

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:	Bert H. Fulton Elementary School		
RCDT:	07-016-1460-04		
Principal:	Ronald Gonser		
Address:	6601 W 171st St.		
City, ZIP code:	Tinley Park, IL 60477		
Telephone:	708-614-4525		
Email address:	rgonser@district146.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018	37.36%	Yes	June 5, 2017

DISTRICT INFORMATION

District Name/Number:	CCSD 146
Superintendent:	Dr. Jeff Stawick
Telephone:	708-614-4500
Email address:	jstawick@district146.org



 Superintendent's Signature

6/5/17

 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Nancy Schwab	Director of Curriculum
Trisha Honkoski	Support Staff
Megan Mitera	Assistant Principal
Ron Gonser	Principal
Anne Chobot	Teacher
Jessica Lococo	Teacher
Pat Duggan	Paraprofessional
Michelle Hemminger	Parent
Carrie Bloom	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. Not apply
- 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.

District 146 plans for a well rounded academic and social emotional curricula for all of our students in grades PreK-8. At Fulton School, our teachers will work in professional learning teams whose primary purpose is to plan for and deliver instruction that supports student learning needs. In order to effectively meet and plan, teachers require time to meet. Currently, teams have a daily 35 minute common plan time. While teams have been utilizing this time, they have identified the need for an extended amount of time to more effectively identify the standards they will be targeting in a given time frame, establish the assessment tool(s), and the differentiation strategies necessary to meet all student needs. We would like to offer creative and flexible scheduling and staff coverage to offer longer blocks of time to collaborate and plan for essential student learning practices. This will entail the use of substitute teachers, creative coverage before or after student hours, etc. The focus of planning instruction will include the use of personalized small groups for reading and math, based on common formative assessment data and universal screening results (MAP). Additionally, Fulton School continues to try to meet the needs of all children in the school by developing flexible schedules to utilize all staff, including physical education teachers, music, and art teachers, as interventionists providing individualized and small group supports to improve student success. It is important to have time for these teachers to collaborate with the classroom teachers and coaches in order to provide the most effective supports.

Reading and writing workshop models will be utilized so that students receive instruction, resources and feedback appropriate to their needs. Professional development, staff mentoring, peer observation and support will be provided. We will utilize rigorous mentor texts to serve as a model to students in reading and writing. Interventions for students, who demonstrate a gap in their learning, will be provided in a small group with texts at the student's instructional level. A focus upon the 6 systems of language (graphophonic, lexical, syntactic, semantic, schematic, pragmatic) will provide the foundation for reading and writing interventions. Classrooms will be supplied with leveled reading materials across the content areas. This will provide students with appropriate rigor for their learning needs. The use of trade books of high interest to students will be an important resource found in our classrooms. The reading specialists will work in a coaching role in combination with co-teaching to support classroom teacher learning as well as direct support to at risk students. Coaches would build carts of resources to wheel around to each classroom they are working in, always having teacher and student resources at their fingertips. Resources to target individually identified areas of weakness/struggle and to monitor student progress would be added. Regular parent engagement opportunities will be developed in order for them to increase their understanding of the literacy curriculum and goals for their children. They will be surveyed for identifying the ideal time for their attendance of these events. Food and prizes are often incentives for families to attend events, especially before or after school, so dollars would spent on these items.

In order to improve student engagement in their learning, a mathematics workshop model will be researched and developed to implement in classrooms. This model of math instruction will allow for student interaction and learning using manipulatives, math talks, peer reviews, small group problem solving, real world problems, experimentation and independent practice. While differentiated math groups have been identified, taking math instruction to the next level of engagement and individualized instruction will require professional development, staff mentoring, peer observation and support. Examples of resources to reach all learners in an engaging way are to purchase a storage bin of math station/workshop games/activities/resources divided by essential skills and differentiated for leveled instruction, for each classroom, the concept of an interactive math notebook, and technology supports. The classroom learning will also be supported by the math specialist. Again the role of

specialist includes a coaching role, in combination with co-teaching and direct student support of the most at risk learners. The specialist will be able to support classrooms through differentiation and personalized learning for students in mathematics. The support of reading and math specialists enables teachers to group students heterogeneously and have the resources to support smaller group learning. We would like to ensure the math strategies are applied across all grade levels, beginning in Pre-K. Regular parent engagement opportunities will be developed in order for them to increase their understanding of the math curriculum and goals for their children. They will be surveyed for identifying the ideal time for their attendance of these events. Food and prizes are often incentives for families to attend events, especially before or after school, so dollars would spent on these initiatives.

Through the Title I surveys, parents and staff both identified STEM as an area of interest and need for further development. A well-rounded learning experience must include STEM. We will offer opportunities for students to explore STEM throughout their school days. Topics of coding, robotics, design and engineering and research to solve real world problems (inquiry and discovery learning) will be possible topics for our new studies in STEM.

Our students experience the fine arts through music, art and PE (dance) classes. We desire an expansion to STEAM, an inclusion of the arts in our student programming. Our art curriculum will include STEAM which will include design and engineering, multiple modes of creation and coding. There will be opportunities developed to share with parents and the community, the resources and products of STEM/STEAM learning through open houses, family nights, home activities, etc. We may feature parents who have careers in science, technology, engineering, mathematics or the arts to share their experiences with students. Days of Code could be developed, with older students assisting younger students in their understanding and developing programs. Field trips or a traveling STEAM/scientist programs would be added for each grade level to expand the opportunities for all. Professional development through nearby science museums and technology centers would be sought out.

District 146 uses inclusive practices in special education, ESL services and regular education supports. These practices allow for students to have peer models who encourage perseverance, stamina and risk taking in learning. Intervention delivery will parallel this service model so that pullout will occur as necessary, but a majority of time will be spent in small group settings in the classroom. Through the district parent and staff Title I surveys, social-emotional and bullying prevention were identified as areas that require more resources or improved instruction and support. The use of Second Steps resources and district developed anti-bullying curriculum provide a foundation for student social emotional learning. We desire to expand that curricular resource base so that students have tools to learn to use role playing, simulations and social stories to build skills around conflict resolution, seeking a trusted adult when feeling threatened and to express feelings to convey ideas regularly. We would like to increase the number of assemblies focussing on bullying prevention and kindness, adding parent nights as a connection to the student learning. We will use district resources to strengthen our explanation of our programs through newsletters, social media, and home/school links. We will develop an online forum for students and parents to make reports when a student feels targeted within the school setting or through social media. Students receive monthly internet safety and social emotional lessons to enable students in appropriate peer interactions. We will begin to build a system of additional supports for student access so that their needs are met in the social emotional realm of learning. Adding "buddy benches" to the playground space(s) would provide students an opportunity for students to support each other in their free play and including each other in activities. Each building has implemented a positive behavior support system known as CHAMPS from Safe and Civil Schools. In addition to common expectations for positive student behaviors and expectations, Safe and Civil Schools provides us with a number of interventions for classroom implementation. School wide efforts to improve student attendance shall be implemented. According to the Illinois School Report Card, 12% of our students are chronically absent (10+days from the beginning of school until this point in the school year). We would like to develop a positive incentive program to boost our attendance rate. Funds may be used to purchase the rewards/incentives/tokens necessary to develop a successful program. Additionally, we will implement strategies to improve the home/school trust and communication, working together to improve student attendance.

Services related to English language support for students as English learners are provided by trained bilingual teachers through co-teaching, push-in and pull-out service delivery models. These programs support not only newcomer students through our Newcomer Program, but also students that are acquiring English proficiency. Students English language proficiency is assessed upon arrival utilizing the WIDA W-APT screener. Students then receive direct language instruction tailored to their needs on Full Time (all content areas) or Part Time (select content areas) basis until the students have acquired the basic skills necessary to successfully access grade level content. The ELL staff will progress monitor student growth and meet regularly with general education teachers to provide updates and supports. We desire to provide professional development to all staff reviewing the strategies to best serve ELL academic needs.

Professional development in academic and social/emotional realms has been identified as a need from staff and parents. Staff will be surveyed again, to attain specific areas of interest the majority of staff is interested in learning more about. Initial needs were identified in the areas of reading, writing and social emotional/bullying. To meet those needs, we will use internal (master teachers, coaches) and external (Elin Keene, Greg Tang, or the like) experts to share their expertise in best practice and ways to implement effective teaching and learning strategies right away.

Our schools utilize a building paraprofessional and recess supervisors to assist students at lunch and recess. These individuals require training and support to best meet the safety and social/emotional needs of all students during these less structured times.

We desire to expand our current intervention summer offerings to a camp like atmosphere for enrichment. Some topics for summer enrichment will include: STEAM related activities, the arts: musical performance art and dance, reading clubs, scientific exploration and peer team building. Any and all students will elect the enrichment summer sessions while summer intervention will target those students who are not making grade level growth and achievement. Programs will not be scheduled simultaneously so students will have accessibility to the wide variety of enriching activities. Intervention summer school will run 16 days before the start of the new school year, while enrichment will occur for a week shortly after school concludes in the summer. We would also like to expand our before and after school enrichment opportunities to include Break Out EDU, Lego workshops, book clubs, musical performance, drama, and dance, advanced math, and more.

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.

At Fulton School, we are fortunate to have two full time social workers implementing the Second Step social-emotional curriculum and Anti-Bullying lessons. Through the district parent and staff Title I surveys, social-emotional and bullying prevention were identified as areas that require more resources or improved instruction and support. The use of Second Steps resources and district developed anti-bullying curriculum provide a foundation for student social emotional learning. We desire to expand that curricular resource base so that students have tools to learn to use role playing, simulations and social stories to build skills around conflict resolution, seeking a trusted adult when feeling threatened and to express feelings to convey ideas regularly. We would like to increase the number of assemblies focussing on bullying prevention and kindness, inviting parents to attend, or adding parent nights as a connection to the student learning. We will use district resources

to strengthen our explanation of our programs through newsletters, social media, and home/school links. We will develop an online forum for students and parents to make reports when a student feels targeted within the school setting or through social media. We could design a "safety box" for each classroom for student to write down concerns anonymously, or inconspicuously. Students receive monthly internet safety and social emotional lessons to enable students in appropriate peer interactions. We will begin to build a system of additional, more frequent supports for student access so that their needs are met in the social emotional realm of learning. Adding "buddy benches" to the playground space(s) would provide students an opportunity for students to support each other in their free play and including each other in activities. Setting up "big brother/big sister" pairings with upper and lower classmen would help to develop more widely spread personal connections throughout the building. If we could recruit and train staff, parents, grandparents, and community members to be mentors, we believe we would see improved social-emotional growth in our most at-risk students. Friendship circles, lunch bunch, and peer models are other strategies to explore and develop. Each building has implemented a positive behavior support system known as CHAMPS from Safe and Civil Schools.

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).

While Fulton Elementary School is a pre-5 building, we want to continue to develop opportunities for our students to learn about career opportunities in their future through parent volunteers discussing their jobs and introducing them to jobs they may not have heard of (coding, engineering, etc.) Exploring jobs and careers through an Explore More/Job Fair may be another family event for the students to come hear about the many jobs our parents do. We will provide opportunities for acceleration/enrichment before, during and after school.

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.).

Social emotional needs are screened and identified using a universal screener, the BESS, three times a year.

School teams review this data at every trimester. Students identified as "yellow" or "red" from the screener data are considered for a support plan to enable student success and growth in this critical area. School teams support the classroom teacher in the development and implementation of the tiered support plan. Progress monitoring is individualized for each student according to their support plan. Additional support and professional development is necessary for staff to feel comfortable using the Review 360 referral system for reporting student incidents and developing a plan within the system to track growth in the identified problem area.

In addition to common expectations for positive student behaviors and expectations, Safe and Civil Schools provides us with a number of interventions for classroom implementation. We would like to develop training and resources on restorative justice and alternative consequences to detentions, suspensions and expulsions. Restorative justice practices will focus on the cause of the misbehavior while building relationships among students and staff. Students will take ownership of their behavior by working through conflicts instead of acting on them. Relationship building between all members of our school community will establish a trusted atmosphere that can resolve challenges. With these practices in place, students will remain in the classroom, actively engaged in activities. School wide efforts to improve student attendance shall be implemented. According to the Illinois School Report Card, 12% of our students are chronically absent (10+days from the beginning of school until this point in the school year). We would like to develop a positive incentive program to boost our attendance rate. Funds may be used to purchase the rewards/incentives/tokens necessary to help develop a successful program. Currently our classroom spaces are traditional in the furniture, use of space and design. We would like to flip our classrooms into a more kid-friendly, motivating, comfortable working space by purchasing alternative seating (stability balls, tripod chairs, bean bags, etc.), work spaces (tables, standing desks, etc.), and supports that will help students attend (wiggle cushions, chair bands, etc.) and participate more easily and willingly. Many of our discipline referrals come from disruptions on the playground. We would like to widen the base of activities and equipment available to engage the students in fun activities that keep them occupied, engaged, working together and having fun, rather than getting into trouble. Indoor recess activities would also be expanded to include educational, but fun games like BLURT, Scrabble, Yahtzee, Farkle, etc. Additionally, we will implement strategies to improve the home/school trust and communication, working together to improve student attendance. This would be achieved through providing resources, information and suggestions during a parent night(s).

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.

Parents and staff identified ongoing professional development as an area of need. On the 5Essentials survey, staff indicated they did not strongly feel teachers have influence as leaders in developing school improvement. To address this need a survey will be developed to identify the types of professional development they are seeking and who they think would best provide it, whether it be an outside consultant or a in-house expert. Fulton school will continue on our Professional Learning Community journey to further our school-wide implementation by sending a team of teachers to receive training each year and to provide in-house professional development. These teams will then work on coherent teaching and focused student learning by identifying the essential elements and setting goals for students, differentiating instruction of the essential content and assessing student growth in these areas. Additional time and resources for staff to collaborate, observe each other's instructional strategies and review data will be implemented. Opportunities for vertical alignment between adjacent grade levels will also be built in.

Our board policies support Equal opportunities in hiring as well as retention of effective teachers:
5:190 Teacher Qualification <https://boardpolicyonline.com/?b=tinleypark&s=64823>

5:10 Equal Employment Opportunity and Minority Recruitment

<https://boardpolicyonline.com/?b=tinleypark&s=64799>

7:10 Equal Educational Opportunities <https://boardpolicyonline.com/?b=tinleypark&s=64886>

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

Fulton School is fortunate to house a blended Pre-K At-Risk/Early Childhood pre-school class. Children who attend qualify based on at-risk criteria or special education eligibility. Students ages 3-5 may enter through Early Intervention transitions, DIAL screening results or other at risk criteria (ESL, income, developmental delays, parent education, etc.) To improve district and local preschool transition to the elementary school, we will host an "intro to kindergarten" in the late spring/early summer for the parents, children, teachers, and PTO. We will schedule and publicize organized play dates for families with incoming kindergartners. Our Ready for Kindergarten and Bridges (0-3) could be enhanced and expanded to try to reach even more families. In order to strengthen school/family relationships and trust, home visits may be scheduled for a different view and perspective of child behaviors and needs. Another strategy will be for teachers and families to establish a "pen pal" relationship over the summer between themselves or with other families entering Kindergarten or with children already attending Fulton School to welcome them. A way to make our school more visible to the surrounding neighborhood would be to host more community events in our building.

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.