

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Fairview Elementary School		
RCDT:	170640050262005		
Principal:	Alison Armstrong		
Address:	416 Fairview St		
City, ZIP code:	Normal, IL 61761		
Telephone:	309-557-4418		
Email address:	armstronga@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2026-27	53.3%	N	10/21/26

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristin Kendrick Weikle
Telephone:	309-557-4400
Email address:	1809 W. Hovey Avenue, Normal, IL 61761

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Alison Armstrong	Principal
Ryan Geist	Assistant Principal
Mary Walker	Title Specialist
Sophie Bill	Kindergarten Teacher
Kelly Otte	First Grade Teacher
Julie Laudeman	Second Grade Teacher
Becca Wirtz	Third Grade Teacher
Megan Maas	Fourth Grade Teacher
Rachael Carlins	Fifth Grade Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other training.

3. Conduct a comprehensive needs assessment of the entire school:

- a. A needs assessment was conducted based on the data collected.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

The Core: Research has proven that in order for children to become successful readers they need:

Explicit description of the reading strategy
 Direct instruction followed by guided practice
 Teacher and student modeling of the strategy
 Interactive use of the strategy
 Focus on a gradual release of responsibility for a strategy
 Authentic independent practice for reading strategies
 Immersion in a print-rich environment

A reading workshop approach has been implemented in order to improve our core reading instruction. All classroom teachers are working to strengthen the core curriculum with direct strategy instruction, guided

and independent practice of reading, and opportunities to share their reading. Conferences during independent reading time are used to monitor student progress through running records, observations, small group, and comprehension conversations.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Fairview Elementary is a Full-Scale Community School and is able to provide supports to families and eliminate barriers for school and learning and families may face. The Fairview Community Schools Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have. Free family activities are offered throughout the year in the hopes of engaging families in their child's education. Embedded integrated supports through community schools meets with students on an individual basis and at times, in small groups when students need intentional social/emotional support. Teachers have implemented SEL standards throughout the school day and start each day with morning circles with their students.

Fairview has an embedded counselor two days each week, employed by the Center for Human Services, available for students who are referred to counseling during the school day. Counselors are able to meet with students during the school day at a time that works within their daily instructional schedule.

Fairview has a partnership with various faith partners who offer after school tutoring for students needing academic support. These tutoring services are coordinated by Fairview staff and provided at neighboring churches.

Being a Full-Scale Community School, Fairview offers tutoring two days a week for the majority of the year to students that are scoring in the 20th -30th percentile in reading and/ or math on the Star benchmark assessment.

Fairview holds a summer school program for selected Unit 5 students in six elementary buildings, who are below grade level in the areas of math and reading.

Our social worker provides counseling with students, either individually or in small groups, that have individualized education plans to address their social emotional needs. The social worker also supports the classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on an as needed basis for isolated incidences (divorce, bullying, etc.). There is also support for classroom teachers by providing resources to use with students when they have classroom wide issues.

We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Fairview (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher.

The Social Emotional Behavior Leadership committee meets monthly to discuss the monthly topics and supports the school needs. The SEBL committee also supports staff with planning and ideas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and

broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

21st Century Learning Standards that are utilized include: Student driven assessments and a shift from a content focused on an application of learning. Open ended and multi model assessments are utilized. Students know their learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication- written, technology, and verbal. Play based choice centers are in kindergarten. Students work independently on projects, as well as part of a team, to finish projects and meet deadlines.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Formal and informal assessments along with teacher recommendations are used to determine which students have the most need for reading intervention instruction. A data wall is utilized by a team of teachers to discuss which students will qualify for intervention. Students who perform below the 16th percentile in reading or math qualify for these supplemental services. The School Psychologist completes progress monitoring throughout the intervention cycle. Our parents/guardians receive notification of support and frequent updates on their child's progress.

After identifying students who are experiencing the most difficulty in meeting standards, the Title I teachers, classroom teachers, and LBS1 teachers will conduct individual and small group instruction to assist students in developing skills and strategies needed to successfully meet grade level standards. In order to ensure progress with our most struggling readers, we will focus on need as opposed to equitable time for each student. Tier II support is provided outside of the core academics during a half hour per grade level intervention time that is scheduled throughout the day. Tier I support is provided in the core academics and the Tier II intervention time. In some cases, an additional Tier III support is provided.

Interventions will take place outside of the core reading instruction time and will be continuously monitored throughout the cycle. Students may be provided intervention with Guided Reading Plus, a Comprehension Focus Group, Assisted Writing with Interactive Writing, Assisted Writing with Writing Aloud or through Strategic Processing Intervention.

Our Math Interventionist reviews benchmark data and diagnostic assessment data to determine placement in a tiered support. Students may be placed in "Dream box" or "Do the Math" curriculum. The Fairview Elementary School community believes that classroom climate is integral to student success. Fairview will continue the Positive Behavior Intervention and Supports, as well as, incorporating Social Emotional learning standards throughout the day.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards. Teachers are to be included in the decisions regarding the use of academic assessments. Each year teachers review IAR data and develop strategies to increase student achievement.

Building wide professional development is focused on school improvement goals. During this time, staff reviews data, discusses best instructional practices, and reviews new curriculum. Time is also provided for collaboration time among grade level teams, special education teams and intervention teams. Teachers are encouraged to take advantage of University courses in order to work towards earning master degrees and to learn new educational practices.

Strategies are in place to attract highly qualified teachers to teach in our building. Pre-screening interviews are used district wide to identify highly-qualified candidates. Unit 5 hosts regular job fairs, participates in job fairs at local universities and partners local universities and colleges including Illinois State University, Illinois Wesleyan University, and Heartland Community College to seek exemplary teaching candidates. Students from all universities have opportunities to complete clinical and student teaching requirements at our school.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments.

Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level. During Kindergarten Pop Up incoming kindergarten students and families are able to network with other kindergarten families and get a feel for support in place and the overall culture at Fairview.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. Developed with our school community in mind, parents have an opportunity to attend our Title presentation and participate in a Title survey each year to gain valuable feedback. Feedback from that survey is used to make any changes needed or continue with our developed plan.
4. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
5. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
6. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
7. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.