

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:	Jefferson Elementary School		
RCDT:	44-063-0500-26-2003		
Principal:	Dr. Judy Floeter		
Address:	1200 N. Jefferson Street		
City, ZIP code:	Harvard 60033		
Telephone:	815-943-6464		
Email address:	jfloeter@cusd50.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2015	72%	N	4/19/16

DISTRICT INFORMATION

District Name/Number:	Harvard CUSD 50
Superintendent:	Dr. Corey Tafoya
Telephone:	815-943-4022
Email address:	ctafoya@cusd50.org


Superintendent's Signature

9/18/17
Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Dr. Judy Floeter	Principal
Annette Collins	JS Rtl Interventionist
Erin Kruckenberg	JS 5 th Grade
Lisa Frasik	JS 5 th Grade – Dual Language
Julie Theisz	JS Social Worker
Sally Haylock	JS Special Education
Michele Rosales	JS 5 th Grade DL
Nancy Eike/Lisa Weber	JS 4 th Grade
Cathy Cartland	JS Bilingual Resource
Amy Handley	JS Gifted/STEM
Heather Kriete	JS 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. AIR – American Institutes for Research – Illinois representatives Stephanie Plourde and Kim Maville.
- 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.

Jefferson School will fully implement Pearson's ReadyGen Reading Program at both grade levels. The program will be implemented in both English and Spanish reading/language arts classrooms. Teachers have received implementation training and will work in PLCs throughout the year to implement the program with fidelity. Teachers use differentiation strategies. When differentiating, teachers acknowledge and anticipate differences in students' readiness, interests and learning styles. They use performance information to plan effective instructional methods/strategies and groupings to maximize learning. Teachers use our robust leveled book library that includes a large collection of high interest titles. Jefferson is a dual language school. Language arts instruction is provided in both languages (English and Spanish) for students enrolled in Dual Language. In addition to core curriculum, all students participate daily in a 35-minute Readers' Workshop (Readers' Workshop is an intentional effort to build a community of readers. RW is structured time of day for students to read independently. Teachers present Mini lessons to support students' growing love of reading.) Students also visit our public library on at least a monthly basis.

Jefferson employs six additional part-time reading teachers to provide targeted support to Tier 1 instruction in the classroom, alongside the classroom teacher. They also provide Tier 2 interventions to students who are reading at least two grade levels below. We use research-based programs such as Pearson's Sidewalks, Scholastic's System 44, and other intervention^s that target specific reading deficiencies. Interventions will be provided in both languages. Through MTSS/RtI, we screen all students and then begin interventions early in the school year. Students who receive interventions are progress monitored at regular intervals. The MTSS/RtI team reviews data regularly and makes recommendations for changes to interventions that best support growth in student achievement.

Jefferson School provides math core instruction in accordance with Common Core Standards with fidelity including providing appropriate interventions for students who are not meeting grade level standards. Jefferson hired a part-time math intervention teacher this year who will support tier 2 and tier 3 students as identified through MTSS (Multi-Tiered Systems of Support). Support will be push-in and pull-out with an emphasis on push-in. In addition to research-based hands'-on learning, both our math intervention teacher and classroom teachers will pilot a new math intervention program, DreamBox. This program provides students access to targeted math interventions and facilitates progress monitoring.

Jefferson teachers will implement STEMscopes in the science classrooms to facilitate teaching of NGSS (Next Generation Science Standards). A team of Jefferson teachers will work with the district science team to create unit plans for each grade level that align with an upward progression of science content standards and skills. Jefferson will pilot a weekly STEM Lab class for each homeroom.

Jefferson School teachers will implement the 2016 version of TCI's social studies curriculum in both 4th and 5th grades with fidelity. Jefferson has been using a 2008 version of TCI's social studies program. Jefferson teachers will meet with Harvard Junior High school teachers during the year to discuss vertical alignment of social studies content standards between the grades.

Jefferson has strong physical education and fine arts programs. We offer band to 5th grade students and typically, over 50% of our 5th graders participate in beginning band. Students have a weekly library/technology lesson taught by a certified library media specialist. Students also receive art instruction from a local artist.

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.

In the 2017-2018 school year Jefferson School has a full-time social worker and two social worker interns that provide services to all students. The social workers also run pro-social groups for students with tier 2 needs. The Jefferson School staff will implement Second Step, a program that will teach skills for empathy, effective learning, emotions management, and problem solving. This program will augment our Positive Behavior Interventions and Support system (PBIS). Jefferson staff will continue to implement PBIS with fidelity with particular growth emphasis on the tier 2 and tier 3 levels as measured by the tiered fidelity inventory. One of the Tier 2 interventions used frequently is a structured program called CICO (Check-in/Check-out) that pairs students with adult mentors who check in with the students at least twice per day. Students collect data at regular intervals throughout the day on how well they are meeting expectations. Our social worker provides weekly groups to tier 2 or tier 3 students for a variety of needs including: study skills, anger management, hygiene, and friendship groups.

Jefferson School staff members will strengthen and enhance classroom management strategies through further training and practicing with teacher leaders (peer mentors). They consult frequently with an autism consultant, an occupational therapist, speech and language teachers, and a vision therapist. Jefferson School continues its partnership with Rosecrans, a school-based mental health resource that provides therapeutic counseling for students in need of such services. We offer Big Brothers/Big Sisters program in an afterschool setting. This year, all students will also participate in a field trip, in an outdoor setting that specifically emphasizes team-building 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).

For the 2017-2018 school year, Jefferson School offers a STEM lab class for all students (Science Technology Engineering and Math). This class has an emphasis on potential career paths that includes career speakers, field trip opportunities and classroom simulations of real-life phenomenon. Field trips include science museum (MSI) the Challenger Center for Space Exploration, the Milwaukee Zoo, and several trips to sites of, or speakers from, the McHenry County Conservation District. We take students to the Milwaukee Symphony, the Milwaukee Art Museum, and the Rockford Discovery Center. Jefferson has developed a home-grown Harvard History Project that includes taking students on trips around the area. Students learn about their community's history and current events. The focus is on industry, government, farming, services and public works. Jefferson School provides a setting for many Harvard High School students who participate in work-study programs. These students serve as role models for our students as well as exploring their own career options. Jefferson Students participate in a county Law Day learning more about law careers. Jefferson will be investigating AVID as a component of our college and career readiness-learning continuum.

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.).

District 50 and Jefferson School are revisiting their current 3 tier MTSS model. In conjunction with ECRIS we are re-identifying our local, state and national norms and entrance and exit criteria for academic and behavior interventions.

Currently, Jefferson has teams of staff members that regularly review academic and behavior data. Academic progress is closely monitored by our RtI team. RtI coaches gather data from teachers through a variety of methods. They hold regularly scheduled data days to review data on all students and to identify students at risk academically. Students who receive interventions, or who have been identified as at-risk, are monitored bi-weekly. That data is collected and records are updated and reviewed at least monthly by the RtI team. MTSS team members monitor students' report card grades. Those team members consult with teachers to provide support as needed.

Jefferson School staff hold monthly meetings to look at behavior data. These meetings are both small group and entire school. Staff examine trends in the data regarding the types, frequency, day or time of day and location of behaviors. Jefferson School has a full continuum of behavior intervention strategies in line with SB100 and PBIS. Individual student behavior data is analyzed twice per month by a PBIS team of staff members that includes parents and students. Data is collected from: report cards, national, local and state assessments, classroom observations, attendance, SWIS reports (ODR (Office Discipline Referrals), CICO (Check-in/Check/Out), FBA/BIP data (Functional Behavior Assessment/Behavior Intervention Plans)), health aide office visits, and health screenings. We offer mobile dental services yearly.

SCHOOLWIDE PROGRAM TEMPLATE

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.

Jefferson enjoys excellent staff retention. We offer many opportunities for staff to collaborate and to participate in professional development. Some of the current areas of study are: Visible Learning, Differentiated Reading Strategies, Project GLAD, NGSS/STEM, and Classroom Management. We also have excellent participation in peer training through our twice-weekly grade level collaboration times, on-site Lunch and Learns with the Technology Director, reviewing Tech tips, book studies, and the mentoring program. Jefferson staff have weekly team meetings, weekly faculty meetings and regular (monthly) social activities. Every staff member receives PBIS training. The district offers a great deal of training that is aligned to district goals. Many of the Jefferson staff members have participated in this year's training: Everyday Math, ReadyGen, Autism, Dream box, STEMscopes, and PBIS Classroom Management training. The district also offers other professional development opportunities: Simple K12 (PD in your PJs), Infinitec, and a variety of university co-horts including this year's ISTEM science and math master's program and an ESL/Bilingual endorsement certification program.

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

Jefferson Elementary School houses the 4th and 5th graders of Harvard, IL. We have established a Reading Buddies program with Washington School. On a monthly basis, four of our 5th grade homerooms visit pre-school classrooms at Washington. Our students read and do activities with preschoolers in both English speaking and Spanish speaking classrooms.

To facilitate the continuum of academic and social/emotional leaning, Jefferson staff participate in Family Nights that are offered across the district and that rotate monthly between schools. We also work with the public library on bilingual family nights, we host the community movie nights, and we provide open house nights with local storytellers to bring families into our school.