

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:	Liberty Elementary School		
RCDT:	54-092-1180-24-0022		
Principal:	Angelique Simon		
Address:	20 East Liberty Lane		
City, ZIP code:	61832		
Telephone:	217-444-3000		
Email address:	simona@danville118.org		
Planning Year:	Poverty Rate at Board Approval: 80%	40% Waiver: Y/N	Local Board of Ed. approval date:
2017-18			

DISTRICT INFORMATION

District Name/Number:	Danville School District No. 118
Superintendent:	Dr. Alicia Geddis
Telephone:	217-444-1002
Email address:	geddisa@danville118.org

Angelique Simon

April 30, 2018

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Angelique Simon	Principal
Terri Albers	3-4 Unit Leader
Angela Carlton	K-2 Unit Leader
Melissa Sergent	DIF
Susan Wagner	4 th grade teacher
Julie Legg	3 rd grade teacher
Ellen Pitcher	3 rd grade teacher
Nikki Boyer	2 nd grade teacher
Cheryl Swafford	2 nd classroom teacher
Cheri Duensing	1 st classroom teacher
Carrie Mattsey	Kindergarten teacher
Robyn Yount	Kindergarten teacher
Karen Talbott	Learning Resource

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. AVID
2. MTSS
3. Second Step
4. PBIS, B.I.S.T.

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.

Goal: Academic

Eighty percent of all Liberty students will meet/exceed benchmark scores on all *Reading and Math* assessments.

Liberty's Leadership Team (Principal, DIF, and Unit Leaders) review beginning, middle and end of year assessment data from (District 118 Units of Study ~ Unit Assessments) Benchmark Advanced Reading Assessments, EnVision 2.0 Math Assessments, STAR 360, AIMSweb, and observations (both formal and informal, principal and peer). We also look for common threads in grade level Standard-Based Report Card grading to identify standards our students need more exposure to and those they have mastered. After review and discussion, the building principal, DIF and Learning Resource teacher meet with grade level teams to create intervention groups, discuss core and make changes, assign interventions to use based on deficit areas, and schedule upcoming meetings to monitor student progress.

Liberty is an AVID Elementary School therefore we implement AVID strategies and follow Essential goals throughout the school year. Once per month, the AVID Site Team presents an AVID strategy to all staff for use during classroom lessons. An AVID Site Team member is responsible for creating a bulletin board displaying an AVID strategy with student work samples. During Professional Learning Communities, staff members review student academic and behavioral data in order to edit goals or create new goals for student success.

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.

Goal: Social-emotional (SEL) and Building Climate

In order to create a school climate conducive to learning, Liberty uses the following: Second Step curriculum, Positive Behavioral Intervention and Supports, Behavior Intervention Support Team, Check –in check – out, and individual student behavior plans.

Liberty's social worker provides Erin's Law, small groups created to target specific behaviors, social stories, bullying curriculum, and individual student counseling. Our school social worker helps to direct our families to necessary resources.

Liberty's Girls Leadership Group. As a pilot, a small number of female students from third and fourth grade are part of Liberty's Girls Leadership. The girls meet monthly to work through activities found in The School of Awake (Jones). All activities focus on self-care, knowledge of self, empathy and compassion. This program is led by the building principal.

Daily Leadership Lessons. Every morning second, third, and fourth grade students begin the day with a goal in mind as part of our *Daily Leadership Lessons*. We teach the PBIS Cool Tool for the week, introduce a habit from Seven Habits for Highly Effective Teens (Covey) or discuss an agreement from The Four Agreements (Ruiz).

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).

Liberty is an AVID Elementary building. We are working to achieve AVID Level 2 Certification status.

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.).

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Parent involvement is requested for student IEP meetings, 504 meetings, and Individual Problem Solving meetings. The above listed procedures/meetings will continue throughout the 2018-2019 school year.

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.

Goal: Professional Development for staff.

Liberty staff members attend professional development opportunities aside from school or district created PD upon principal request or individual desire to learn more about a topic. During the 2018.2019 schoolyear Liberty's principal will use summative data from all Teacher Effectiveness Rubrics, student needs based on assessments and SBRC results, and results from our district's annual Needs Assessment Survey to plan professional development opportunities for staff.

PLCs meet weekly.

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

Liberty provides a tour date for future Kindergarten students and their families prior to entering Kindergarten.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

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