

SCHOOLWIDE PROGRAM TEMPLATE

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: Wilder Waite Grade School RCDT: 480723230262003

Principal: Stacy Berg

Address: 10021 N Pacific St, City, ZIP code: Peoria, IL 61615 Telephone:

309-243-7728

Email address: sberg@dunlapusd.net

Planning Year: 2019-20

Poverty Rate at Board Approval:

40% Waiver: Y/N Local Board of Ed. approval date: 27% Yes August 2019

DISTRICT INFORMATION

District Name/Number: Dunlap CUSD #323 **Superintendent:** Dr. Scott Dearman

Telephone: (309)691-3955 Email address: sdearman@dunlapcusd.net

**Superintendent's
Signature**

Date

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Schoolwide Plan Components

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

NAME REPRESENTATION

- Stacy Berg, Principal
- Kathy Gilles, Kindergarten ILT Rep
- Stephanie Dean, 1st Grade ILT Rep
- Justin Hansen, 3rd Grade ILT Rep
- Jacob Corry, 4th Grade ILT Rep
- Michelle Arnott, 5th Grade ILT Rep
- Sarah Urbanc, ESL ILT Rep

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. N/A

3. Conduct a comprehensive needs assessment of the entire school:

a. Wilder-Waite Title I Needs Assessment Survey (Staff)

https://docs.google.com/forms/d/1JlftBqksNXVv8_Pd0A6X7FjZ18SbwcRkADZxezp5idM/edit

it

b. Wilder-Waite 2019-2020 Title I Needs Assessment

(Parents) <https://docs.google.com/forms/d/1haWjbXi8dxZvz0YevFSE861WMQ6-ywVo51dNUY2KYG8/edit>

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.

A common intervention time will be created within the master schedule that is the same for each classroom within each grade level. This will allow Title I staff to provide reading and math intervention in an inclusionary manner as well as provide flexible groupings for all students within the same grade level.

Wilder-Waite will use a flipped model of intervention delivery when appropriate within the schedule. Tier-II students will receive support within the classroom while Tier-III will be served through a pull-out model to target specific skills through the use of targeted intervention. Title I support staff will provide differentiated support for all general education students in the classroom during common intervention block as well as during instructional blocks while the classroom teachers provide small group targeted instruction to students who most need support.

Classroom teachers and Title-I Interventionists will both provide math interventions dependent on the needs of students and which delivery methods and interventions are most effective.

Special education teachers will have the option of either pushing in to provide instructional minutes for students with IEPs or pulling students out for support minutes. ESL students will also have an opportunity to receive support during the intervention block through the ESL teacher.

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.

Wilder-Waite Grade School employs a full-time counselor who provides the following support for students and staff:

- Tier-I Behavioral Intervention: Oversees the data collection for behavioral benchmark assessments and provides resources for teachers in the implementation of our SEL Second Step curriculum.
- Tier-II Behavioral Intervention: Meets with individuals and small groups regularly throughout the week to enhance SEL skills for students with deficits.
- Tier-III Behavioral Intervention: facilitates problem-solving meetings with staff and parents to create a written plan for intensive intervention for students with significant behavioral concerns.

In addition, Wilder-Waite Grade School has provided training to staff on the BIST model of behavior management. This is in accordance with Senate Bill 100 and aligns closely with both Restorative Justice and PBIS practices. The foundation of the BIST model is providing structure and supports for students who have behavioral skill deficits through grace and accountability. This training will continue during the 2019-20 school year.

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). **Not applicable**

7. Specify any activity information regarding the implementation of a school wide 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.).

Based on parent feedback and the commitment of all staff members to support the social emotional needs of our students, strategies from the BIST model will be a focus of school improvement and included in this year's school improvement plan.

The school-wide tiered model of behavioral expectations and supports is based on the BIST model described previously. The following is an overview of how the BIST model is implemented in a school-wide manner:

- School-wide expectations are the same in all classrooms throughout the school. These expectations are stated in the form of life goals aligned to the BIST model: 1) I can make good choices even when I am mad, 2) I can be okay even when others around me are not okay, and 3) I can do something even if it is hard or even if I don't want to.
- School-wide expectations are explicitly taught to all students at the beginning and midpoint of the school year and regularly reviewed by teachers as needed throughout the year.
- Administration and support staff teach students the BIST Continuum.
- Teachers use a system that employs a safe seat and buddy room for students who are disruptive. This process requires specific language for processing that promotes de-escalation and accountability for students.
- Teachers track the safe seat and buddy room movements and this data is reviewed

regularly and is an instrumental piece to the data collection used to determine tier-II or tier-III supports.

- The counselor meets regularly with staff to review data and determine tier-II supports.
 - The counselor works with individual teachers to review behavioral data and collectively determine when a student needs to be referred to our tier-III, problem-solving team for more intensive intervention.
 - Parents are a part of the problem solving team at the tier-III intervention level.
- Problem-solving meetings are scheduled every 6-8 weeks throughout the school year and more frequently when the need arises.

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.

We will work to create common plan times throughout the week for grade-level teams in order to increase opportunities for collaboration and coordination of planning. Teams will also collaborate during weekly PLC work.

BIST training will take place quarterly throughout the year to promote improved SEL skills for students.

The district Curriculum Director (Interim) will provide ongoing support throughout the year in terms of using STAR data to create instructional groupings.

Professional development will be provided as needed for staff and teachers on current district intervention programs.

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

Classroom teachers attend end of the year IEP meetings to learn about student needs and meet both the student and parents. At this time, parents are able to ask questions and learn about the elementary school program.

- Kindergarten screening (this includes the Brigance screener) takes place in the spring and Back to School night takes place in the fall. These are both open house opportunities for parents.

The Wilder-Waite kindergarten will offer a home visit to each kindergarten family.

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.