

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:	North Elementary School		
RCDT:	Nokomis CUSD 22		
Principal:	Kevin Reedy		
Address:	110 W Hamilton		
City, ZIP code:	Nokomis, IL 62075		
Telephone:	217-563-8521		
Email address:	Kevinreedy@nokomis.k12.il.us		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: <input checked="" type="radio"/> Y <input type="radio"/> N	Local Board of Ed. approval date:
	2018	Yes	TBD 2/2019

**DISTRICT INFORMATION**

District Name/Number:	Nokomis CUSD 22
Superintendent:	Dr. Scott Doerr
Telephone:	217-563-7311
Email address:	scottdoerr@nokomis.k12.il.us

\_\_\_\_\_  
 Superintendent's Signature

\_\_\_\_\_  
 Date 3/15/19

## Schoolwide Plan Components

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

NAME	REPRESENTATION
Kevin Reedy	Principal
Peggy Brown	Reading Specialist /Title
Autumn Amling	Title 1 Aide
Bonnie Brownback	Regular Ed Teacher
Lauren Assalley	School Psychologist
Cassie Watson	Parent
Michelle (Shelly)Brownback -Hill	Parent
Darcy Harrison	Counselor
Morgan Johnson	Special Education
Gia O'Malley	Teacher-Intermediate
Debra Cook	Teacher - primary
Amy Blaum	Pre – K Coordinator

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.
  - 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:
- 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;
  - 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
  - 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.

Title 1 students are identified through multiple academic measures and rank the students according to academic need. The school wide assessment that provides the initial list of students is the MAP assessment. The students from K – 5 will take the Math and ELA sections of MAP. The scores are generated by grade level and broken into different tier levels. The students that are not meeting the levels in areas of ELA or Math are considered for the program. In addition, students that are identified as homeless and migrant are automatically placed into the program.

Students that are identified into the Targeted Assisted Program are given multiple assessments of the 5 components of reading and writing. This is to identify their strengths and weaknesses in order to provide differential instruction (Alphabetic Principle) K-2 ISEL and 3 - 5 Universal Screenings and / or Standardized Assessments. Ongoing assessments for K-2 are DIBELS and 3 - 5 ORF and DAZE. The students are then put into the specific reading groups based on their current level and grade. There are usually 4-5 students in each reading groups that will meet daily for 30-45 minutes with the Title teacher for a lesson. The (K-2) students use the **Heggerty Phonemic Awareness program**. This program contains up to date intervention strategies, activities, assessments, and progress monitoring. The upper level (**3 - 5**) students will use the **Zone of Proximal Development**. This program is also served with the most up to date strategies, intervention, assessments and progress monitoring. Both programs are serving the students at their current grade level progress. With this constant monitoring, it is assured that the students are not moved up to the next level of reading until they are ready. The goal of the program is to bridge the gap between their current reading levels to the classroom reading expectation.

Students begin Title 1 reading instructional at their own individualized reading level. The intention is to close the gap between their level and an "average reader" in their own grade level. If students are not adequately progressing and the teacher has concerns about their progress, they will have a several designated days to meet with a team about the concerns. The classroom teacher completes the TCT packet and it is turned in to the building principal. It is up to the building principal and superintendent to decide if the student is eligible to proceed in this process. Once this is determined, the team (consisting of the classroom teacher, title teacher, parents, principal, special education coordinator and social worker) meet to review the data and see what other interventions might be needed to help the student succeed.

Title 1 Reading: Small group instruction using a researched based program to instruct targeted students that fall below grade level expectations in reading and writing. The goal of this program is to bridge the gap between their current reading levels to the classroom reading expectation.

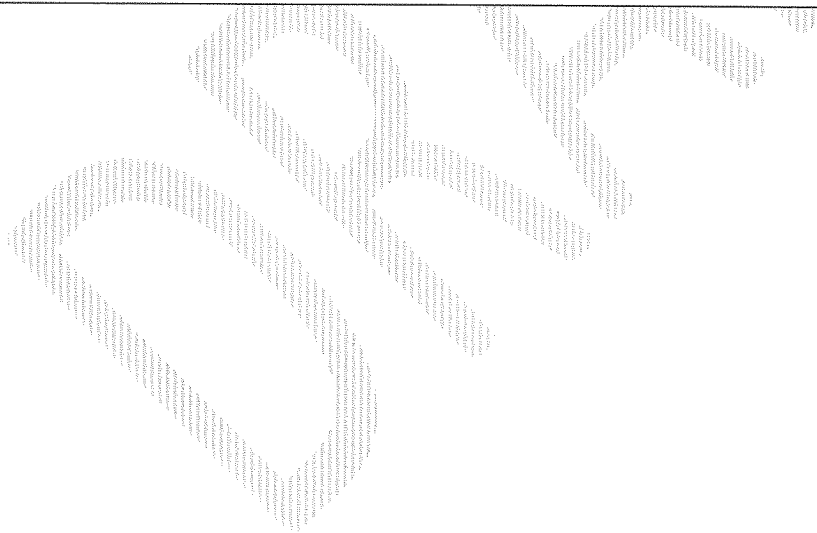
-Math intervention groups: is consistent with the same goals, but currently done with and through the classroom. There are no title 1 math teachers at this time. The district is providing an aide that will either push in or pull out students based on need.

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.

We have a program that we conduct during the lunch hour. This program is "Study Hall". The Students from each grade level will go with the Guidance Counselor after they eat lunch to either work on behavior or academics. The goal of this is for high risk students to open up with the counselor as well as each other on topics that pertain to their lives. The secondary goal of this program is also to allow the students that might need help and not get any at home to be able to work with peers and alleviate any homework.

The district has access to a full time guidance counselor, part time school social worker and various deficit specialist to provide various services to students throughout the school year that are related to the social emotional well-being of our students.

The district is in the process of implementing a PBIS program to monitor students that are having academic and/or social issues throughout the school year. In conjunction with the community and the high school we are trying to assign the students a mentor. The mentor also serves as a support system for students that do not have a stable adult in their lives. With members of the community coming in to be a part of the students, we can build that relationship and better serve the interest of each kid.



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).

Middle and High School students participate in College Week. During their 8th grade year they work with the High School Guidance Department to ensure students are taking the appropriate coursework in high school.

Students are also provided faculty mentors in Advocacy. The mentors stay with the students for their entire high school careers. The mentors work with the students to develop a 4 year high school plan based on their post-secondary goals and continually monitor student progress toward those goals. Freshman students participate in Freshman Academy to ensure they have the skills necessary for success in high school. Students in Advocacy participate in career surveys as part of weekly Career Exploration lessons.

High school students interact with recruiters from technical schools, community colleges and the armed forces. Career Day is offered on a bi-annual basis to allow high school students to interact with professionals and business leaders from the community in order to explore their career interests. In addition, students participate in dual credit courses through LCCC, attend work force job recruitment and are exposed to scholarship and federal paperwork applications to help offset the cost of college.

Nokomis maintains numerous Career and Technical Education Courses that involve drafting, manufacturing, machining, welding, construction, electricity, plumbing, etc. to ensure our students are properly prepared for life beyond high school. Furthermore, our students attend career days and visit Technical Schools to determine their career path after high school.

Advocacy students will participate in various community service projects through their coursework that can be related to a real life work environment. Lastly, if a project can be completed by our students during a CTE class, it is handled as a student project (i.e. painting the PIASA Bird, building cabinets for classrooms).

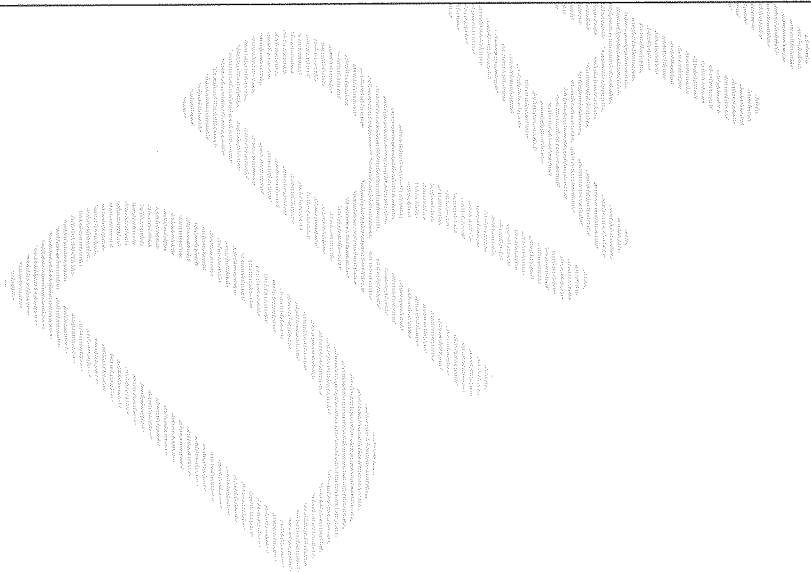
7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Nokomis Elementary and Junior High are in the beginning phase of implementing a tiered Positive Behavioral Interventions and Support system to meet student's social/emotional/behavioral needs. In addition, small groups of students at-risk for or determined to have behavioral needs under IDEA meet with our district Guidance Counselor and Social Worker. Individual sessions with our Counselor and Social Worker take place, as appropriate, to meet student needs as well.

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 district has a SIP Team that surveys teachers, discusses areas of concerns and sets goals for improvement annually. The focus for that committee is on the climate and the culture of the school district. The building level SIP committee has been directed to address and updated plan for academics. The North Elementary team is meeting to update the development of these goals is the annual professional development plan that includes state mandates, instructional training, and social emotional supports for teachers to utilize with students. We will have several methods of collecting data for the goals including: MAP, Dibbles, MobyMax, and Zern.

District turnover has been minimal but showing an increase over past few years. However, the district advertises teaching positions locally and across the state using web programs available for this purpose to recruit effective teachers. Recently most staff members hired in the district have been more of a consideration if they can show years of experience before beginning their employment with the district. The district maintains a mentoring program over a 2 or 3 year span and is developing a new teacher workshop for the beginning of the school year. Furthermore, the district has significantly increased its professional development to include district initiatives, building initiatives, overall student safety, and department/grade level initiatives.



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

Good transitions are based on good relationships between staff, parents, and students. Our Pre-K program has an open door policy. Parents are welcome to come at any time to observe the classroom. Our program conducts two home visits and two parent/teacher conferences per year so that parents and teachers can discuss the program, assessment results, and/or possible concerns. We encourage parents to be involved as much as possible by visiting our classrooms, attending parent education nights and family engagement nights, completing take-home activities, and utilizing our lending library program. We keep in touch with parents by providing monthly classroom and program newsletters, meeting parents daily when they bring their child or pick them up, writing notes in an agenda book that goes home daily with students, and by using the Remind App and Social Media to keep parents abreast of important news and upcoming events.

Children are also welcomed into Pre-K. Our teachers meet the children during home visits and open house prior to the start of school. This way they see a familiar face in the classroom. While in Pre-K children are experiencing activities to prepare them for kindergarten such as letter recognition, name writing, reading stories, etc. The kindergarten and pre-k teachers meet often to ensure Pre-K students are meeting the standards and expectations for entering Kindergarten.

After Winter Break, the Pre-K teachers begin preparing Kindergarten transition events. This includes visiting the different Kindergarten classrooms, meeting the teachers, and observing different aspects of a day in Kindergarten. Pre-K students also visit the different classrooms they will be utilizing as a Kindergarten student such as the library, music and art room.

Pre-K and Title collaborate to host at least two Family Literacy Nights throughout the school year. These events encourage parents and children to work together on different activities, games, listening to stories, and includes the occasional take-home activity to work together on at home.

In our small community children also have the opportunity to see friends/schoolmates/teachers throughout the year at church events, bible schools, sporting events, summer reading programs, parks and the local swimming pool.

Successful transitions take place when everyone is involved. Nokomis Pre-K recognizes that smooth transitions are a foundation for great learning.

## 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.

