	42	30	8	38
	9%	25%	34%	25%	7%	31%

Fall of 2024--5th Grade

**Class
of
2028**

4th ELA 124	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	10	21	41	48	4	52
	8%	17%	33%	39%	3%	42%
3rd ELA 121	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	18	25	30	48	0	48
	15%	21%	25%	40%	0%	40%
4th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
121						
	4	21	46	48	3	51
	3%	17%	38%	39%	2%	41%
3rd Math 120	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	10	16	37	38	20	58
	8%	13%	31%	32%	17%	48%

Class
of
2027

Fall of 2024--6th Grade

5th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
99	15	30	26	26	2	28
	15%	30%	26%	26%	2%	28%
4th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
100	11	15	25	38	10	48
	11%	15%	25%	38%	10%	48%
3rd ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
99	18	19	35	26	1	27
	18%	19%	35%	26%	1%	27%
5th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
97	8	39	30	17	3	20
	8%	40%	31%	18%	3%	21%
4th Math 100	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	5	21	33	35	6	41
	5%	21%	33%	35%	6%	41%
3rd Math 88	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	10	18	24	32	14	46
	11%	20%	27%	36%	16%	52%

**Class
of
2026**

Fall of 2024--7th Grade

6th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
128	10	28	36	53	1	54
	8%	23%	28%	41%	1%	42%
5th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
121	14	36	31	39	1	40
	12%	30%	26%	32%	1%	33%
4th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
111	24	17	30	36	4	40
	22%	15%	27%	32%	4%	36%
3rd ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
103	18	20	32	33	0	33
	17%	19%	31%	32%	0%	32%

6th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
128	15	28	44	39	2	41
	12%	22%	35%	30%	2%	32%
5th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
121	15	41	38	25	1	26
	12%	34%	31%	21%	1%	21%
4th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
111	8	33	30	37	3	40
	7%	30%	27%	33%	3%	36%
3rd Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
103	10	18	29	33	13	46
	10%	17%	28%	32%	13%	45%

**Class
of
2025**

Fall of 2024-8th Grade

7th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
110	6	17	32	42	13	55
	5%	25%	29%	38%	12%	50%
6th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
100	6	25	24	44	1	45
	6%	25%	24%	44%	1%	45%
5th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
101	24	27	32	18	0	18
	24%	27%	32%	18%	0%	18%
4th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
94	17	25	26	23	1	24
	18%	27%	28%	24%	1%	26%
7th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
110	4	29	43	34	0	34
	4%	26%	39%	31%	0%	31%
6th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
100	9	21	38	26	1	27
	9%	21%	38%	26%	1%	27%
5th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
101	21	28	39	12	1	13
	21%	28%	39%	12%	1%	13%
4th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
92	14	35	23	19	1	20
	15%	38%	25%	21%	1%	22%

**Class
of
2024**

Fall of 2024--Freshman

8th ELA	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
85	6	17	32	42	13	55
	5%	25%	29%	38%	12%	50%
7th ELA 86	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	5	21	33	25	2	27
	6%	24%	38%	29%	2%	31%
6th ELA 85	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	13	28	29	15	0	15
	15%	33%	34%	18%	0%	18%
5th ELA 85	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	14	26	32	13	0	13
	16%	31%	38%	15%	0%	15%
3rd ELA 93	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	7	19	24	41	2	43
	8%	20%	26%	44%	2%	46%

8th Math	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
85	17	24	16	23	4	27
	20%	29%	19%	27%	5%	32%
7th 86	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	1	25	32	24	4	28
	1%	29%	37%	28%	5%	33%
6th 85	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	10	31	29	12	3	15
	12%	36%	34%	14%	4%	18%
5th 85	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	13	36	18	16	2	18
	15%	42%	21%	19%	2%	21%
3rd 93	Level 1	Level 2	Level 3	Level 4	Level 5	L 4+5
	4	8	26	42	13	55
	4%	9%	28%	45%	14%	59%

Student Achievement-Data Analysis

In reviewing district data for reading across the three (3) schools, a growth gap can be identified. There is growth apparent above the 26th percentile, but below that percentile students seem to be static. As students matriculate through the grades, a new cliff appears in the 4th and 5th grade. Gains are made again in grades 6th -8th. Math data analysis indicates that students are making gains that align with the norms.

Identification

Students are identified for Title I programs based on several factors, primarily focusing on low-income status and academic needs. Schools are eligible for Title I funding if a certain percentage of their students (usually 40% or more) are from low-income families. Within those schools, students are then identified for targeted assistance based on factors such as low achievement, risk of failing, or other specific needs.

All three (3) schools in the district are identified as School Wide (SW). In Title I schoolwide programs, students are not individually identified for services. Instead, the entire school focuses on improving the academic achievement of all students, with a particular emphasis on those who are struggling the most. The school's Title I plan and strategies are designed to address the needs of the whole student body, not just a select group.

General classroom teachers are crucial for creating an environment of success for their students. Classroom teachers engage in both formal and informal assessments. When students are not responding to the interventions in the general classroom, they can be recommended for more direct intervention services. To corroborate the classroom teachers recommendation, a team also uses additional data points from AIMSWEB and MAP-NWEA.

Curriculum and Instruction

The Science of Reading is now the norm by which literacy instruction is to be fashioned. The Science of Reading is a body of interdisciplinary research that investigates how children learn to read, what instructional approaches are most effective, and why some students struggle with reading. It's based on decades of research in fields like education, psychology, linguistics, and neuroscience, providing evidence about the cognitive processes involved in reading and effective teaching methods.

Key components of the Science of Reading:

- **Phonemic Awareness:** The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- **Phonics:** Understanding the relationship between letters and sounds.
- **Fluency:** The ability to read accurately, quickly, and with expression.
- **Vocabulary:** Understanding the meaning of words in isolation and context.
- **Comprehension:** The ability to understand and extract meaning from written text.

Why is the Science of Reading important?

- It helps educators understand the cognitive processes involved in reading.
- It provides evidence about effective instructional methods for teaching reading.
- It helps identify students who may be at risk for reading difficulties and guide early interventions.
- It promotes the development of foundational reading skills, such as phonemic awareness and phonics, which are crucial for later reading success.

In essence, the Science of Reading is a guide for educators to implement evidence-based, effective reading instruction that helps all students become proficient readers.

Locust School adopted a new reading program, Literacy Essentials, which models the key components outlined in Science of Reading literature. This was adopted K-3 for the 2024-25 school year. Grant Intermediate will be adopting the program for the 2024-25 school year. Grade 6 at MCMS will also be following the concepts of the program.

Literacy Essentials is an explicit, systematic, Orton-based phonics and literacy program which teaches students to read through the logic of spelling. Reading skills progress from writing and spelling to reading in a sequence. Each skill is introduced and practiced until mastered from accuracy to fluency. Students journey along a reading continuum in which concepts are first introduced; then, the concepts are supported by repetitive practice; finally, teachers assess these concepts for mastery. The multisensory techniques employed by Literacy Essentials include explicit instruction, interactive analysis, and graphic organization. Literacy Essentials sequences phonemic awareness instruction from the easiest to most difficult skills. Students learn to identify beginning, final, and medial sounds; segment and blend sounds; rhyme; delete and substitute sounds. Through a multi-sensory process, Literacy Essentials explicitly teaches children how the spoken English language is written with 42 sounds represented by 26 letters that are combined differently to form 72 spelling patterns, which are referred to as phonograms. Literacy Essentials teaches the alphabetic principle by beginning with spelling instead of reading. This process is known as encoding—taking sounds and mapping them to print. Children gain a firm understanding of the code of the English language by linking spelling and reading through the use of phonograms and approximately 44 English spelling rules.

7th and 8th grade adopted Into Literature for the 2024-25 school year. This curriculum aligns to the Illinois Learning Standards. *HMH Into Literature* is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. High-interest, relevant materials motivate students and serve to build agency and a growth mindset. The program provides a clear path through every classroom moment: the right tools and the right amount of choices for every situation and every learning goal.

HMH Into Literature was developed with careful attention to these principles for quality English language arts instruction:

- **Learning must be student centered, to develop students beyond their academic competencies**, including noncognitive factors, social-emotional learning, and citizenship.
- **Reading, writing, listening, and speaking are fundamentally connected strands of literacy** and therefore must be taught within an integrative approach.
- **Effective teaching is data driven, and assessment is an essential component of effective teaching**; assessment must be conducted within a comprehensive and balanced system that includes formative, interim, and summative evaluations of student progress in meeting targeted learning goals.
- **Teachers' ongoing professional learning is a vital component of quality education**; best practices include instructional strategies for everyday teaching plus modeling and coaching, creating an approach to blended professional learning that maximizes educator agency and accommodates individual needs to build a culture of professional growth.

Additionally, grades 3-8 are using novels, both fictional and non-fictional to support literacy. In looking through the research and reviewing our data, students seem to struggle with longer passages. These novels are lexile based to allow for students to be engaged in rich literature at or above their lexile. Elementary students should read novels because they enhance reading skills, boost creativity, and foster a lifelong love of reading. Novels provide a rich platform for developing comprehension, vocabulary, and critical thinking skills. Reading aloud in the classroom can reduce stress, strengthen community, and create a love of books. Some benefits of novels are as follows:

1. **Enhanced Reading Skills:** Novels, with their detailed plots and complex characters, challenge students to understand and interpret information, improving their overall reading comprehension.
2. **Vocabulary:** Exposure to a wide range of vocabulary in novels helps students expand their word knowledge and improve their overall language skills.
3. **Fluency:** Reading novels, especially when shared aloud, can improve a student's ability to read smoothly and accurately.
4. **Critical Thinking:** Analyzing themes, characters, and plot elements in a novel encourages students to think critically and make connections.

As these curriculums are newly launched, data for efficacy will be premature at this time. Fortunately for students in grades K-5, AIMSWEB, was also launched during the 2024-25 school year. This will allow for a synchronized baseline to determine academic gap analysis for growth and regression.

Our math curriculum K-8 is *Into Math*. This was adopted in the 2023-24 school year. *Into Math* was designed with intention. To succeed in mathematics, students need a clear, articulated path for learning. Mathematics instruction—like any good instruction—must be intentionally designed and carefully orchestrated in the classroom and should always focus on impacting student learning. A coherent math curriculum is sequentially ordered to best reflect the hierarchical and logical structures of mathematics. A robust curriculum is more than a collection of activities; instead, it is a coherent sequencing of core mathematical ideas that are well articulated across the grades. A clear, articulated path toward learning objectives begins with teachers knowing what each student needs to learn each day—and exactly what success looks like for each student.

Learning progressions in *Into Math* are a “carefully sequenced set of building blocks” that students must master en route to a more distant curricular aim. The building blocks consist of sub skills and bodies of enabling knowledge. Because math learning occurs sequentially, building on previous learning and developing in sophistication, part of a discussion of content in mathematics must address the idea of sequence or progressions that promote for students a view of the curriculum as a broader learning process with defined goals for learning. Teachers should support learners as they build on what they know, develop more complex understandings, and realize that mathematics is not a set of discrete parts—it is coherent and connected in this curriculum. Learning progressions can be leveraged in mathematics education as a form of curriculum research that advances a linked understanding of students learning over time through careful articulation of a curricular framework and progression, instructional sequence, assessments, and levels of sophistication in student learning. A coherent math curriculum is sequenced within and across grade levels in a way that best reflects the hierarchical and logical structures of mathematics. Beginning in elementary school and continuing throughout their mathematics education, students must develop understanding and use of the “big ideas” that represent overarching concepts as well as specific mathematical reasoning processes essential across domains. The most effective instructional programs will build on children’s intuitive mathematical thinking and use that initial understanding to help children learn to solve problems, employ strategies, and engage in mathematical thinking. In terms of content, research suggests that for the youngest children, developing a thorough understanding of number and of geometry and spatial measurement are developmentally appropriate and especially crucial to supporting higher and more complex math concepts as student matriculate through high school.

<https://HMH -Into-Math-K-8-Evidence-Base-Update-FINAL-LR.pdf>

Family and Community Involvement

On an annual basis, parents participate in the state 5 Essentials Survey. The average parent survey response is 16%. Shown below are the results of the questions that relate to family involvement in the school:

Locust:

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Measures	Performance ↓	Respondent
Teacher-Parent Trust	82 Very Strong	Teacher
Parent Influence on Decision Making in Schools	78 Strong	Teacher
Parent Involvement in School	73 Strong	Teacher

Grant Intermediate:

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Measures	Performance ↓	Respondent
Parent Involvement in School	68 Strong	Teacher
Parent Influence on Decision Making in Schools	45 Neutral	Teacher
Teacher-Parent Trust	43 Neutral	Teacher

MCMS

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Measures	Performance 	Respondent
Parent Influence on Decision Making in Schools	62 Strong	Teacher
Teacher-Parent Trust	36 Weak	Teacher
Parent Involvement in School	17 Very Weak	Teacher

These surveys are only one part of the parent-community snapshot. The schools have almost a 100% contact with parents during the fall parent teacher conference. In addition, through out student management software, parents can receive weekly updates on current grades as well as missing assignments. Students who receive intervention services have formal bi-weekly communications.

All three (3) schools have Parent Advisory Committees. A Parent Advisory Committee (PAC) plays a vital role in schools by enhancing communication, fostering collaboration, and ultimately improving student outcomes. It offers parents a structured platform to voice their opinions and concerns, ensuring that school decisions and initiatives reflect the community's needs and expectations. This inclusive approach strengthens the partnership between families and the school, creating a more supportive and enriching educational environment for all students.

It is always the goal of the district to have more parental involvement. Research indicates that parental involvement in a child's education is essential for fostering academic success, supporting social and emotional development, and building a strong foundation for lifelong learning. When parents are actively engaged, students tend to achieve higher grades, maintain better attendance, and are more likely to graduate. Involvement also cultivates positive attitudes toward learning and helps children develop critical life skills that extend beyond the classroom.

High Quality Teachers

High-quality teachers are crucial because they have a direct and lasting impact on student learning, development, and overall success. They create positive, inclusive, and supportive learning environments that foster student engagement, confidence, and curiosity. Through effective instruction, mentorship, and personalized support, great teachers help students overcome challenges and reach their full potential. Moreover, they play a foundational role in shaping future generations by instilling critical thinking skills, nurturing a lifelong love of learning, and preparing students to contribute meaningfully to society. In essence, investing in excellent teachers is an investment in the future.

The district has made a strong commitment to recruiting high quality teachers. The district also pays for teachers to return to college to get their master's degree. Along with general classroom teachers, the district has four (4) full-time interventionists along with teachers who specifically support the EL learners.

At Locust school, 50.3 % of teachers hold their master's degree or higher. Four percent of teachers are teaching out of field. Locust School teachers have an 85% rate of attendance (as defined by missing less than 10 days).

At Grant Intermediate, 41 % of teachers hold their master's degree or higher. Zero percent of teachers are teaching out of field. Grant Intermediate teachers have an 65% rate of attendance (as defined by missing less than 10 days).

At Marengo Community Middle School, 51 % of teachers hold their master's degree or higher. Eight percent of teachers are teaching out of field. MCMS teachers have an 46 % rate of attendance (as defined by missing less than 10 days).

Professional Development

Professional development is crucial in schools because it helps teachers enhance their skills, stay current with research and best practices, and improve student outcomes. It fosters a culture of lifelong learning, boosts teacher morale, and promotes collaboration among educators, ultimately leading to a more effective and engaging learning environment for students. The following are additional supporting factors for the benefits of professional development:

- Improved Teaching Practices
 - Professional development allows teachers to learn new strategies, techniques, and research in education, leading to more effective and engaging lessons.
- Enhanced Student Outcomes
 - By improving teaching practices, professional development can lead to better student engagement, improved grades, and higher standardized test scores.

- Lifelong Learning
 - It encourages teachers to continuously learn and develop their skills, creating a culture of professional growth and innovation.
- Increased Teacher Morale and Job Satisfaction
 - Professional development can help teachers feel more confident, supported, and motivated in their work, leading to increased job satisfaction and retention.
- Collaborative Learning
 - It provides opportunities for teachers to collaborate with colleagues, share ideas, and learn from each other's experiences, fostering a sense of community and shared purpose.
- Staying Current
 - Professional development helps teachers keep up with the latest research, technological advancements, and changes in curriculum, ensuring they are providing the most relevant and effective instruction.

The Literacy Essential Program requires intensive professional development. All teachers must participate in 32 hours of training (over 4 days). In addition, during the first year, teachers were granted ½ day of team planning time. An additional 16 hours of on-site follow up PD was scheduled during the school year. This allowed the trainers to return to the school and watch teachers engaged in literacy instruction and provide authentic and meaningful feedback. The program recommends that teachers take two (2) consecutive years of the summer training. The second year allows the teachers to make new connections to the training after having taught the program for a year.

Additional PD is available for all our teachers through Infinitec. Teachers can take free of charge specific on-line training classes or modules to address specific learning conditions in their classrooms. There are over 5,000 different modules to sign up for. This has been a very valuable tool for our staff.

In addition, the district also has provided training programs: Choose Love, Love and Logic, SE Learning in the classrooms. The district will send out a professional development survey on an annual basis to gauge additional needs.

School Wide Strategies

To meet the needs of all learners, the following steps will occur

- Continue with the expansion of Literacy Essentials and provide training as needed
- Expand the use of novels in lieu of basal readers
- Evaluate the use of stand-alone grammar and vocab in grades 6th-8th
- Revisit the need for students in the grades 2-5 to have their computers at their desks.
- Continue to track math data to ensure that students are keeping pace with the state's numeracy plan

- Consider a different universal screener that aligns more with the Literacy Essentials Curriculum
- Continue to set aside time for collaboration align to curriculum to better meet the needs of diverse learners

Additional Considerations for Parents

- Programs for parents to help students with homework/reading at home
- Programs for behavior help at home
- Additional SEL Resources

Materials

- Literacy Essentials
- UFLI
- Reflex Math
- Moby Max
- Rtl leveled materials-phonemic based
- Wilson Reading System

Annual Evaluation

The plan will be reviewed at each of the building's PAC meetings and notes will be added as an addendum to the plan.