

**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>	Carthage Primary and Carthage Middle School		
<b>RCDT:</b>	26034317004		
<b>Principal:</b>	Mike Snowden and Jerry Butcher		
<b>Address:</b>	210 South Adams		
<b>City, ZIP code:</b>	Carthage 62321		
<b>Telephone:</b>	217-357-3922		
<b>Email address:</b>	vhardy@cesd317.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>
2017	43%		7/26/17

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Carthage ESD #317
<b>Superintendent:</b>	Vicki Hardy
<b>Telephone:</b>	217-357-3922
<b>Email address:</b>	vhardy@cesd317.org

  
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 Superintendent's Signature

  
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 Date

# Schoolwide Plan Components

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

NAME	REPRESENTATION
Vicki Hardy	administration
Jerry Butcher	m.s administration
Diane Pepple	p.s administration
Rachel Huston	Primary school
Erin Krieg	Primary school
Jennifer White	Middle school
Michelle Bavery	Primary school
Kari Jefferson	Middle school

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. Not applicable
- 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.

A. All students are provided the same opportunities. The district is small with one building per grade pre-k -4 and one building for grades 5-8. The subgroups for minority populations are small with the district subgroup of Caucasian at 96% of the student population. The low-income students at 43% of the population have the same access to all programs as all other students. With the district being small and only one same grade level per building , the two buildings work together as one building to create a seamless curriculum and a seamless discipline policy. This creates a district of high expectations and increases the student achievement level without a drop in achievement levels in the transition level between buildings.

B. A curriculum committee made up of staff from both buildings and parents meets once a month to review current methods and strategies that address student learning in both buildings. They review student learning objectives, AIMSweb scores, state assessment results, and local assessments to monitor student progress. The team brainstorms new instructional opportunities and interventions to increase student learning. Instructional strategies are discussed and evaluated and then recommendations are made to the administrative team. Those recommendations are then either implemented or if they involve a large financial sum, the board evaluates the recommendation and then it is either approved or not approved to purchase the system recommended. B. and C. A well rounded curriculum is offered that includes of the courses that are required by Illinois law. The district also offers computer applications, computer keyboarding, career education, health education, life skills, speech, and extra reading and math intervention enrichment programs to supplement students that are at risk of failure. Students are offered field trips to supplement their learning. During the middle school years, students visit the historic sites in Springfield, Illinois and also visit the Art Institute in Chicago which culminates an art history and theory project within the Language Arts program.

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 employs a full time social worker and a 3/5 time school psychologist. The social worker and the psychologist work with the special education coordinator on referral of cases. They also work with all of the students providing lesson on the "Six Pillars of Character Education" program. They actually go into each classroom to present lessons on etiquette, bullying, and how to be a successful student. The County Mental Health Center is directly across the street from the middle school. An agreement between the center and the district allows the district to send students in crisis to the center to be immediately evaluated. The West Central Special Education Cooperative provides support services for students that have special needs such as speech language, motor skills disabilities, and hearing disabilities.

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).

This is not applicable to the elementary district that does not have a high school.

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.).

The primary school and the middle school both use PBIS as one means to prevent problem behaviors. By creating a positive atmosphere with a focus on rewarding good behaviors, then bad behavior is limited. Non-exclusionary discipline measures are used prior to suspension. The Parent teacher advisory committee meets annually and reviews discipline policies that are placed in the school handbooks. These are distributed to all students and parents. Zero tolerance policies are prohibited. When suspension does occur then the make-up of work is allowed so that learning does not stop. If the student has an IEP then appropriate and available support services are provided by the school district. All behavior interventions are exhausted prior to suspending students more than four days or expelling a student. This district has not suspended a student more than three days nor has it expelled a student since the implementation of senate bill 100. Reengagement plans are put in place for each student coming back from a suspension. The plan is created by the building administrator, the parent, and the school social worker.

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.

All teachers and administrators are highly encouraged to attend professional development opportunities of their choice within their teaching field for the district. The district finances up to \$700 per year for each staff member towards their professional development. National conferences that exceed the \$700 are allowed on a limited basis. Priority is given to conferences that focus on reading, math, science and special education strategies. The district provides four in-service days and at least four full day school improvement planning days for staff to review data from assessments, work on student learning objectives, and take ISBE mandated trainings such as restraint trainings, bullying training, diabetes training for students, etc.

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

The district houses and manages an at risk preschool program funded with ISBE grant dollars. It is entirely funded through the ISBE pre-k at risk grant and the district does not contribute dollars. However, it is in the primary building, so transition from the preschool program to kindergarten is seamless. Pre-K screenings are held in the spring in collaboration with head Start and Early childhood to determine readiness and placement for pre-K programs. The pre-k children participate with the kindergarten students at many of the activities that take place during the day such as recess time, lunch time, and many of the same field trip experiences.

# 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.