

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

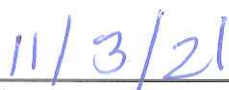
School Name:	Edinburg School District #4		
RCDT:	03-011-0040-76		
Principal:	Ashley Francis		
Address:	100 E. Martin St.		
City, ZIP code:	Edinburg, 62531		
Telephone:	217.623.5733		
Email address:	afrancis@ecusd4.com		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2021	44%	Yes	TBD

DISTRICT INFORMATION

District Name/Number:	Edinburg CUSD #4
Superintendent:	Ben Theilen
Telephone:	217.623.5733
Email address:	btheilen@ecusd4.com



Superintendent's Signature



Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Ben Theilen	Superintendent
Ashley Francis	Principal
Kevin Qualters	Assistant Principal/AD
Jennifer Tracey	Reading Spec./ Title 1
Peggy Brown	Reading Spec./Sp.Ed
Randi Riemann	Spec. Coordinator
Taylor Strom	Counselor
Emily Hunsley	Jr. High Teacher
Daniel Johnson	High School Teacher
Shilynn Grossman	Parent - Teacher
Stacy Glasscock	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.
- 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.

Rti students are identified through multiple academic measures and rank the students according to academic need. The schoolwide assessment that provides the initial list of students is the MAP assessment. The students K-5, Jr. High, & High School will take the ELA, Language Arts, and Math 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, Language Arts, or Math are divided into a tier ranking. Regardless of ranking, students are automatically served automatically if they are identified as homeless, migrant, or under IDEA guidelines. Ranking tiers are as followed: Tier 3 = 20th %ile below, Tier 2 = 40%ile, Tier 1 = 41st%ile and above.

The goal is to close the achievement gap between their instructional level to build toward their grade level. If a student is not adequately making progress, then the Rti or data committee team will meet to formulate a new plan for a different intervention plan or the classroom teacher will complete a TCT packet to discuss if a student is eligible to proceed for further assessments which usually consists of the classroom teacher, parents, principal, special education coordinator, counselor, and social worker.

Elementary K-5 students that are selected into the Title 1 program for reading are given multiple assessment of the 5 components of reading. This is to identify their strengths and weaknesses in order to provide differential instruction (Alphabetic Principle) K-5 Aimsweb Plus. Ongoing assessments for K-5 will utilize the Aimsweb Plus progress monitoring. Then students are placed into a group of 4 at their instructional reading that will meet daily for 30-45 minutes with the Title 1 educator for research-based lessons that supports the student' lowest foundational skills. At this time, there is no Title 1 math, however, students are supported through the Rti Program.

Kindergarten students will use Heggerty Phonemic Awareness, Harcourt Intervention for Kindergarten, and Snapwords for sight word recognition.

Grades 1-5 will use the Fountas and Pinnell Leveled Literacy Intervention Systems. These programs will serve up- to-date strategies, intervention assessments, and progress monitoring. With Continuous monitoring and ongoing assessment, it will ensure that students are not moved up to the next level or reading until they master that skill. The goal of the program is to bridge the gap between their current foundational skills and to build skills to reach their current grade level.

Elementary, Jr. High & High School (Response to Intervention (Rti)), The Rti School-wide program is implemented during the last 35 minutes during the day to provide small group instruction based on students' academic needs. The goal of the program is to bridge the gap between their current foundational skills and to build skills to reach their current grade level.

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

Math: is consistent with the same goals as reading.

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.

The district's future plans are to provide an afterschool homework program. The goal is to have students meet after school in the library with paraprofessionals, teachers, National Honor Society volunteers, peers, or parents/guardians to provide resources to complete homework and improve foundational skills.

The district has access to a full time guidance counselor as needed; however, the counselor is in the building 2 ½ days during the week, 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 the plans are to try to assign students a mentor. Also, a mentor will serve as a support system for students that may not have a stable adult in their lives. With the support of the community, a positive relationship will better serve the interest of each student.

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 students interact with recruiters from technical schools, community colleges and the armed forces. Throughout the year, when professionals are available, students in the district are allowed to interact with professional business leaders from the community to explore their career options/interest. In addition, students participate in dual credit courses through LLCC, by attending a work force job recruitment. During this time, students review their options of scholarships and federal applications to offset college tuition.

Edinburg school district maintains Career and Technical Education Courses in Agricultural field. Students will participate in community service projects through their course work that could be related to a real-life work environment through agriculture.

Through Edinburg's Career Education course, students are able to explore careers with Career Cruiser by taking a survey based on their interests. ROCTE, (Regional Office of Career and Technology Education), provides funding for CTE coursework at the high school level and introductory materials for education of elementary students. During the course, students are able to explore all career clusters and observe many different careers as freshman. Future plans include job shadowing and career field trips.

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.).

Edinburg Elementary, Jr. High, and High school are implementing a tiered system for Positive Behavioral Intervention and a support system to meet student's social-emotional behavioral needs. In addition, small group of students at-risk for, or determined to have behavioral needs under IDEA, meet with the district Guidance Counselor and Social Worker. Individual sessions with the Counselor and/or the Social Worker will be provided on a case by case basis.

Teachers use Liveschool for positive reinforcement of PBIS. Students receive points based on their meeting or exceeding their behavior expectations. Pre-K through 12th grade is using PBIS points to shop at the school store for positive behavior reinforcement.

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 SIP Team meets annually to survey teachers in order to discuss any area of concerns and to develop goals for school improvement. The primary focus is culture, behavior, and academic achievement within the school. The building level SIP committee will address and update plans for academics. The SIP team is meeting to develop the district's annual professional development plan. Due to the learning loss from the Pandemic, the SIP and Rti committee will develop a plan to close the achievement gap. In addition, the teams are meeting to update the development of these goals of the annual professional development plan that includes state mandates, instructional training, and social emotional supports for teachers to utilize with students. There are several methods of collecting data for goals including: MAP, AIMSweb, Acadience, Moby Max, Zearn, Learning A-Z, Headsprout, and other criterion-referenced assessments.

District turnover with personnel staff has increased. It is difficult to employ highly qualified teachers in the content areas of junior high and high school math, high school ELA, and a full-time guidance counselor. The Edinburg School Board members and the administration staff has recognized the need for highly qualified teachers with experience to facilitate closing of the achievement gap; so they worked with the school union representatives to develop several incentives for staff and decided to raise the employee's base salary to encourage highly-qualified staff to apply at this district.

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 positive relationships between staff, parents, and students. The Preschool program has an open door policy. Parents are welcome to attend any time to observe the classroom. This program sets aside two parent / teacher conferences each year so that parents and teachers can discuss the program, assessment results, and possible concerns, if any. Parents are encouraged to be involved as much as possible by making visits, attending parent education & family engagement nights, completing take-home activities, and utilizing the lending library program. Parents are provided with weekly classroom and program newsletters, greeting parent/guardian daily as they bring their child or during pick up, communicating through daily agenda book, and by using Seesaw to keep parents notified of important news and upcoming events.

Children are welcome into Preschool. Teachers are able to meet the students during screening and open house that is held prior to the start of the school year so they will have a familiar face when entering the Pre-K room. The Pre-school teacher collaborate to ensure the students are meeting the state standards and expectations.

Student's curriculum will prepare them for kindergarten, such as, letter recognition, letter sounds, spelling their name, identifying colors, and listening to a variety of stories.

After the winter break, the Preschool teacher will prepare students to transition into Kindergarten. This includes visiting the Kindergarten classroom meeting the new teacher, and observing different aspects of the day in Kindergarten. In addition, the students will have visited other areas of the building such as the library, cafeteria, and gymnasium.

Preschool and the Title 1 educators collaborate to host two Family Literacy Nights. These events encourage parents and children to work together on different activities. Since this is a small community, student have the opportunity to see their friends, schoolmates, and teachers through the year.

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.