

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:	W.C. Petty Elementary School		
RCDT:	340490340042005		
Principal:	Joanna Gerritsen		
Address:	850 Highview Drive		
City, ZIP code:	Antioch, IL 60002		
Telephone:	(847) 838-8101		
Email address:	Jgerritsen@antioch34.com		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018-2019	30%	Yes	5/15/18

DISTRICT INFORMATION

District Name/Number:	Antioch District 34
Superintendent:	Dr. Jay Marino
Telephone:	(847) 838-8410
Email address:	Jmarino@antioch34.com



 Superintendent's Signature

 Date 5-21-18

Schoolwide Plan Components

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

NAME	REPRESENTATION
Joanna Gerritsen	Principal
Katie Keppen	Parent
Brad Hubbard	D117
Kristina Guntharp	Director for Teaching and Learning
Sue Abramson	Secretary
Lisa Luoma	School Psychologist
Sarah Lehmann	Special Education 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. N/A

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

- a. CSCI Survey- <https://www.antioch34.com/Page/7938>
- b. CIA Audit- - <https://www.antioch34.com/cms/lib/IL02211918/Centricity/Shared/District/Curriculum/Antioch%20CIA%20Audit%20Report.pdf>
- c. Building Plan on a Page- <https://il02211918.schoolwires.net/domain/109>
- d. NWEA Data- <https://www.antioch34.com/cms/lib/IL02211918/Centricity/Domain/97/BOE%20Presented%20District%20Data%20Winter%202017-2018%20NWEA%20Presentation.pdf>
- e. CogAT Data- <https://www.hmhco.com/cogat/cogatprofile>
- f. Bright bytes Survey- <https://bbyt.es/start/GF8CC>
- g. Board of Education Presentations October 2017 thru May 2018- <https://www.antioch34.com/domain/97>

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.

W.C. Petty Elementary School would like to implement a school-wide Title 1 program so that the needs of the students who are most at risk, as indicated by the results of the most current NWEA, are addressed but also so that the overall programming of the school meets the needs of all students. It is the goal to provide a high-quality education to all students to close the achievement gap and support all students in meeting personal growth targets.

Schoolwide funding would provide the opportunity to provide before and after school tutoring in the areas of Math and ELA for those students who are at risk and for those testing below grade level standards. In order for this tutoring to be available to the student population in need, school wide funding would be used to provide bus transportation as well. School wide funds would make it possible to achieve this extra instructional programming for all students.

With the implementation of schoolwide Title 1 funds, W.C. Petty Elementary School would be provided with the means to host academic events in subject areas such as STEM, Math, and Literacy for parents and families as well as support in topics such as attendance, social emotional and behavior. By having a school wide status, these events would be open to all of our student population and would reengage all parents/families into our school community. If all students could attend, the at-risk students may feel more comfortable in attending or join a peer.

W.C. Petty School would like to have the resources available to our students struggling with mental health issues. Supplemental counseling and strategies could be provided to help students and families with the adversities they face.

By having a school wide program, W.C. Petty could supplement professional development for our staff to be effective teachers in the learning environment. If we provide our staff with training in latest trends in the education system, we can have them discover the "best practices" methods in Math and ELA.

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.

W.C. Petty Elementary School follows the Positive Behavior Interventions and Supports (PBIS) model for instructing our students with what is appropriate school etiquette. We would like to improve areas of our current plan by providing our staff with more training on the most current "best practices", when it comes to curtailing problem behavior in the classroom and training for how our staff can be more proactive when it comes to disruptive students. Our staff would benefit greatly with more professional development on behavior management in the classroom.

One strategy we would like to implement here at W.C. Petty is to have supplemental psychologist services on hand to help with our students who are facing tremendous adversity in our school community. We feel that having a supplemental trained psychologist would support our students that are displaying concerning anti-social behavior. Early psychological interventions to help students with their social and emotional health can have a significant impact on their educational success.

W.C. Petty Elementary School would like the ability to bring in motivational speakers that encourage all students and educate about pro-social behaviors such as health and well-being, goal planning, and being kind. These presentations/assemblies will help reinstate our PBIS motto to Be Safe, Be Respectful, Be Responsible.

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).

Currently at W.C. Petty we offer, Project Lead the Way (PLTW) classes that are for one hour a week for all our students. With additional funding, we would like to offer our students an afterschool program that would be just for STEM activities. Our hope in running an afterschool program like this, dedicated to STEM, is to encourage children to take interest in these subject areas early on.

An event W.C. Petty Elementary School would like to implement during the school day and/or an event night that would be open to families is to host a "Career Exploration Day". We would like to bring in community members to present and do activities related to their career. If funding were available to us, the staff at W.C. Petty Elementary School could take our students on field trips to visit a local Tech School, to showcase all the available options open to our children for their own future endeavors.

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.).

Currently W.C. Petty School runs the Positive Behavioral Interventions and Supports (PBIS) program to curtail anti-social behavior and to promote healthy social skills. Our PBIS team presents to the staff on a monthly basis. The presentations include information about problem behaviors supported by data. The team then presents strategies that teachers can use in the classroom to address these behaviors.

W.C Petty uses Universal Data Review (UDR) meetings to review student data to determine what interventions to use for students who are repeat offenders of our school policies.

W.C Petty uses Student Leadership Team (SLT) conducts meetings (by each grade level) that are used to assess student information and to determine the proper classroom interventions.

W.C Petty uses Individual Problem-Solving Team (IPST) meetings that are held with social workers, the school psychologist, teachers, administration and parents to review data and develop possible interventions to meet a student's needs.

W.C Petty uses Classroom Learning Communities (CLC) to host classroom meetings to analyze classroom data, set goals, and work on the Plan-Do -Study-Act cycle.

W.C Petty implements a Multi-Tiered System of Supports to identify and plan for student needs in the areas of intervention and enrichments through academic, social/emotional, and behavior lenses.

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.

In addition to district-provided professional development, our teachers are currently implementing the Professional Learning Community (PLC) model. We use the PLC model in order to use data to increase the growth of each student academically or behaviorally.

Here at W.C. Petty Elementary School we also using learning walks to identify trends in instructional deficits to provide professional development during PLC's or staff meetings.

Our staff at W.C. Petty uses the teacher evaluation system to identify individual teacher's successes and to identify areas of improvement in order to coach them in these areas.

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

W.C. Petty does not work with Pre-Schools directly. First grade students do come to W.C. Petty to familiarize themselves with the 2-5 elementary school. W.C. Petty also partners with the middle school to prepare students to moving on into 6th grade through 5th grade family night. The middle school principals also come to W.C. Petty to work with the 5th graders in creating their 6th grade schedule.

NWEA and PARCC data indicates that there is an academic dip when students transition from elementary to middle school. W.C. Petty School would like to create a system to support all students during this transition. This opportunity would provide much needed guidance for students who are nervous about transitioning into middle school and could prepare the students for their 6th grade year. We would like the opportunity for all students to attend a support program.

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.