

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:	Murrayville-Woodson Elementary		
RCDT:			
Principal:	Emily English		
Address:	307 Masters Street		
City, ZIP code:	Murrayville, IL 62668		
Telephone:	217-882-3121		
Email address:	eenglish@jsd117.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2024 - 2025	48%		

DISTRICT INFORMATION

District Name/Number:	Jacksonville School District 117
Superintendent:	Steve Ptacek
Telephone:	217-243-9411
Email address:	sptacek@jsd117.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Emily English	Principal, Parent
Erica Helmich	Kindergarten
Mary Parks	First Grade, Parent
Robin Casler	Second Grade
Angel Ewing	Third Grade
Abby Crow	Fourth Grade
Lisa Horton	Fifth Grade, Parent
Amanda Braley	Dean of Students
Monica Dixon	Physical Education
Lara Morrison	Interventionist
Miranda Beddingfield	Special Education
Pam Waggener	Special Education
Tammie Powell	Special Education

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.
- 2.
- 3.
- 4.

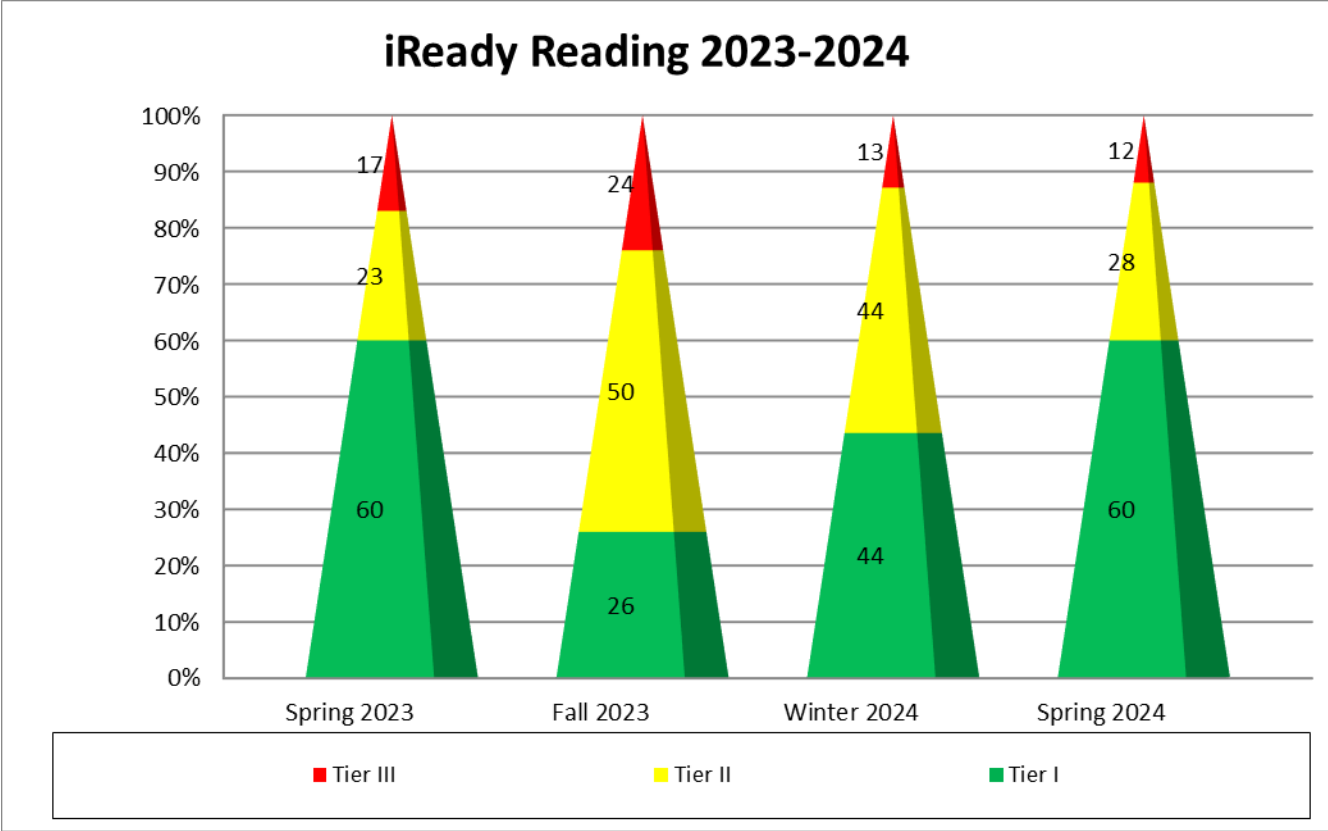
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Murrayville-Woodson Elementary is one of 6 elementary student attendance centers in the Jacksonville School District. It is located approximately 10 miles south of Jacksonville and serves 145 students on the South side of Morgan County. The student population is 88.5% White, 3.2% two or more races, 3.8% Black, 1% Asian 3.2% Hispanic and 1% American Indian. The 2023 School Report Card indicates a 47% Low Income Rate. 26% of students have been identified with a disability which is slightly higher than the district. 0% percent of the student population is categorized as homeless. Mobility of the student population at Murrayville Woodson is at 10% and 10% of students are chronically truant.

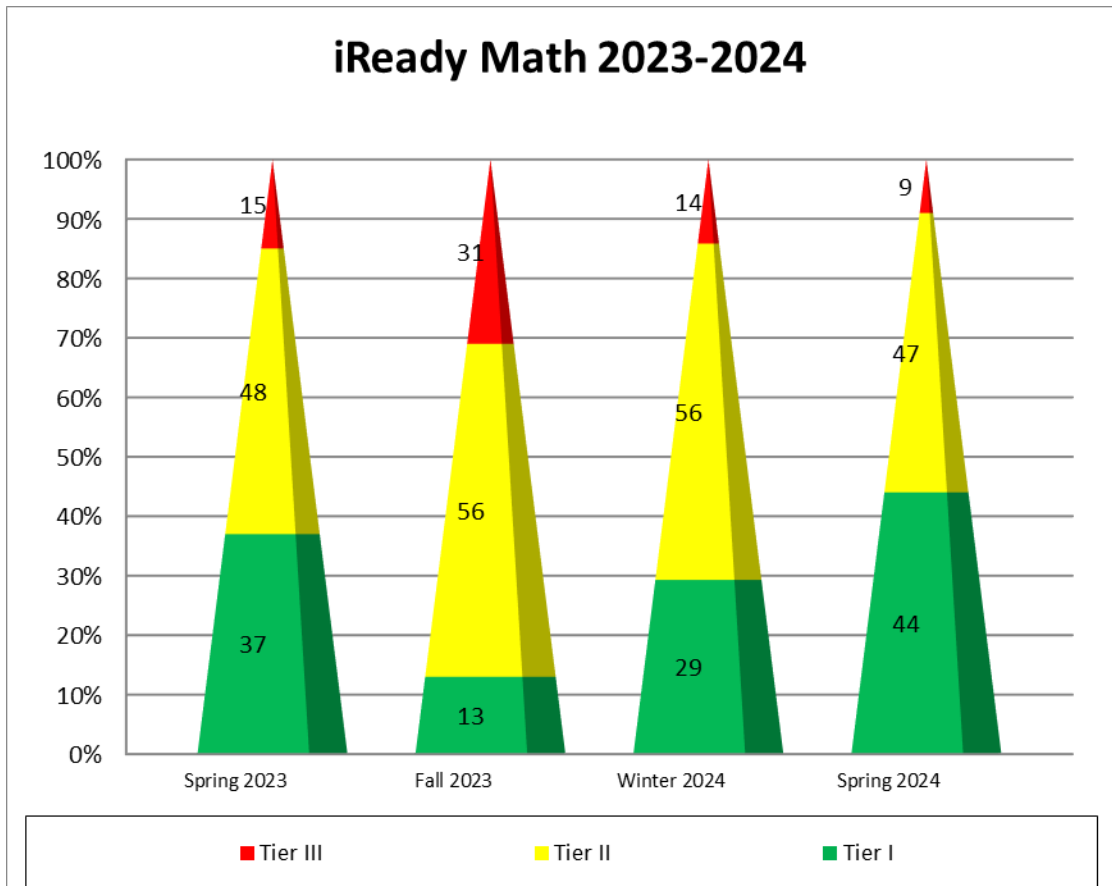
Our first comprehensive needs assessment was conducted in May 2017. Parents returned 63 surveys. Teachers completed twelve surveys. Each year an updated needs survey is completed. The staff spent numerous hours looking at

the academic and behavioral data generated in the past years to help paint a picture of our progress as well as areas for improvement. Each year additional surveys are completed by parents and staff. The results are included in Appendix A.

At the beginning of the 2022-2023 school year, the district committed to piloting different benchmark testing. The elementary grade levels were split into three groups: NWEA, Fastbridge, and iReady. The groups were then tasked with giving the benchmark testing in September, January, and May. It became apparent by the January testing that the iReady testing platform best met the needs of the district. All students were then tested in May using the iReady platform.



Reading – The group analyzed the scores receive from the iReady test. While our understanding of this test is still new, we are seeing growth with students over the course of the school year. This testing session showed a need to focus on vocabulary and informational text. This is the same as previous years.



Math –Again, we are showing grow over the school year with the iReady test. Weaker areas are Numbers and Operations, and Geometry. The group is going to spend more time analyzing the district priority standards and compare them to the iReady test to look at alignment.

In looking at the 2024 parent survey results, 97.6% of families feel welcome at our school 95.3% felt their child was prepared for the next grade level. 86.1% stated that the work their child was doing was challenging. 97.6% of families stated that the teachers were available if a student needed help. 98.8% of students reported feeling safe at school. Families continue to appreciate receiving information by text message, newsletters, and phone. Text messages are preferred by 92.5% of the respondents.

RESULTS OF COMPREHENSIVE NEEDS ASSESSMENT

Area for Improvement	Data Source	Potential Plan
Improve Reading Scores Current % at grade level: 61 Goal: 65	Evaluation of test scores (iReady, IAR) in the past 4 years.	<ul style="list-style-type: none"> Target the grades with the highest percentage of students not reading at grade level (as determined by MAP and DRA) Schedule additional time in the master schedule to add consistent Tier II/ Tier III time for students Develop Goal Setting techniques that are more meaningful to the students. Professional Development – Vocabulary and Nonfiction Comprehension teaching techniques
Improve Math Scores Current % at benchmark: 44 Goal: 50	Evaluation of test scores (iReady, IAR) in the past 4 years.	<ul style="list-style-type: none"> Focus on math during advancement time. Focus on hand-on math lessons STEAM Lab time. Develop Goal Setting techniques that are more meaningful to the students. Continue Crazy 8's recreational Math club K-5 Professional Development - Priority Learning Standards and iReady Crosswalk
Improve MTSS system	Evaluation of test scores (iReady, IAR) in the past 4 years. Teacher Survey	<ul style="list-style-type: none"> Reboot the RTI program with an overview at the beginning of the year. Continue Tier II progress monitoring support and improve transition to Tier III Schedule additional time in the master schedule to add consistent Tier II/ Tier III time for students
Improve Interpersonal skills in the school community	Behavior data from 2023-2024	<ul style="list-style-type: none"> Find a program that will help explicitly teach “soft skills” for students. Continue with Leadership roles for the 2024-2025 school year.

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.

The educators and support staff at Murrayville Woodson Elementary collectively strategize to meet the needs of all students. By differentiating instruction within the classrooms, teachers provide quality learning experiences that accommodate the various needs represented therein. Students are given weekly opportunities to participate in fine art activities, such as music and visual arts that help support the curriculum in both the general and special education classrooms.

Teachers make use of common planning times based on similar grade levels, as well as the use of data meetings to analyze results of student assessments and to determine what interventions may need to be put into place. An important part of the master schedule at Murrayville is grade level Advancement Time. This is a built in time for teachers to focus on individual RTI interventions. In addition to the common planning times, classrooms of similar grade levels utilize Advancement Time so that teachers are able to differentiate instruction beyond the groupings within individual classrooms. This time is maximized by ensuring that the classes with the most need have teachers pushing in to help with small group instruction.

Our staff works hard to provide additional support for those who are at risk or not meeting the challenges of their grade level. By following the multi-tiered system of support, teachers, administrators and support staff can closely observe the success of interventions created specifically for a struggling learner(s).

In 2019 there was a 53 point achievement gap between students with IEPs and students without IEPs in reading and a 39 point gap in math. In 2023 the achievement gap in reading has decreased to a 43 point gap and closed to a 28 point gap in math. By taking advantage of all the accommodations on a student's IEP as well as increased collaboration between regular education and special education teachers, the Murrayville Woodson staff will be studying teaching techniques, subject areas, disability individualization, accommodations and skills for collaboration in the classroom.

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 school receives supports from both inside and outside of the school. The classroom teachers at Murrayville-Woodson Elementary School provide many lessons to their classes that relate to the students' social-emotional well-being. Our students in grades 4-5 participate health classes which include lessons on being a healthy individual both inside and out. Murrayville-Woodson also has a school nurse who is ready and available to provide students and families with care and instruction for their on-site health needs. We have mental health trained first responders inside Murrayville-Woodson Elementary School. Our school is also equipped with a school psychologist and school social worker as well as a dean of students. We have several staff members who have been trained by the Crisis Prevention Institute in nonviolent crisis intervention. Morgan County Mental Health (MCMH) is available as needed at Murrayville-Woodson Elementary School in the event of a student crisis. MCMH services are extended when necessary depending on student/family need. We work with Four Rivers Special Education Cooperative to provide our students with Individualized Education Plans with services including, occupational therapy, physical therapy, speech therapy, vision and hearing itinerants and other services as dictated by the IEP with no limit to alternative school settings. The staff at Murrayville-Woodson Elementary School has been trained in *The Leader in Me* program which further promotes positive character-building traits within the school for staff and students. Beginning in the 2022-23 school year, we implemented the Second Step curriculum with the expanded social work services. As we have had more students return to the building after the pandemic, we have also noted a change in social emotional skills that students are coming to school having practiced. Teachers are very intentionally having to teach skills that we have taken for granted in the past – eating with others, taking turns, and potty training are areas that the staff is working with students on much longer than in the past.

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).

Murrayville-Woodson Elementary School recognizes the need for our students to prepare for and be aware of the various opportunities for postsecondary education and the workforce. Our teachers have designed many different activities and units throughout the year to provide support for our students' college and career readiness. Because our school is located in rural Murrayville, our students are often exposed to some of the different aspects of agriculture. By involving a local program known as "Ag-cited", guests visit the classroom to help the students get a global view of agriculture. "Where Your Food Comes From" is another program utilized in the primary grades.

Whenever possible, we also like to utilize field trip opportunities. For example, one class visits a children's museum where they can have a hands on experience with different careers. Another grade visits the local hospital to supplement a unit that covers all health care professionals including paramedics, admission workers, nurses, physical therapists, anesthesiologists, and so many more. Multiple grade levels practice with counting money, different types of currency in the world, and how to use money wisely. Students then have the opportunity to visit the local bank to see the different careers in action. While many of these activities were curbed during the pandemic, teachers worked to find virtual options to help further career and technical education opportunities.

On a daily basis, teachers supplement the current curriculum with STEM activities, extra informational reading resources, as well as videos and online activities.

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.).

Murrayville-Woodson Elementary School follows the MTSS process which includes the core teacher, school nurse, school psychologist, title teacher, school administrator, behavior specialist, special education teacher, school social worker, and parents/guardians. This team meets to discuss classroom instruction, student performance as well as classroom, small group, or individualized interventions that have been provided for the student. This information is presented by all parties in data form as well as a summary for the team. The team then brainstorms Tier II interventions and chooses interventions based on the needs of the individual child so that the student can experience success and growth both socially and academically. If a student is still not responding to Tier III services, a formal meeting will be set with the IEP team, a group that specializes in IDEA rights and regulations.

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.

Education professionals at Murrayville-Woodson School have been participating in different professional development opportunities throughout the year. This year the district professional development has been focused on alignment of the Priority Learning Standards with the an End of Year test that has been designed by each grade level. Paraprofessionals have time during the year to take classes on Master Teacher and Public School Works to help them feel more confident in working with the individual needs of the students to which they are assigned.

In looking forward to the 2024-2025 school year. The staff is looking at gathering more information in the Science of Reading, student-led goal setting, and looking at ways to explicitly teach some of the “soft skills” needed to be successful individuals.

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

Murrayville-Woodson Elementary hosts an open house for incoming students and families in the spring prior to the student's kindergarten year. On occasion, the prekindergarten teacher will also attend the open house night to help with the transition into elementary schools. At the open house, information is provided for parents in terms of expectations for their child. The teacher also shares requirements such as medical records and other state mandated documents that are needed prior to beginning the kindergarten school year. This meeting also includes summer learning ideas for aiding the child and families in continuing to learn vital, foundational skills for a successful kindergarten experience. This includes offering the academic standards as well as offering educational apps and websites for a fun way in which students can learn important kindergarten skills. The kindergarten teacher is aware of many of the skills and curriculums used by local prekindergarten programs. The school secretaries work with the local prekindergarten program to obtain the necessary information including dental or other medical documents to ease the family in their transition to kindergarten. The school secretary and school nurse also work together to send home individual family checklists of documents needed. The district has a prekindergarten program that offers a registration night for pre-k families of incoming kindergarteners as well as provides many screening opportunities throughout the community in order to determine child placement and need for early childhood intervention services, helping students to be more prepared and equipped for kindergarten.

In addition to the open house setting, families can also set up meetings with the kindergarten teacher and principal to set up a more personalized tour or series of visits to help manage the transition to a new school. Parents appreciate being able to visit on several occasions in order ease the anxiety of the students into kindergarten.

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.

Appendix A