

**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**

<b>School Name:</b>	Plano High School		
<b>RCDT:</b>	240470880262001		
<b>Principal:</b>	Jim Seput		
<b>Address:</b>	704 W. Abe St.		
<b>City, ZIP code:</b>	Plano, IL 60545		
<b>Telephone:</b>	630-552-3178		
<b>Email address:</b>	jseput@plano88.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. Approval Date:</b>
2020-21	55.01%	Yes	March 22, 2021

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Plano Community Unit School District #88
<b>Superintendent:</b>	Mr. Tony Baker
<b>Telephone:</b>	630-552-8978
<b>Email address:</b>	tbaker@plano88.org

Tony Baker  
\_\_\_\_\_  
Superintendent's Signature

March 22, 2021  
\_\_\_\_\_  
Date

# Schoolwide Plan Components

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

NAME	REPRESENTATION
Nate Hill	Special Education
Kyle Kee	Teacher
Jim Seput	Principal
Courtney Voise	Counselor
Brett Spratley	Instructional Coach
Nicci Ciesla	Instructional Coach
Brennan Denny	Assistant Principal
Julie Adelman	Assistant Principal
Maya Chavez	Teacher
Dan Tardi	Teacher

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.
- 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.
    - i. **5ESSENTIALS**
    - ii. **Culture and Climate Survey**
  - 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.

Part One: 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**:

Plano High School has taken great strides to provide all students with equitable access to educational opportunities and effective school conditions regardless of economic status or cultural diversity. Students are encouraged to challenge themselves to reach their full potential and are provided with support through intervention to meet rigorous State standards. Academic support programs are being further developed to meet the needs of diverse learners from minority backgrounds and economically disadvantaged households including a full revamp of the ESL course offerings. Comprehensive services are provided wherever possible to students with SEL needs. Measures are taken to ensure all students have access to education through identification of those at risk through weekly monitoring of grades, teacher feedback, and yearly needs assessment tools.

Components for a well-rounded instructional program at Plano High School are consistent with District and building initiatives and aligned to six core areas

#### Aligned and Rigorous Curriculum

- A. Written curriculum that is aligned to standards, contains learning objectives and outcomes, and is supported through resources and materials.
- B. Teachers implement the written curriculum with integrity.
- C. Formative and summative assessment is representative of what students should know and be able to do.
- D. Exposure to college exploration and preparation, career exploration, and vocational education and experience.
- E. Alignment of course offerings to career pathways
- F. Alignment to the Postsecondary Workforce and Readiness Act

#### Effective Instruction

- A. Professional Development aligned to improvement goals.
- B. Instructional Coaches for mentoring, modeling, instructional strategy support, curriculum development and implementation, and PLC guidance.
- C. Access for all students to resources which support academic achievement including: technology, intervention, and enrichment.
- D. Movement to a traditional daily schedule allowing for daily formal access to reading, writing and math instruction

#### Use of Formative and Summative Assessment and Student Assessment Data

- A. Frequent use of formative assessment data to improve educational outcomes through identification of students at risk or achieving beyond expectations.
- B. Use of data to provide support and enrichment for all students.
- C. Use of ECRA
- D. Exploration of competency based grading practices

#### Positive School Climate Focused on Achievement

- A. Frameworks for providing safe, caring, supportive, and positive learning environments for all students are developed, reviewed, and consistently implemented.
- B. Code of Conduct that is clear and enforced fairly, consistently, and equitably across all subgroups.
- C. Addition of structured transitional programming for incoming 9th grade students ensuring all students have the opportunity to connect to school.
- D. Implementation of Boomerang Project's Link Crew

#### Effective Leadership

- A. School leaders develop school improvement plans that are evidence based, equitable, and supportive.

- B. School leaders embed their work within all aspects of the school, serve as role models, and place student safety, support, and achievement at the forefront of all decision making practices.
- C. School leaders engage families and community in the learning process.

#### Family and Community Engagement

- A. Engage families through Parents as Teachers (parenting guidance and support).
- B. Engage families in two-way communication through acknowledgment and responsiveness to the difficulties families may have in participating in the learning process. Schools develop methods which support individual families in communicating with the school.
- C. Engage families and the community in partnerships which support and establish academic goals/targets and plans for improvement in addressing the needs of all students equitably.

Part Two: 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:

#### Professional Development for Teachers which Support Effective Instructional Practices

The district makes research-based high quality instruction that improves academic achievement and social outcomes for all students.

Professional Learning Community Training: PLC teams meet 2-3 times per week with a focus on improving lesson implementation practices, formative questioning techniques, utilization of data to identify and monitor student performance and to review, revise, and develop intervention and enrichment for individual students.

Curriculum Training: We have provided on site professional development for SpringBoard, Guided Reading, Guided Math, AP Courses, Honors Courses, Standards: NGSS, C3, and ASCA Model as well as sending teachers teams to visit other districts who were in full implementation of such curricular programs to observe. Five Instructional Coaches certified in the area of English or math are employed throughout the district to develop instructional practices and provide modeling and coaching with two coaches one in ELA and one in math housed at Plano High School daily.

Diversity Training: Training is provided to develop culturally sensitive understanding and practices for teachers and students.

#### Dual Language/Bilingual/ESL

Bilingual Parent Advisory Council (BPAC) meets monthly to engage diverse families in the educational experiences of students. Diverse staff members are engaged in mentorship opportunities with students. Bilingual/Dual Language classrooms are in place and materials in native language are provided for students. Teachers have access to SIOP training and biliteracy training (Biliteracy Conference) hosted in the district. Additional course offerings are being developed for the 2018-19 school year to address the needs of ESL students in core content areas, two elective areas include art and industrial technology, resource support, and English content support for exited ESL students

#### Social Emotional

1:1 counseling techniques based on the Development Model of School Counseling are in place for all students and in alignment with ASCA guidelines. Plano High School has two full-time social workers and two full-time counselors to support the social emotional needs of students ensuring they are ready and able to learn. Groups of students are identified through needs assessments to implement group guidance settings to support social emotional needs. Counselors are working to implement the ASCA Model to ensure proper supports are in place for all students.

### Curriculum

Plano High School is committed to a guaranteed and viable curriculum for all students. Curriculum Trak, a curriculum software program is being implemented as a pilot program for the 2017-18 school year in the area of math, with full implementation in all subject areas for fall of 2018 to ensure curriculum is aligned to standards, identify gaps in the curriculum, and ensure assessments are aligned to what students should know and do.

Enhancements to art, music, science, and math curriculum are being made in addition to alignment of course offerings to Career and Technical Education pathways. Curricular revisions will be made in the near future to provide students with early access to pathway options preparing them to be secondary and post-secondary ready.

Science and Social Studies adoptions have been completed for implementation in 2019-20. Math and writing resources will be reviewed during the 2019-20 school year for future adoption and implementation.

### Stakeholder Partnerships

Plano High School seeks to increase parent involvement and community relations. We currently engage parents in the educational process through College and Career events including a partnership with Kenyon University, Performing and Fine Arts events, Curriculum Nights (PT conferences, Explorations of Curriculum Night) Extra-curriculars (sporting, activities, and club events), Co-curriculars (academic based events), Special Education Parent Education events, Community Services Fair, Booster Clubs, Kendall County Food Pantry (satellite location), Family Focus Parents as Teachers Program, the Kendall County Health Department, and various military branches.

### Summer Enrichment Program

Providing opportunities to engage our students in summer enrichment is an essential goal for our school. Access to a robust and engaging summer program provides opportunities for our students to prepare for rigorous coursework and allows for students most at risk to gain access to curriculum necessary to maintain on track status.

Part Three: 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:

Plano High School works to educate each child from the holistic perspective including meeting students basic needs so children are ready to learn each day and are able to meet rigorous State standards. At risk populations including those economically disadvantaged and homeless, ESL, and students with disabilities are targeted for at risk program and interventions.

### **McKinney Vento**

Plano High School provided the following services to support enrollment of Homeless Children and Youth:

- A. Plano High School complies with McKinney-Vento law and adheres to the registration guidance as published by the Illinois State Board of Education.
- B. The district Director for Teaching and Learning serves in the role of McKinney Vento Coordinator.
- C. The social workers at Plano High School acts as homeless liaisons to the district appointed McKinney-Vento Coordinator, and work directly with families to identify and remove barriers for students ensuring access to and consistency in education.
- D. Plano High School staff associated with registration/enrollment and service providers who work with homeless families are trained annually in registration/enrollment procedures, confidentiality, resources and supports, and community outreach.

To ensure timely and consistent attendance, transportation services are identified and provided in collaboration with residing districts, including transportation by bus/district vehicle, taxi, and/or providing gas cards to and from the student's current housing location. The social workers keep in direct contact with homeless families/students to determine if housing changes require changes to transportation arrangements ensuring families/students have support and to maintain consistent attendance patterns preventing a disruption to education.

Plano High School has established connections to many service providers for struggling families on the verge of homelessness, or who are identified as homeless students/families to receive housing/housing plan development, clothing, home goods, food, school supplies, access to reduced cost health care, social-emotional supports, parent education, legal support, employment support, and transportation support including: Carpenter's Homeless Prevention Program (homeless prevention), Transitional Living Community, LIGHT-House (housing), Plano's Closet (clothing), Waubensee Community College - Comprehensive Resource Center (employment), Breaking Free (substance counseling), Caring Hands Thrift Store (home goods), Kendall County Food Pantry (food), Harvest New Beginnings (food), Kendall Cares (resources/contacts for food, financial assistance, housing, health care, legal services, social services, and substance abuse), support groups (Passages, Griefshare, Spectrum, Rainbows for all God's Children, DivorceCare, and DivorceCare for Kids) IPADS (Public Action To Deliver Shelter (free shelter, food and hospitality), local churches (food and clothing), gas cards (transportation), Tri-County Counseling (affordable counseling), Nandra Family Practice (reduced cost physicals), Hessed House (housing support and plan development, legal services - Hope Legal Clinic and Prairie Legal Services, Leap Program), Kendall County Free Clinic (free medical care) and Parents as Teachers (parent education) to ensure homeless students can come to school each morning ready to learn, without barriers which result in reduced attendance in school, creating disparities in access to an education.

Homeless children are given priority to access community resources where provided.

#### **Free-Reduced**

Students who are free/reduced eligible are provided with resources, school supplies, snacks, lunch/breakfast, and access to summer enrichment programming.

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.

1:1 counseling techniques based on the Development Model of School Counseling are in place for all students and in alignment with ASCA guidelines. Plano High School has two full-time social workers and two full-time counselors to support the social emotional needs of students ensuring they are ready and able to learn. Groups of students are identified through needs assessments to implement group guidance to support social emotional needs. Plano High School has implemented PRAISE, a mentoring program which allows high school students to develop leadership skills through partnering with younger peers to developing a love for reading.

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).

#### High School to Post-Secondary/Employers/Local Partners

- A. Each student meets with a school counselor quarterly and is expected to have a four year plan with goal setting for post-secondary, vocational, or employment.
- B. Plano High School has implemented the use of Xello to support students and families with four year planning, career exploration, and college awareness.
- C. Plano High School ensures all seniors have access to visit at least two college campuses while they are enrolled at Plano High School.
- D. Plano High School provides Articulated College Credit opportunities for high school students.
- E. Plano High School provides dual credit opportunities through participation in, and upon successful completion of coursework through Illinois Valley Vocational Center.
- F. Plano High School offers 18 Advanced Placement courses for college credit. AP Art and AP Calculus BC was added for the 2018-19 school year.
- G. Plano High School supports students in applying to a minimum of four colleges/universities including reach schools (schools which may require entrance criteria which would be a reach, or stretch for the student in terms of acceptance, but would offer the student an opportunity to attend a highly selective institute of higher learner if accepted).
- H. Plano High School provides FAFSA information events for students and families.
- I. Plano High School provides college nights open to all students and families.
- J. Plano High School has established a partnership with the University of Chicago, which supports students and families with the transition to college through financial aid events, extracurriculars, application do's and don'ts, and essay writing for college admissions.
- K. Students have the opportunity to enroll in summer courses (Research and Strategies) for dual credit at Waubensee Community College which take place at Plano High School with an approved Plano High School teacher.
- L. Plano High School has established a partnership with Waubensee Community College to offer career certificated programs to high school students.
- M. Plano High School provides access to students to attend field trips to manufacturing companies to explore careers (VALEES).
- N. Plano High School exposes students to vocational opportunities through Illinois Valley Vocational Center.
- O. Plano High School allows students to apply for early graduation.

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.).

Plano High School utilizes course pass rate to identify at risk students grades 9-12 as well as attendance, discipline, on track, formative and summative assessment, college readiness, passing rate, student participation, needs assessments (executive functioning academic level, social-emotional), teacher recommendation, and eligibility. These factors contribute to our system of intervening early with students to ensure success. Plano High School identifies at risk students for grades 9-12 as performing below 70% in one or more courses.

Plano High School has two PBIS Aides, Student Services staff, and administrators who focus on early intervention for behaviors specifically supporting unstructured time (i.e. lunch, hallway), develop positive rapport with students to support engagement in the school community, and promote safety on campus. Signage will be posted within the school as reminders regarding expected behaviors in the school setting.

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.

#### Professional Learning

Plano High School provides professional learning opportunities for staff via lunch and learns, RU Learning, SIP Days, webinars, google classroom learning, team inservices. Learning sessions are provided by administrators, instructional coaches, staff members, and outside experts. In addition, Plano High School staff participate in district professional learning throughout the school year. Professional learning is aligned to Plano High School's mission statement and building SMART Goals with emphasis on student achievement and growth, and support of staff in their growth and contribution to a collaborative and effective professional learning community. Specific professional development will be provided including but not limited to: grading practices, motivation, culture, climate, standards alignment, creation of quality formative and summative assessment, growth mindset, classroom management and school safety, guided reading and math instruction, ACES, cooperative learning strategies, curriculum alignment differentiation for high performing and high ability students, racial bias, PLC, MAP student profile and learning continuum to identify student needs, close reading, SpringBoard techniques, peer observation, and model teaching.

#### Recruit and Retain Effective Teachers

- A) Plano High School identifies highly qualified teachers for all positions including teachers with an endorsement(s) in ESL.
- B) Plano High School hires the best available candidate for each position with efforts to recruit highly qualified, effective, and experienced candidates through participation in recruitment events.
- C) Hiring practices include screening that is open to all participants and applicants. All hiring practices are free from discrimination that could limit access to any participant or applicant based on the following: gender, race, national origin, color, disability, or age. Persons with special needs would not be denied access to participate, apply or access any of the program activities.
- D) Building administrators review applicants and participants to ensure that equity exists in the procedures and practices that lead to accessing program activities, employment opportunities, participation, etc.
- E) Administrators will provide Professional Development opportunities which support instructional improvement that is culturally responsive, assists teachers in acquiring ESL endorsement through professional coursework, and provides resources which support the retention of highly skilled and qualified teachers.
- F) Plano High School works collaboratively with district schools. A rigorous evaluation and professional development plan to support struggling teachers which includes access to Instructional Coaches, mentoring, modeling, and comprehensive professional development as well as administrative support, and collaboration through Professional Learning Communities has been developed.

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



Does not apply.

## THE SCHOOLWIDE PLAN (section 1114)

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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)

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### (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.