

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:	Rossville Alvin CUSD #7		
RCDT:	5409200702600		
Principal:	Crystal Johnson		
Address:	350 North Chicago Street		
City, ZIP code:	Rossville, ILLINOIS 60963		
Telephone:	1-217-748-6666		
Email address:	johnsoncl@rossville.k12.il.us		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018-2019	55%	N	

DISTRICT INFORMATION

District Name/Number:	Rossville Alvin CUSD #7
Superintendent:	Dr. Crystal Johnson
Telephone:	1-217-748-6666
Email address:	johnsoncl@rossville.k12.il.us

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Kathryn Bartenschlag	Teacher
Brooke Trimmell	Teacher
Linda Herman	Teacher
Laura Flint	Teacher
Heath Kendrick	Administrator
Tim Hawkins	Social Worker
Kirsten Thornsborough	Teacher
Becky Steidel	Parent

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. Not/Applicable
- 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>.

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 Rossville Alvin CUSD #7 Title 1 committee analyzed academic data along with having staff participate in a comprehensive needs assessment. The academic data collected and analyzed indicated that student's academic performance concerning the States academic standards has shown nominal growth the last three years. The composite scores for ELA and Math were well below the State averages in 2015, 2016 and 2017. The percentage of students ready for the next level of learning in ELA ranged from 20% in 2015, 17% in 2016 and 18% in 2017. Also, the percentage of students ready for the next level of learning in Math ranged from 17% in 2015, 20% in 2016 and 19% in 2017.

In addition to the IAR student achievement data the districts STAR 360 student growth data was also analyzed and indicated a low student growth score in Math at the April/May 2019 benchmarking for 23% of the Non-IEP students.

In addition to the IAR student achievement data the districts STAR 360 student growth data was also analyzed and indicated a low student growth score in Reading at the April/May 2019 benchmarking for 20% of the Non-IEP students.

The comprehensive needs assessment also indicated that 42% of the staff's perception is that the school's current curriculum can't meet the diverse academic needs of all our students. In addition 26% of the staff's perception is that students don't have the knowledge, skills and supports needed to focus on learning.

- a) The school wide reforms that will be afforded to all children , including each of the subgroups of students(as defined in section 1111(c) (2) to meet the challenging State academic standards include the continued implementation of the MyMath 2018, Wonders ELA, Study Sync ELA and Wilson Foundations curriculum . The district is also moving into the first year of planning/implementation of becoming a 1:1 school which will afford all students classroom computer technology to enhance the curricular reforms along with providing all students access to the digital curriculum at home as well. The student's in most need of academic support will also be afforded research based interventions to support them academically and socially. In terms of school wide reforms that will be afforded to all children in need of social and emotional support students will participate in the PATHS (Promoting Alternative Thinking Strategies) curriculum along with the continuance of the PBIS school program. The counseling staff will be working in conjunction with the classroom teachers concerning the implementation of the PATHS social/emotional curriculum.
- b) The students will be provided research based methods and instructional practices concerning the instructional implementation of MyMath 2018, Wonders ELA, Study Sync ELA and Wilson Foundations curriculum that will strengthen the current academic program. In addition K-5 students will be afforded the 2020 INSPIRE science curriculum which will enhance their problem solving and collaborative skills. In addition to the research based methods and instructional practices students will be afforded technology improvements that will increase the amount of quality learning at school and home. A family reading night will also be held to enhance literature opportunities for students. In addition parent universities will be held to provide technical support to parent/guardians in the district's 1:1 initiative. Students will be able to access the curriculum in print and also in a digital format. This will enrich the current curricular opportunities for students as well as providing a well-rounded curriculum. In addition the social emotional needs will continue to be addressed with the Tiered PBIS school program along with the continued implementation of the PATHS social/emotional curriculum for the 2019-2020 school year.
- c) The students in most need and/or at risk of not meeting the challenging State Academic standards will be afforded research based computerized interventions such as IXL Math, IXL Reading and Extra Math during scheduled instructional time along with classroom research based interventions. They will also be provided small group instructional support from our Title 1 teacher and/or interventionist staff.

The Rossville Alvin School District will increase their percentage of students ready for the next level by three percent in both Reading and Math as measured by the IAR assessment during the Spring 2020 IAR assessment. In addition the district will have only have 17% of their student's school wide in the low growth area for STAR 360 in Reading and Math concerning the December 2019 benchmarking. Lastly, the district will only have 12% of their student's school wide in the low growth area for STAR 360 Reading and Math concerning the April/May 2020 benchmarking.

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.

The Rossville-Alvin Community Unit #7 School District provides these services and strategies to improve students' skills outside the academic subject areas.

- Provide mentoring opportunities with Junior High School PE helpers (for the Kindergarten PE) and Reading Buddies (1st & 7th)
- Bethany the Comfort Dog will attend different activities and provide support for students
- Provide professional development to staff concerning trauma informed practices and other relevant subjects to help staff respond to the needs of students
- Individual counseling available as-needed for all students
- Responding to students in crisis and following up with the student, staff, or families
- Small-group and classroom lessons to target groups with skill deficits
- Check-in/Check-out program to assist students with attendance, behavior, or organizational concerns
- Collaborate with staff for Response to Intervention strategies
- Oversee student tutoring (Junior High students read or work with younger students to develop skills)

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).

There are multiple activities and learning experiences that the junior high teachers in grades 6-8 provide students in order to prepare them for postsecondary education and the workforce. The 8th graders visit Danville Area Community College for a Career Lab. This allows the students to be exposed to different careers and all of the requirements those careers entail. Students choose to get hands-on learning in the areas of Landscape Design, Manufacturing Concepts, Nutrition and Wellness, Robotics, Graphic Design, Electronics, Four-Stroke Engine, and/or the CNC Mill module. The students also answer questions about their interests on a computer, and the results provide a list of possible careers to explore. In addition, it gives them time to discuss what training and/or education is required in order to achieve those career goals.

In Mathematics, students are allowed to complete Algebra 1 in 8th grade. This gives them the chance to take Geometry as a freshman in high school. Students then are granted the opportunity to take Calculus their senior year, which gives them the chance to earn college credits before graduating high school. **The 8th graders also create scatter plots and use this to make sales predictions.** The 7th graders in math class look into construction on a project and into home maintenance for when they have houses someday. Students are required to create floor plans in the first part of the project. They are given a scale, have to calculate the appropriate area for carpet and tile, and calculate the cost of the carpet, labor, tax, discounts, and commission for the person who sold the carpet. This is not only a potential job interest, but also teaches life skills. The 6th graders in math class have to calculate the area of the outside of the house using complex shapes. From there they have to figure out how much siding they need. Teachers discuss with students how one usually cannot purchase a portion of a bundle, but have to buy the entire bundle. The students then must calculate the cost of the materials and the expense to side the entire house.

The teachers in the school are excited to have the opportunity to be investigating new online Science curriculum for the entire student body, and will be choosing a curriculum. Students will be exposed to the most recent ideas and findings, and be afforded the ability to perform new Science laboratory experiments.

The 6th grade class attends an Ag safety day with their science teacher. Students learn about ATV safety, electrical safety, farm equipment safety, internet safety, meth awareness, chemical safety, firearms safety, grain safety, water safety, roadway safety, and lawn safety. Finally, students hear a presentation by the state trooper about internet safety and what to do in certain situations. The 3rd-8th graders were also given a school-wide presentation about internet safety by a state trooper.

The junior high science teacher has begun a free community garden with his students this year. The students brought in the plants and seeds and helped with the planting. Anyone in the community is welcome to pick the produce in the Summer and keep it. Gardening is an important lifelong skill that benefits the producers and consumers.

The junior high science teacher has also initiated the beginning stages for a STEM lab to be built in our school for all ages. The committee has held meetings, and teachers are collecting materials. One important outcome for students will be the ability to use critical thinking skills to determine possible solutions to real world problems.

The history and health educator provides not only historical preparation for postsecondary education, but an intense study of the Illinois Constitution, the United States Constitution and the court cases and law of the Supreme Court. They discuss and read about current events in our country and our world. The 8th grade health course covers a wide variety of information and issues that our teens either have or will experience in high school and beyond. They discuss, in an open forum, the following: relationships, tolerance, diversity, sex education, the different types of abuse, self-esteem, service to others, emotions and how to handle them, pregnancy, death and dying, short term and long term goals for their futures just to name a few. This allows our students to be better prepared in handling a multitude of issues that they may face as young adults and adults. By the end of their junior high career they are prepared to succeed in the secondary realm and the adult realm.

The English Language Arts instruction includes work in many genres of reading and writing. We spend a little more time on nonfiction because that's what research says is needed after graduating from high school. The ELA teachers require typed papers every quarter in the MLA format to prepare them for papers they will do in high school, college, or at work. The MLA format requires that the students can report factual information without personal feelings in a summary form and follow specific detailed instructions when typing the paper. The second part of the project allows students to choose a creative choice to present the same information: newspaper format, talk show host, game board, comic strip, diary format, or analyzing a character's decision. The idea is to give different students a multitude of ways to express themselves.

The ELA teachers also provide many chances for students to present information in a formal and informal way. Students are given tips on using correct volume, eye contact, posture, etc... It is important that students feel comfortable doing this in school and the workplace. Students are taught the specific social skills of working in a group. Topics include: how to greet people, making another person feel welcome, sharing the workload fairly, focusing on the group members and not getting distracted by others, and thanking them for sharing information with the group. The students are also coached on the correct way to listen to others using good eye contact, knees pointed towards the speaker, using good posture, and not having objects in hand. These skills are crucial in the workplace and some adults do not know how to successfully use them or work as a team. Many people need to be specifically taught these skills to be successful in life in general. **The ELA team was excited with the purchase of a new reading curriculum called Study Sync. It engages the students by using technology every day using real-world topics and a reading-writing connection. Its curriculum ensures rigorous, focused core ELA instructions and standards-based assessments to make sure that our students are ready for high school and beyond. The curriculum was enhanced by our technology 1:1 initiative that provided our students with their own chromebooks.**

pecify 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.).

The Rossville Alvin School District utilizes a School-wide PBIS program to

- Increase recognition for positive student behaviors
- Increase consistency of behavior expectations and consequences, school-wide
- Use data-based decision making to evaluate PBIS effectiveness and to design positive interventions for “at-risk” students

Desired Outcomes: • Reduce number of office referrals

- Increase academic engaged time
- Strengthen staff/student relationships by fostering a safe and positive school environment

Overview of PBIS: Tier 1

- Behavior expectations clearly outlined and taught
- Consistent language used by all staff: “Be a Bobcat” will be used to correct students not following expectations.
- Consistent consequence sequence used school-wide
- Frequent verbal praise used throughout the building at a rate of 4 positives to 1 negative. Bobcat Bucks will also be used to reinforce compliance with school-wide expectations.
- Social/Emotional universal screeners completed by teachers at least twice a year
- Universal social/emotional instruction implemented school-wide
- School-wide rewards and incentives for following expectations
- Data-based decision making used to evaluate progress at monthly PBIS team meetings

Tier 2 • Data-based decision making used to determine students at need of additional interventions

- * Universal screeners will be used to determine which students require additional interventions
- * Students with 3 or more office referrals will automatically move to Tier 2
- Interventions will target student need area, as determined by universal screeners and teacher report
- Most Tier 2 interventions will likely be implemented in small groups

Tier 3

- Data-based decision making used to determine students at need of additional interventions
- At Tier 3, students will receive additional individualized intervention targeting his/her specific needs. Interventions may be informed by universal screeners, teacher report, classroom observations, functional behavior assessment, etc.

Our social worker and school psychologist plan on administering the SDQ to students to provide early intervening services to those students identified as needing additional social and emotional support/interventions. Those students also identified as needs counseling services based on their IEP (Individualized Education Plan) will receive social and emotional support services.

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.

The comprehensive school assessment indicated that staff are in need of ongoing support and training to develop their content knowledge. Teachers in grades Kindergarten through third grade will be participating in professional development activities in support of the **2019-2020 continued implementation** of a new phonic program entitled "Wilson Foundations improve quality instruction.

The Junior High ELA teachers will also be participating in professional development activities in support of the implementation of the new Junior High ELA curriculum Study Sync. The Study Sync curriculum will **continue the implementation for the 2019-2020** school year to improve quality instruction. The Kindergarten through fifth grade teachers will participate in professional development activities to enhance instructional strategies concerning the implementation of the Wonders Kindergarten thru fifth grade ELA curriculum.

In addition to the implementation of our ELA curriculum the Rossville School District will be providing professional development for the MyMath 2018 curriculum **with continued implementation** in Kindergarten through sixth grade the **2019-2020** school year.

Also, teachers will participate in IXL ELA and IXL Math professional development activities to provide support concerning the implementation of IXL ELA and the continued implementation of IXL Math. The ELA and Math teachers will continue to use data from the STAR 360 assessment thru webinar trainings to plan their instruction for those students in need of additional support.

The staff will also be participating in ongoing professional development concerning the school district 1:1 initiative that will enhance the technology opportunities for all students as well as support the **continued** implementation of our MyMath 2018, Study Sync, Wilson Foundations, Wonders curriculum as well as computerized intervention/assessment tools such as Extra Math, IXL Math, IXL Reading and STAR 360. **In addition professional development will be provided to K-5 staff concerning our new INSPIRE 2020 Science curriculum.** The ongoing professional development that will be provided by Single Path concerning our 1:1 initiative will include technology planning, technology coaching/mentoring, technology infrastructure, 21st Century Classroom Integration and being a technology vendor liaison.

The Rossville-Alvin CUSD #7 works to recruit teachers at local job fairs and through the Illinois Job Bank along with retaining teachers through the district's mentoring program. This is particularly important in those high need subject areas.

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

The Kindergarten teachers and Preschool teacher have an open communication about transitioning Preschool students to Kindergarten. They first meet to discuss what learning standards Preschool students need mastered before entering Kindergarten. Social, emotional, and academic skills are vital for life long student success.

Both Preschool and Kindergarten classrooms are provided with Social-Emotional Curriculums. Preschool is a time where young children learn social and emotional skills. Learning these skills at a young age will lead to academic success. Sharing is an example of a social skill that needs to be mastered. Sharing will create a positive relationship with their peers. Self-regulation is an important emotional skill to introduce. This lifelong skill will help the student cope with any negative feelings, such as; anger, anxiety, and frustration. Kindergarten will continue to build upon these vital skills.

Preschool students work on pre-literacy skills such as; letter identification, letter sounds, print concepts, and phonemic awareness. The Preschool teacher is provided with materials from Wilson's Foundations phonics program. The transition to Kindergarten will be made easier by familiarizing the students with this specific program. Math concepts are also taught at the preschool level. These concepts include; counting to 10, number identification (0-5), one to one correspondence, and early geometric skills. These foundational skills begin in Preschool and will continue to be built upon in Kindergarten. Preschool and Kindergarten classrooms share materials that are important to student learning such as ; books, imaginative play items, and craft materials. Students can recognize those materials or specific books and feel comfortable using them.

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.