

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:	Pepper Ridge Elementary		
RCDT:	17064005026-2015		
Principal:	Robert Battey		
Address:	2602 Danbury Drive		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	309-557-4423		
Email address:	batteyr@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
26-27	53.46%	N	10/21/26

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Robert Battey	Principal
Kirsten Freeze	Assistant Principal
Shauna Gourley	Instructional Leadership Team (ILT) - Title teacher
Nicole Schneyr	Instructional Leadership Team (ILT) - LBS1
Leza Kirshenbaum	Instructional Leadership Team (ILT) - LBS1
Anna Evans	Instructional Leadership Team (ILT) - LBS1
Hadley Stimler	Instructional Leadership Team (ILT) - 5th Grade
Jennifer Ficek	Instructional Leadership Team (ILT) - 4th Grade
Kara Barr	Instructional Leadership Team (ILT) - 3rd Grade
Betsy Zimmerman	Instructional Leadership Team (ILT) - 2nd Grade
Brandy Roberts	Instructional Leadership Team (ILT) - 1st Grade
Brittney Arendt	Instructional Leadership Team (ILT) - Kindergarten

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. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

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.

School wide 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.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, we will continue to utilize a reading workshop and writing workshop format in order to improve our core reading instruction. Observations and teacher feedback will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. District instructional coaches are also available for coaching cycles to support implementation with fidelity. Research has proven that in order for children to become successful readers they need the following: explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Data includes: teacher observation, Fountas & Pinnell Benchmark Assessment, Unit 5 district writing assessment, Star Reading and/or Early Literacy testing, Words Their Way spelling assessment, and Observation Survey assessment (first grade only). Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet five times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as an additional layer of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Writing Aloud, Interactive Writing, Guided Reading Plus, Strategic Processing, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention:

Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing (AW) - Assisted writing intervention is for students who are struggling with literacy processing. Assisted writing (including both interactive writing and writing aloud) assists children in developing reading and writing strategies for operating print. It promotes the reciprocal processes between reading and writing. Interactive writing is a shared writing experience between the teacher and a small group of emergent to beginning early writers. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Writing Aloud incorporates mentor texts, modeled writing, and independent writing with student conferencing.

Strategic Processing Intervention - This intervention helps students acquire efficient word recognition, decoding, spelling, and writing skills along with strategies that can be transferred to reading and writing tasks. There is an emphasis on understanding how words can be segmented into sounds along with learning common phonetic spelling patterns. This intervention is typically used in grades 2-5.

Reading Recovery is an intensive, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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.

Our social worker provides counseling for students, either individually or in small groups, that have Individualized Educational Plans to address their social emotional goals. The social worker also supports classroom teachers by completing whole-class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a regular basis if there are issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

Promise Council is a cooperative effort between school leaders and community contacts, designed to meet some of the unique needs of Pepper Ridge students. The initial focus is in meeting students' academic and physical needs. The goal is to increase mentoring opportunities and fill those spots with volunteers. Another goal is to provide additional opportunity for parental engagement at the school. The PRPC works with individual volunteers and partner organizations across all sectors: businesses, universities, service organizations, faith-based groups, retirees, and health care.

The Opening Doors Program is a college awareness program that is designed for our 5th grade students. This program's speakers, activities, and field trips are organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi-modal assessments are utilized as possible and appropriate. Students know their own learning targets and participate in monitoring and tracking their progress as they are able. 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. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Technology plays a significant role in our overall curriculum. Students in K-5th grade have a device readily available for them. To promote best practices in technology, students are taught Digital Citizenship. The purpose is to create a positive school culture that supports safe and responsible technology use. The program addresses real challenges for teachers and students to help navigate cyberbullying, internet safety, and other digital dilemmas. Students also learn and utilize Google Suite (G Suite). G Suite is a package of cloud-based services that provide a way to work together online using email, calendar, real-time document collaborations and more. In all grade levels, coding (programming) is taught in IMC class. With a demand for skilled coders and programmers, coding skills are career building skills. Coding also improves skills in reading and math, while promoting perseverance and problem solving. Resources utilized include CS First: Scratch & Made with Code, Tynker, and Hour of Code.

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.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, and Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach Tier I and Tier II coaches and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Puma Paws), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener(SAEBRS) will be administered to students in 2nd-5th grades and K-5th Grade teachers will complete a screener on each student. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Screening data will be reviewed by Tier I PBIS Coach, Tier II PBIS Coach, administration and classroom staff.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment.

They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: Students whose scores meet the internalizing or externalizing criteria will be in the first round of intervention (i.e. CICO).

PBIS Check In Check Out (CICO) – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person)*
- OR
- Social Academic Instructional Group (SAIG) is necessary
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with the CARES case manager to complete the CARES referral form in Embrace.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to the CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
 - Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

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 on-going professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Pepper Ridge Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in collaboration time. Time has been allotted on the district's seven Early Release dates for collaboration that focuses on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Pepper Ridge also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

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

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

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. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. 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).
6. 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.