

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:	Ruth M. Schneider School		
RCDT:	17-020-0180-26-2003		
Principal:	Ryan Peyton		
Address:	309 N John Street		
City, ZIP code:	Farmer City, IL 61842		
Telephone:	309-928-2611		
Email address:	rpeyton@blueridge18.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2017-18	45%	No	May 13, 2020

DISTRICT INFORMATION

District Name/Number:	Blue Ridge CUSD 18
Superintendent:	Susan E. Wilson
Telephone:	309-928-9141
Email address:	swilson@blueridge18.org

 Superintendent's Signature

05/13/2020
 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Susan Wilson, Superintendent	Blue Ridge CUSD 18
Ryan Peyton, Principal and Parent	Schneider School, District
Katie Nichols, Principal and Parent	BRIJHS, District
Hillary Stanifer, Curriculum Coordinator	Blue Ridge CUSD 18
Angela Clancy, Title I Teacher and Parent	Schneider School, District
Kelly Soliday, Title I Teacher and Parent	BRIJHS, District
Tara Twist, Title I Paraprofessional	BRIJHS
Christi Burton, Parent	Blue Ridge CUSD 18
Colbey Burton, Student	Blue Ridge CUSD 18
Cherie Magenheimer, Parent and Business Owner	Blue Ridge CUSD 18 and Farmer City Chamber of Commerce
Lindsay Mattingly, Teacher and Parent	BRIJHS and BRIJHS
Hope Zeh, Title I Paraprofessional	Schneider School
Melissa Schwarzlose, Teacher	Schneider School
Erin McKinley, Parent and City Council Member	Schneider and BRIJHS, Farmer City City Council
Jerry Schmitz, Kiwanis Member	Kiwanis Club of Farmer City

This plan was reviewed by the Title I team on April 13, 2020 and no changes were found to be needed. Present at this meeting: Principals Ryan Peyton and Katie Nichols; Title I Teachers Kelly Soliday and Angela Mitchell; Title I Paraprofessional Tara Twist; Parent Representatives Jessie Watterson and Lindsay Mattingly; Curriculum Coordinator, Hillary Stanifer; and Superintendent Susan Wilson.

In addition to the team above, assessment data was gathered from the following **assessments conducted throughout 2017-18 school year: AdvancED 1-day readiness assessment (all district employees) and parent/teacher/student culture and climate surveys (all district teachers, students in grades 6-12, and parents of students); school improvement plans (school improvement teams at each school); District professional development needs assessment (all district personnel); Title I Parent Surveys (parents of students receiving Title I services); PreK program needs assessment (PreK personnel and parents); Community feedback from**

Blue Ridge Connect sessions (Board of Education member, community members, school personnel, students, parents, business representatives, and local government officials); Parent Academy feedback forms (parents who participated in academies); Illinois Youth Survey results (students in grades 8, 10, and 12); Student Connection surveys (All students in grades 4-12, and all school personnel in grades 4-12); and District Strategic Plan (Board of Education, Board of Education member, community members, school personnel, students, parents, business representatives, and local government officials).

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:

Preschool for All and ESSA Title I Services are organized to work together to support student learning in coordination with Federal, State, and Local Services and Programs. Instructors from all grade levels serve as strategists in the building. Special education teachers team with our regular education teachers to model strategies, provide support and ideas, and work with small groups in reading and vocabulary instruction as well as math instruction. Programs align with common core standards and use strategies so that teachers can best meet the needs of all students.

Title I teachers and special education teacher provide support and instruction for reading groups comprised of lower achieving readers. When students are targeted for reading intervention, our special education teachers and Title I teachers provide the additional support. By doing this, our Title program is integrated along with Special Education with our K-3 comprehensive reading program.

1. **Preschool for All**
2. **ESSA Title I**
3. **Special Education**
4. **Local Comprehensive reading program**

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>.

Results from the following assessments conducted throughout 2017-18 school year were considered in the initial development of this plan: AdvancED 1-day readiness assessment and parent/teacher/student culture and climate surveys; district improvement and school improvement plans; District professional development needs assessment; Title I Parent Surveys; PreK program needs assessment; Community feedback from Blue Ridge Connect sessions; Parent Academy feedback forms; Illinois Youth Survey results; Student Connection surveys; and District Strategic Plan. It was determined that these measures provided ample data for conducting the comprehensive assessment, so no additional information was collected. Annually we review this information. In addition, the district has undergone Accreditation Review through Cognia and was awarded accreditation in Spring 2020.

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 goal of our program is to align our curriculum, to improve our skills, to organize a cohesive delivery system, to offer effective intervention and Title I services, and to incorporate data to inform our instructional decision-making. We will continue to coordinate the research-based practices we have in place and to fill the gaps we have in our instruction with additional research-based strategies. Our reading and mathematics programs provide research-based instructional strategies, practices, and materials proven effective in student achievement. Additionally, we implement specific strategies for monitoring progress and making

instructional decisions to support students who struggle, fall behind peers, or fail to learn to read or excel in mathematics. Schneider Elementary recognizes that even when some students receive instruction from effective reading and mathematics programs, some students will still need additional support in order to become proficient students. The Title I services put in place will ensure we make readers out of all of our students as well as successful mathematicians.

Schneider Elementary uses a screening and diagnostic process for determining whether we have met the needs of all students in their pursuit of academic proficiency and advanced achievement. We identify children who are falling behind their peers in learning to read, are failing to learn to read, or failing to progress in mathematics and require Title I services. Our process includes benchmarking three times per year. If the diagnostic measures show the students are falling behind their peers, teachers will bring that student to Schneider Elementary building-level Student Success Team (SST). SST meetings are scheduled to meet twice per month, but can meet as often as needed. The SST team is responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for specialized service. The team consists of the building principal, the Title I teacher, a special education teacher, and a TCSEA school psychologist. We meet throughout the school year, approximately twice per month for a half an hour each time. Once we are able to identify the reading and/or mathematics skills in which the student is deficient, we begin Title I services for these students and will progress monitor once per week. For any student in danger of failing to learn to read or progress in mathematics, additional assessment support will be sought from external experts including Tri County Special Education Association (TCSEA). Schneider also has a Title review team that consists of the building principal, the Title I teacher, the Title I aide, and a TCSEA school psychologist. The team meets six times per year for benchmark/data review to ensure all students' reading and mathematics needs are being met. Furthermore, Schneider Elementary uses Positive Behavior Intervention and Supports (PBIS). PBIS improves student academics and behaviors by ensuring all students have access to effective instructional and behavioral practices and interventions. Our PBIS team meets once per month and consists of the school principal, a third-grade teacher, a second-grade teacher, a first-grade teacher, a special education teacher, and the Title I teacher. Within PBIS, we utilize Check-In Check-Out, Social/Academic Instructional Groups, Cool Tools, and Simple Tier 2/Secondary Interventions with Individualized Features.

The students identified for additional support receive Title I services in the form of 25 more minutes of core program enrichment per day. The students will spend more time learning in the area in which they struggle, receive more feedback regarding their progress, and experience more intensity in the teaching approaches utilized, as well as receiving the benefit of a small group setting. If students are still struggling or in danger of failing to learn, a more intensive plan is put into place. These students will receive another 25 minutes per day of support and implementation of strategies in an even smaller instructional group. Adjustments in small group size or the addition of other struggling students are options. TCSEA is also available to offer additional recommendations and support. Title I staff provide the research-based services. The early intervention works to accelerate students' progress before they fall too far behind. Title I and special education staff, along with general education staff, are specially trained to help students acquire effective reading and mathematics strategies and will provide daily instruction to identified children. When students are evaluated for selection for small group instruction, the appropriate measures for assessing problems in phonemic awareness, phonics, fluency, vocabulary, and comprehension are used. This information forms the basis for the additional small group instruction.

We annually review achievement data for those students who have been served through the Title I program. We consider the growth of these students in the five component areas of reading: fluency, vocabulary, phonics, phonemic awareness, and reading comprehension. We also consider the growth of these students in the five component areas of mathematics: numbers and operations, algebra, geometry, data analysis, and measurement. We continue to study the data that reflects our implementation of scientifically based reading and mathematics strategies on a weekly basis through progress monitoring. Additionally, we review

reading achievement data of all students three times per year and state-required assessments once per year in order to target those students in need of more time in intensive instruction in a particular area of reading or mathematic skill development. Students performing below the proficient levels as indicated through AIMSweb will receive Title I services that provide them with more time and intense practice using the strategies. One indicator of the effectiveness of our program will be the number of students in need of substantial Title I services; we expect that number to decrease as our core reading and mathematics curricula and our Title services serve students. However, with the increased number of at-risk students in the District, the number of Title students is actually increasing.

Schneider Elementary School's comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice. This occurs during the more than 90-minute reading instruction in each kindergarten and first-grade classroom where each teacher instructs on the five components of reading (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies). Our second- and third-grade classrooms have two hours of reading instruction per day. The instruction of younger students involves a combination of reading and writing experiences that help them learn the purposes of literacy, as well as how written language functions. Children learn the pleasure of reading and writing and become familiar with the text structure and vocabulary through hearing texts read aloud. Children learn letter-sound relationships in several different ways, including direct lessons; active "hands-on" guided practice; and application of basic information in reading and writing. Instruction in writing contributes substantially to children's understanding about words. While small-group instruction is most effective, other strategies may be implemented. Another way to help learners is computer-assisted instruction. Many software programs have proven to be helpful in assisting our students. By second grade, children are making the transition to longer periods of silent or independent reading and writing. Small-group instruction, writing activities, and explicit teaching of the five essential components have been implemented across the grades. In addition, all grade levels interactively read aloud on a daily basis. Furthermore, through classroom as well as library resources, all students experience a rich collection of children's literature through print and digital media. With the addition of one-to-one technology to all classrooms, online resources can provide interesting, diverse, and current learning materials. With technology, students stay connected to the real world that provides numerous opportunities. Technology also is an effective way to reach different types of learners to ensure personalized learning.

Schneider Elementary School's comprehensive mathematics program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice. This occurs during the more than 60-minute mathematics instruction in each classroom where each teacher instructs on the five content strands: numbers and operations, algebra, geometry, data analysis, and measurement.

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.

A school counselor is assigned to Schneider School for 40% of the workweek. Time is used to teach social/emotional skills in the classroom, conduct individual and small group counseling sessions, and work with teachers to address Positive Behavior intervention and Supports (PBIS). PBIS improves student academics and behaviors by ensuring all students have access to effective instructional and behavioral practices. The PBIS team meets monthly and consists of the school principal, classroom and special education teachers. Within PBIS, we utilize Check-in Check-out, social/academic instructional groups, and simple tier 2/secondary interventions with individualized features. The school tracks student behavior data and reviews the data regularly to address issues as they arise.

Parental Involvement is encouraged and supported in numerous ways. At the beginning of the school year, we

have an open house where parents and students visit the classroom and teacher. During this time, teachers extend an open invitation to parents to visit the classroom throughout the year. We also have a Parent Academy available to all parents of kindergarten through twelfth-grade students in our district. Three nights have been designated throughout the school year to give parents and guardians time to learn curriculum, resources, and programs that will help them support their child's learning and development. At least each month, often weekly, teachers send newsletters home as well as the Connection newsletters that explores reading, mathematics, and science strategies. Each student has a folder that travels between home and school so the parents are able to have daily communication. Another way for parents to contact teachers is through the school email and telephone. We also use the student management system Skyward/Qmlativ where parents have access to their child's grades through the internet. Another strategy that increases parent involvement is parent-teacher conferences. During the conferences, teachers share with parents the results of the student's testing, as well as school grades. The testing shows the child's scores, averages, and norms. The conferences not only present an opportunity to share assessment data, but also allow parents to field questions regarding their child's data. Every opportunity is given to ensure all parents have the opportunity to understand the results clearly. Additionally, we hold a Scholastic Book Fair to promote literacy as students and parents select books together. Our music teacher engages students and parents through several music programs per year. Also, each classroom has a Student of the Week based upon outstanding character traits. During this week, a parent is invited to join their child for lunch. Parents are also encouraged to share a special book during reading time.

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).

Teachers introduce students in grades PreK-3 to careers and educational opportunities through class presentations, discussions, visitors, and field trips. High school students frequently interact with elementary students as part of the Knight Buddy and mentoring programs. Graduating seniors parade through Schneider in their caps and gowns to help younger students envision themselves as successfully graduating high school.

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.).

Positive Behavior intervention and Supports (PBIS) is used at Schneider School. PBIS improves student academics and behaviors by ensuring all students have access to effective instructional and behavioral practices. The PBIS team meets monthly and consists of the school principal, classroom and special education teachers. Within PBIS, we utilize strategies to provide individual students with additional supports and services needed to be successful in school: Check-in Check-out, social/academic instructional groups, and simple tier 2/secondary interventions with individualized features. The school tracks student behavior data and reviews the data regularly to address issues as they arise. Functional behavioral analysis is used to identify causes of behavioral issues and develop behavior implementation plans for students. Title I services are coordinated with general and special education faculty and staff to meet the needs of students identified as eligible for section 504 plans or Individualized Education Plans.

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.

Title I funds will be used to support professional development of faculty and staff so they acquire strategies to improve student learning in reading and mathematics. Professional development includes selection and implementation of research-based curriculum and intervention strategies, aligning and mapping curriculum to learning standards, development of research based instructional strategies and methods. School personnel regularly review assessment data in order to identify areas where student learning requires further supports.

Staff participates in professional development during Teacher Institute Days that aligns with our School Improvement Plan. Teachers meet by grade level to collaborate, plan, and seek alignment of content, skills, and assessment during Teacher Institute Days. We have four Teacher Institute Days scheduled throughout our calendar year, as well as two School Improvement Days. Throughout the school year, professional development is offered to our staff in the areas of ELA, mathematics, Social Studies, and Science curriculum, instruction, and assessment. Additionally, all grade level teachers collaborate weekly. Furthermore, the district's Steering Committee conducts an annual needs assessment and plans professional development for the following school year. The committee is comprised of the school superintendent, the building principals, curriculum coordinator, parent representatives, special education support personnel, school counselors, and teachers from each attendance center.

Schneider Elementary staff meet once per month to monitor, evaluate, and review all components of our various programs. We also meet for PBIS and Check In/Check Out monthly to monitor data on any students considered at-risk of failing to learn or those with issues that may warrant behavior strategies. All staff members are responsible for the continuous collection of student data including formal and informal assessments using SWIS data analysis. Folders are kept on each student with all relevant data and can be shared routinely after each administering of assessments. A monthly sharing of data with the Student Success Team, as well as with staff, ensures continuous improvement and targeting of specific strategies to address areas where improvements are most needed. Furthermore, if a teacher sees a need for further study, we schedule a Student Success Team meeting and address each student's needs. Teacher representatives are included in the District Steering Team, the School Improvement Team, SST, PBIS, and the Check-In Check-out Team. Both a district-level and a building-level process for the collection and analysis of student achievement data have been established. After reviewing records and data, the team identifies any needs.

Blue Ridge is situated between two major university communities and works with the area colleges and universities to host student teachers, receive professional development, and avail ourselves to advanced educational opportunities. Blue Ridge offers a competitive pay scale to draw new teachers to our district. We support our new teachers with a trained mentor who supports the new teacher for four years. Our teachers provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. High-quality, highly qualified instructors are also attracted to in-district professional development plans that provide staff with the option of earning staff development and/or graduate credit. The on-site professional development is vital in supporting the district in its efforts to implement best practices. In-state teacher shortages have resulted in smaller pools of teaching candidates, particularly in high need subject areas, but we have been able to fill all positions with highly qualified teachers with appropriate certifications.

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

Our principal and preschool teachers share expectation at the kindergarten level with preschool children and parents. They offer suggestions for increasing readiness to read, which also develops literacy skills. Our preschool teachers monitor the progress of the preschool students in their progress toward kindergarten readiness. Kindergarten meetings are hosted in the spring. Parents and future kindergarteners visit the school and teachers share the expectations for kindergarten and offer suggestions for literacy development activities that can be completed at home in preparation for the upcoming kindergarten year. In the fall, parents and kindergarteners attend Open House. They meet the student's teacher and revisit the expectations for the present school year.

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: This plan was reviewed by the Title I team on April 25, 2019 and no changes were found to be needed. Present at this meeting: Principals Ryan Peyton and Katie Nichols; Title I Teachers Kelly Soliday and Angela Mitchell; Title I Paraprofessional Tara Twist; Parent Representative Danielle Harden; and Superintendent Susan Wilson.

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.

DRAFT