

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:	Central Middle School		
RCDT:	07-016-1460-04		
Principal:	Randy Fortin		
Address:	18146 Oak Park Ave.		
City, ZIP code:	Tinley Park, IL 60477		
Telephone:	708-614-4510		
Email address:	rfortin@district146.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018	39.58%	Yes	June 5, 2017

DISTRICT INFORMATION

District Name/Number:	Consolidated Community School District 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
Randy Fortin	Principal
Brooke Dundas	Assistant Principal
Kristen Salwierak	Dean of Students
Nancy Schwab	Director of Curriculum
Trisha Honkoski	Support Staff/Parent
Mary Crowley	Teacher
Mike Norris	Teacher
Patti Montagano	Paraprofessional
Jill Dunlap	Parent
Tara Williams	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.

Central Middle School ensures that all students receive a high-quality education. Our staff will continue to work in professional learning communities to deliver instruction that meets individual student needs both intellectually as well as socially and emotionally. Our staff has developed a curriculum in alignment with Illinois Learning Standards and Common Core to teach students the necessary skills. Staff has identified the essential skills needed for students to be successful and continue to review and enhance these skills yearly. Our staff has been expanding their assessment literacy through our work with an assessment consultant and time within our PLCs. Staff will meet regularly to review common formative assessment (CFA) data and discuss the effectiveness to instructional strategies. CFA will allow teachers to intervene in real time and providing meaningful feedback to students. Our classrooms will provide students the opportunity to receive student-centered instruction. Students will engage in lessons that incorporate small group problem-solving and discussions, experimentation as well as guided and independent practice.

Three times a year, students will participate in the NWEA MAP assessment to measure academic growth. MAP data will be shared with students and will be used to set academic goals for Language Arts, Reading, Math and Science (8th grade only). Teachers will conference with students using this data to identify areas of strength and future areas of growth in each content area. Students and teachers will partner up to create an action plan to reach their goals. Each trimester the MAP data will be reviewed and students learning will be monitored along the way.

Teachers and administration have created courses for Language Arts and Mathematics that are differentiated by content, process and product to meet individual student needs. CMS leadership teams have started to learn collectively about differentiation as we move away from whole group delivery of instruction to more small group and personalized learning experiences. As a staff we will continue to learn more about the Multiple Intelligences to help identify and tailor lessons and resources to meet the learning styles of our students. As we continue to gather this information from students, CMS staff will continue to learn more about personalized learning and selecting activities and resources that best meet student needs. At CMS, both accelerated Language Arts and Mathematics courses will continued to be provided to offer enrichment. Central will also continue their partnership with local high school districts to provide further enrichment in the area of mathematics in which students are invited to participate in high school level math courses. Our *high-achieving* students will continue to have the opportunity to participate in Spanish as a foreign language in both 7th and 8th grade. The educational experiences at CMS is tailored to provide a well-rounded education for every child.

District 146 uses inclusive practice in special education. Learning behavior specialists co-teach with general education teachers. This practice allows our students to have positive peer models and the support needed to succeed. We will continue to provide co-teaching staff development to ensure the integrity of this practice.

Our intervention model mirrors this approach. Our reading, math, technology specialist as well as instructional coach co-teach and support teachers with coaching. Our specialist meet with students and provide coaching cycles for teachers daily with literacy and math as the primary focus. On-going staff development is required for our specialists and coaches to continue providing support to teachers and struggling learners. Our specialists play a critical role in our build-wide Data Days in which teams of

teachers work within their professional learning communities to review student data, select research based interventions, evidence-based core instruction and enrichment opportunities for students. Cross-curricular grade level teams use MAP data to create a SMART goal that supports students in the area of Math and Literacy through Work within our professional learning communities will continue to allow CMS to provide lessons that incorporate student-choice, cross-curricular connections and differentiation by content, process and product.

Services related to English language support for students as English learners is also provided through co-teaching and pull-out when necessary by trained bilingual specialists. These programs support not only newcomer students through our Newcomer Program, but also students that are acquiring English proficiency. The Newcomer Program allows for three resource periods built into the school day to provide English language instruction by one of our trained bilingual specialists. Students English language proficiency is assessed upon arrival utilizing the WIDA W-APT screener. Students then receive direct language instruction tailored to their needs during the resource period 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. Our ELL staff will continue to expand and refine the Newcomer Program through the addition of student-led building tours and conferences with parents.

Students are exposed to a variety of elective classes offered through our Encore Program to develop students' skills in order to be college and career ready. The elective courses continue to expand based on student interest and areas identified as needing improvement. These courses are related to STEAM learning experiences including, but not limited to, fine arts through music and art, STEM activities related to engineering and the use of technology to communicate effectively and family and consumer sciences.

CMS recognizes the importance of a strong partnership between school and home. Academic supports have been incorporated into the school day through academic social probation to support struggling learners. Parent Universities, offering parents support in the areas of Powerschool and Schoology, as well as parent-engagement events will allow parents to play an important role in their child's educational experience. CMS will be moving away from traditional parent-teacher conferences and moving towards student-led conferences to allow students to take more ownership of their learning.

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.

Central Middle School creates a supportive learning environment from elementary to middle school. Administration will continue to partner up with CMS and district staff as well as parents and students to gradually transition students to CMS while taking in consideration the whole child. The 5th to 6th grade transition will continue to develop based on student, parent and district staff input. We will offer meetings held at the elementary schools with administration and 5th grade students to talk about the transition and begin answering some of their questions, 6th Grade Orientation Night with incoming 6th grade students, current 6th grade students, staff, administration and parents to talk about the middle school experience and begin introducing the new families to our building and a Welcome to Central event over the summer. This event is a two-day event in which incoming 6th grade students get to know their teachers, meet some of their classmates, become familiar with the building and get a sneak peek of what middle school is all about.

Our support staff, including grade-level specific social workers, work with students and families to improve students' skills. Our advisory period uses lessons from Second Steps to support students related to bullying, self-esteem, etc. We will continue to build our staff's capacity with our school-wide behavioral support system through continued staff development related to Safe and Civil Schools with the implementation of Foundations and CHAMPS. CMS will continue to offer specialty advisories that focus on leadership and work with students to become productive members in society which include peer tutoring, service learning, character development through school involvement and leadership activities. We will continue to develop students' skill sets through engaging in clubs and organizations, such as Twister Leadership Team (TLT), L.E.A.D., 7 Habits of Highly Effective Teens and Family and Career and Community Leaders of America (FCCLA).

In addition to our daily advisory period, Central will have a targeted intervention period built into the school day to support students socially and emotionally. Students receive targeted intervention based on Review 360 data, including Universal Screening results, Behavior Plans and referrals. Additionally, CMS will be expanding our continuum of special education services providing direction instruction in the area of behavior and coping strategies. The use of a red and yellow room will allow for a safe place where students can go that have escalated and need a place to process the situation and their emotions.

Our classrooms are transforming into motivating/engaging work spaces for students including bean bag chairs, yoga balls, standing desks, white boards around the room, etc. Moving away from traditional classrooms with desks and chairs is allowing all students to actively engage in the content.

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).

Students have the opportunity to participate in a variety of courses that expose them to different career offerings. Our Encore Program will continue to provide students the opportunity to learn about STEAM, how to communicate effectively and family and consumer science. Our Encore program continues to expand based on student interest and areas identified as areas of concern. CMS continues to partner with students, parents and staff to provide after school clubs that prepare students to become college and career ready through exposure to career and technical learning experiences, including, but not limited to Engineering through Mathematics, Robotics, FCCLA and Communications.

Central offers an accelerated track for both Language Arts and Mathematics. Our students will continue to have the opportunity to access high school level coursework in the area of Mathematics through our partnership with local high schools. Our Math staff will also continue articulating with the local high school districts to strengthen our math curriculum and to learn and grow professionally in the area of Integrated Math. Students will continue to have the opportunity to participate in a two-year program Spanish program to receive high school credit for Spanish 1. CMS will continue our partnership with the local high schools to articulate to prepare our native and non-native Spanish speakers. We will continue to explore the opportunity to provide a Heritage Spanish class for our native speakers.

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.

CMS leadership team will continue to partner up with our school teams to create a systemic approach to respond to supports struggling behaviorally. The multi-tiered support system will include research-based interventions as well as the use of progress monitoring to measure the effectiveness of interventions implemented. This will require time for the necessary staff members to meet regularly to review data and analyze the impact the interventions are having. These targeted interventions will be implemented during the addition of a building-wide intervention period next school year.

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. CMS staff will continue to foster a supportive environment as indicated as an area for growth on the 5 Essentials survey results. Our S&SC committee will provide support to staff with Foundations and CHAMPS to review building-wide expectations. CMS sent a team of teachers to receive professional development through a Quantum Learning Training. This team will meet regularly to plan and debrief strategies used to foster a supportive learning environment.

Central Middle School is expanding the continuum of services for special education students in the area of behavioral and social-emotional support. This will be provided through the collaboration of trained learning behavioral specialists providing direct instruction as well as coaching cycles of general education staff.

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.

CMS will continue on our PLC 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. CMS leadership teams reviewed the 5 essential survey and identified areas for future focus. We will continue with our co-teaching professional development in order to support collaboration with teachers. In the area of quality professional development, CMS administration received feedback from staff regarding future opportunities for professional growth through a survey. We will use this information to plan our professional learning calendar for staff, including, but not limited to: assessment literacy, specifically: use

of formative assessments and questioning and discussion techniques. Our board policies support equal opportunities and retention of effective teachers:

5:10 Equal Employment Opportunity and Minority Recruitment

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

5:190 Teacher Qualification <https://boardpolicyonline.com/?b=tinleypark&s=64823>

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.

N/A

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.