

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

SCHOOL INFORMATION

School Name	Manchester Elementary School
RCDT:	04-2000-2002
Principal:	Molly Lilja
Address:	3501 Blaine Road
City, ZIP code:	Poplar Grove, 61065
Telephone:	815-765-2826
Email:	mlilja@nbcusd.org
Planning Year:	2017-2018
Poverty Rate:	33.33
40% Waiver:	Yes
Date Approved:	6/27/17

DISTRICT INFORMATION

District:	North Boone CUSD #200
Superintendent:	Dr. Mike Greenlee
Telephone:	815-765-3322
Email Address:	mgreenlee@nbcusd.org

Superintendent's Signature

Date

SCHOOLWIDE PLAN COMPONENTS

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

NAME	REPRESENTATION
Matt Klett	Title I Director
Melissa Geyman	Special Education Director; Professional Development
Molly Lilja	Curriculum Coordinator, Principal
Jamie Pearce	Professional Development
Allison Louis	ELL Director; Preschool Director
Tami Doetch	Manchester and Capron Elementary Schools Reading Specialist
Jessica Smith	Manchester and Capron Elementary Schools Social Worker

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. --

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

- a. Include a copy of the document used to conduct the assessment.

Note: We have included the 5Essentials

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.

Elementary Schools:

Reading teachers for struggling readers are assigned to each of these schools. Small group/1:1 pull-out enrichment by paraprofessionals, both individual and small group, in reading and math. The enrichment offered by paraprofessionals are offered to fluid groups of students who demonstrate weakness in using reading and math strategies from time-to-time. All paras are under the guidance of certified staff and receive the same professional development in the area of best practices that is provided for regular education teachers. Reading in class and pull out groups, large and small, by certified reading teachers. Specialized teachers meet with classroom teachers regularly offering specialized training and assistance with reading strategies and fluency, comprehension and extended response. Summer school, which includes ELL and ESY, summer library and "Books on Wheels" are also offered for students needing additional help meeting the challenging State academic standards.

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 Manchester, the social worker puts out a needs assessment specific to what social/emotional needs the students have. She then is able to provide specific small-group sessions to address these needs. In addition, she also provide one-on-one counseling at least once for all throughout the year and on an as needed basis. Outside sources, such as SAS counselors provide awareness of dating violence and signs of suicide workshops for all students. Erin's Law is provided to children through Rockford Sexual Assault. Rosecrance comes out weekly to meet with students one-to-one to meet their specific social-emotional needs. In the elementary schools, the social workers provide character education lessons to the classroom based upon monthly lessons. School wide assemblies are offered throughout the year to focus on mental health topics. In addition the morning announcements contain character education words of wisdom.

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).

Not Applicable.

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.).

We have implemented PBIS -- Positive Behavioral Interventions and Supports. This has the emphasis on using functional assessment and positive approaches to encourage good behavior. As part of this, we have an Rtl team to consider the use of PBIS for any student whose behavior impedes his or her learning on the learning of others. When the behavior does impede learning, a Behavior Intervention Plan is created. We use a Functional Behavior Assessment (FBA) to create a Behavior Intervention Plan or BIP.

Our tiered approach includes three tiers. Tier 1 -- consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. Tier 2 is targeted group support for SOME students and Tier 3 is individual support for a FEW students. These are meant to improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

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.

We have not used Title funds in the past to recruit and retain effective teachers. Our workforce pools has generally been solid and so those funds have been able to be used elsewhere for professional development. However, in regard to improving instruction and use of data for academic assessments, we offer many opportunities. This includes newer state initiatives such as Common Core and Next Generation Science Standards to grade level and subject specific instruction such as math, science, etc. as well as, PARCC, MAP -- Measure of Academic Progress and other such data tools have been offered.

These opportunities are done in house at our School Improvement Plan days, academic days with the assistance of subs to cover teacher classrooms, and outside conferences and workshops.

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

Transition begins with forming a network of social connections that are built around supporting children and families. These connections go further than just making a connection between the preschool teacher and the kindergarten teacher. The connections also include building a relationship between the child and the teacher, the child and his or her peers, and the parent and the teacher. These relationships are instrumental in the success of the children and their learning.

The key to this transition process is giving children continuity in the learning environment and the curriculum strategies that teachers use within their classrooms. This continuity process builds a comfort zone for all participants. Developmental continuity describes how we design early childhood curriculum, how we provide learning experiences that build on the child's prior knowledge, and how these expectations flow in a natural progression across not only the preschool and kindergarten years, but also how they build through the entire primary school years. When the focus is on both transition and continuity together using a team approach with teachers, parents, and children, smooth transitions for children are ensured as they move from preschool to kindergarten and primary grades.

For a full description of the transition system we use, please refer to the following link as provided by ISBE:

<https://www.pakeys.org/uploadedcontent/docs/Transition%20into%20Formal%20Schooling/Enhancing%20the%20transition%20to%20kindergarten%20Linking%20children%20families%20and%20schools.PDF>