



Illinois State Board of Education

100 W. Randolph, Suite 14-300
Chicago, IL 60601

Waiver for Fiscal Year: 2018-19
Application for Schoolwide Programming Waiver,
Schoolwide Poverty Threshold

STRATEGY AND ANALYTICS DIVISION

General:

Schoolwide flexibility allows a school to upgrade the entire educational program of a school that serves a high number of children from low-income families, in the instance of this waiver, 20% or more children from low-income families. The school will have to explain how taking advantage of the schoolwide waiver will allow them to use their funds to upgrade the entire educational program to provide a high quality education and close achievement gaps. Normally the threshold is 40% poverty, but this waiver allows schoolwide programs where 20% or greater poverty exist in a school.

Instructions: Complete this form to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A (schoolwide eligibility). This waiver is required when the poverty rate of a Title I school that wishes to move to a schoolwide program falls below 40 percent. Due to ranking order, Sec. 1113, waiver approval does not guarantee schoolwide eligibility. Please return to the address above, marked to the attention of your assigned Principal Consultant, Strategy and Analytics Division. (NOTE: The school must be at or above 20% poverty at the time of Board Approval.) Please sign, scan, and e-mail this form to your principal consultant. Principal consultant assignments can be found here: https://www.isbe.net/Documents/nclb_pc_reg_asmt.pdf.

Deadline: All waiver applications must be submitted 30 days prior to submitting your original application for the school year that will begin in the fall.

NAME OF SCHOOL W.C. Petty Elementary School	SCHOOL REGION, COUNTY, DISTRICT, TYPE CODE Lake County, District 34, RCDT: 340490340042005
POVERTY PERCENTAGE AT TIME OF BOARD APPROVAL 30%	DISTRICT NAME AND NUMBER Antioch School District 34
CONTACT NAME Kristina Guntharp	CONTACT TITLE Director of Teaching and Learning
CONTACT TELEPHONE (Include Area Code) (847) 838-8400	CONTACT E-MAIL Kguntharp@antioch34.com

Schoolwide Programming Waiver

Part 1: Waiver Justification

- A. Describe the need and rationale for this schoolwide waiver. Include reasons why the need(s) cannot be met without a schoolwide program and/or why needs are not being met under the current targeted assistance programming.

W.C. Petty Elementary School is applying for school-wide funding, to enhance supplemental supports for programming taking place including the whole child and all children.

As of now with current targeted assistance Title 1 program, W.C. Petty Elementary School is lacking the ability to help support a significant number of the student population who are testing slightly above the 25th percentile but who are still considered at-risk academically and behaviorally. We would like to be able to put in a support system for these students so they too can have access to learning interventions on Math and ELA, as well as the proper support systems and tools to address their emotional well being. The extra help at this stage could help prevent them from falling below the 25th percentile later on in their education.

The targeted assistance program does not allow us to intervene with behavioral support systems for students who are not identified as a Title 1 students, who need the added focus of tools and staff support to promote a positive school environment for them. For instance, if we have a student in the building who is not targeted to receive Title 1 funds and he or she finds it hard to sit still while the teacher is giving a lesson, we do not have a flexible seating option for this student because they are not falling below the 25th percentile.

W.C. Petty Elementary School does have a PBIS program in place that is able to intervene and give the students proper resources for them to turn to for their social-emotional needs, this is successful for the majority of our student population, but for those students who are not considered Title 1 and therefore not considered at-risk, we have limitations on the support we can provide for them. By having our Title 1 funds implemented school-wide, we can properly address any student needing social-emotional support in the classroom, provide them with the tools they need to function in a classroom, especially those students hovering or falling below the 25th percentile in Math or ELA. A school-wide program would provide students with a sense of anonymity because supplemental tools and Math/ELA events will be available for all students and not just for those who are at-risk. By having special programming open to the whole student population, Title 1 students may be more likely to engage in these events because their peers are attending. With this occurrence of students being an active participant in school functions, their parents and families are more likely to engage with their child's school, and therefore build a stronger home-school connection.

W.C. Petty School has the highest mobility rate in the district for the last five years. The mobility rate in recent years has been about 16%, which is higher than the state's average. Research has shown that a high mobility rate in a child's education has a significant impact on their ability to test at grade level standards. By implementing strategies to intervene with these students and families at an early stage and give them the extra educational supports they need, the school can greatly reduce the chances of them falling below the 25th percentile in Math/ELA and help them achieve grade level standards of learning and personal growth targets.

To conclude, we want to always focus our attention first on helping the student population that is most at-risk and that qualify to receive Title 1 interventions. However, we have a significant amount our of student population that are not identified as Title 1 candidates but could benefit from utilization of school-wide funds. W.C. Petty Elementary would like to be able to focus our efforts in getting early interventions strategies for all students. Early interventions in Math and ELA are most effective when they are implemented at an early stage of a child's academic career. By having the ability to apply our Title 1 funds school wide, we can provide the very highest level of education for all our students.

Schoolwide Programming Waiver (Continued)

Part 1: Waiver Justification

- B. Please provide the educational need to receive schoolwide status. Please outline the size and demographics of the school as well as the academic status of the students and any other factors that may contribute to your need for schoolwide programming.

Data as of May 2018

Total student population- 435

Mobility rate- 16% over the last five years, biggest negative effect, higher than the district and state average.

Low income students- 30%

Number of students receiving math interventions- 3% of the student population.

Percentage of students testing below the 25th percentile in math- 14% of the student population.

Percentage of students testing below the 40th percentile in math- 26% of the student population.

Number of students receiving students receiving ELA interventions- 6% of the student population.

Percentage of students testing below the 25th percentile in ELA- 13% of the student population.

Percentage of students testing below the 40th percentile in ELA- 28% of the student population.

Number of students who need interventions in Math- 110, these students are below grade level standards.

Number of students who need interventions in ELA- 126, these students are below grade level standards.

Number of students who need interventions in Math – 110 students need intervention (fall below grade level)

Number of students who need interventions in Reading – 126 students need intervention (fall below grade level)

Number of students receiving Special ED services- 68 students, 16% of the student population.

Number of students with 504 plans- 26 students, 6% of the student population.

Number of students testing below grade level-

NWEA 1-25th reading: 80 students.

NWEA 1-25th- math: 63 students.

NWEA 25-40th reading: 126 students.

NWEA 25-40th math: 110 students.

ESL student population- 4-5%, higher compared to the district average.

W.C. Petty Behavior Data-

Number of ODRs – 91 students, 281 referrals

0-1 ODRs – 15.5%

2-5 ODRs – 47.8%

6+ - 36.6%

In-school suspensions: 9 students contributing to 16 events

Out of school suspensions: 4 students contributing to 4 events

Attendance Data-

2nd Grade: 94.9% daily attendance

3rd Grade: 95.27% daily attendance

4th Grade: 95.47% daily attendance

5th Grade: 95.55% daily attendance

Overall: 95.29% daily attendance

Truancy-

39 9-Day letters sent home to families

11 students referred to the Lake County Truancy Division

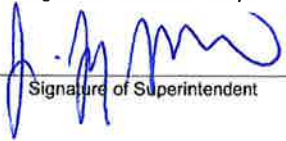
In conclusion, our most recent MAP data above, we still have a significant amount of the student population that are falling below the challenging academic state standards. Here at W.C. Petty it is our desire to help all our students who are facing academic, social emotional and behavioral challenges and to make sure all student are prepared for the next grade level. A school wide waiver could help support the overall programming at W.C. Petty including improvement in the all learning environments. By implementing the means to successfully improve overall systems

Part 2: Certification

The signatures below certify that the waiver application is complete and all data and responses are true and accurate to their knowledge.



Signature of School Principal



Signature of Superintendent

5/21/18

Date Signed

5-21-18

Date Signed